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College of Humanities and Social Sciences

Supplementary Materials for a 3rd-Grade English as a Foreign Language Textbook in Public
Schools of Armenia

A design 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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DEDICATION

I would like to dedicate this study to my son Emin whom I left at a very tender age to be part of AUA. I dedicate this paper to my mother who made it possible to make this dream come true. She has always been there at every step of the way helping me to take care of my education as well as support my little son. I would like to dedicate this course design project to my colleagues and public school students who take seriously the teaching and learning of English for the future of tomorrow.

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Abstract

Language teaching through songs, games and crafts is practiced worldwide and continues to gain wider application. Teaching through songs, games and crafts have been chosen as a primary methodology for this course due to the perceived need in this area in English as a foreign language education in Armenian schools. The current paper presents a course design which is a supplementary material for the third graders textbook “English ABC”. This textbook is used by some of the Armenian public schools. The course aims to develop the students’ both productive and receptive skills. The main purpose of this work is to increase the motivation of the students, develop their creativity and engage them in the learning process.

The project includes a course book with an outline of goals and objectives, learning and assessment plan, pre- and post-test materials, grading rubrics, pictures, as well as twenty lesson plans with related materials. The project also includes recommendations based on the piloting experience. The course was piloted with beginner level students whose age was from seven to eight years old. This course was intended for ten-weeks. Two groups participated in this study: treatment and control groups. At the beginning of the course the students took pre-test and after the treatment the students took a posttest. The tests were analyzed by the program SPSS. Based on the researchers experience this Supplementary materials made the lessons more interesting, engaging and fun. They can be implemented by EFL teachers as valuable resources.

CHAPTER ONE: INTRODUCTION

Introduction

In this work, the researcher is going to introduce a designed curriculum that aims to serve as a supplementary course for the 3rd graders in public schools of Armenia. The authors of the existing textbook are M. Apresyan, S. Martirosyan, Y. Martirosyan and N. Tovmasyan. The book consists of twenty one lessons and ten units. Each lesson represents some new words. Besides, two letters are introduced in each lesson. Some of the lessons include new grammatical structures. Examining the textbook, the researcher perceived the need of adding exercises and activities for developing the listening and speaking skills of the students as well as their vocabulary. Innovative teaching methods are not practiced in Armenian EFL classrooms due to the lack of teacher training. Therefore, this project has a great significance as it is a methodologically innovative supplementary EFL course that can be taught alongside with third graders textbook. It will give opportunities to Armenian public school students to learn English with innovative methods.

1.1 Problem Statement

Although teaching English through music, games and crafts is practiced all over the world, however, this methodology has not been carried out in the public schools of Yerevan. We found it out based on the interview with the teacher who has been working at that particular school for ten years. The reason of this phenomenon is that new teaching methodologies are not taught in most of the Armenian universities and our teachers have a lack of training in this type of approaches. We need to mention also the poor financial resources that exist in our schools with missing necessary equipment and Internet. Our students do not receive learning opportunities while the world has so many effective language learning approaches and methods with English classes fueled with energy and motivation. Therefore, this course will be one of the premier materials in the field of teaching English in public schools alongside with textbook.

1.2 The Purpose of the Project

The purpose of this work is to contribute more diverse curriculum for 3rd graders in Armenian schools. It aims to develop their listening and speaking skills in a contextualized language classroom and practice English through song-based activities, games, and crafts. Therefore, this work will create activities developing oral communication, listening skill and enriching students' vocabulary.

These supplementary course materials are developed for beginner level students in the public school. The findings of the design and implementation of this course could help to detect if it is worth introducing supplementary course materials of this nature in Armenian public schools. These supplementary materials will enhance the students' oral skills, increase their motivation and provide low anxiety atmosphere for learning the new

vocabulary. If the findings of the post-tests are positive and learning through songs, games and crafts noticeably helps students to develop oral skills, pronunciation and vocabulary then all the teaching materials will be shared with stakeholders.

CHAPTER TWO: LITERATURE REVIEW

2.1 Defining Brain and Stages of Cognitive Development

Davies (2011) in the work “Child Development: A Practitioner’s Guide” discusses the issues of brain development and its connection to language acquisition. The author believes that at the age of 6 months to 2 years language acquisition is promoted by stimulation. The part of the brain that is associated with logic and other cognitive abilities is developed at the age of 7-8, and that is the reason children of this age acquire languages more readily than adults. Piaget (n.d.) states that the mental development of the children continues until it reaches its final phase. During this process, children go through various series of development. This last point of development occurs at the age of 11 or more.

Erikson (1982) in his “Theory of psychosocial development” work talks about how humans develop mentally through entire life. In this work Erikson shows eight stages of development where his fundamental idea is the theory of social development where intro-mingle ideas are represented. He believes that human personality develops in preliminary stages, and the child is learning in a social life and tries to make sense of the world around him. He also talks about conflicts that every child is going through at every stage of his life which becomes a turning point, and that can bring either success or failure to the child.

From a very early age children strive to perceive the surrounding environment. However, in this process of cognitive development language does not have much significance according to Piaget (n. d., cited in Cameron, 2005). Assimilation and accommodation are two main ways in which development is carried out. Assimilation is the phenomenon when a child learns something while drawing parallels with another thing. He learns something based on the existing skills and knowledge that he has adapted to learn the new things. Accommodation is the process of adjusting to the environment. Assimilation and accommodation are interrelated, and they often take place simultaneously. They were initially

behavioral processes, but they gradually turned into mental processes. The idea of accommodation has been included in the second language learning process. It is called “Restructuring” by McLaughlin (1992, cited in Cameron, 2005). It means the reconstruction of the thinking process.

According to Sheridan and Nelson (2009, cited in Davies, 2011), certain functions of the brain, such as memory and language learning have a “sensitive period” of development. This is a stage during which the process of language learning becomes more flexible.

Erikson’s 4th stage in personality development is called: “Industry vs. Inferiority” where target age is 6-11 years, old child. Piaget (n. d., cited in Cameron, 2005); Erikson (1982) state that children at this age develop many skills and they are active learners. Children gain experience and become active “sense makers”. At this, age children are exposed to learning everything new. However, it is not always possible to secure that they do not grasp negative phenomena that can have crucial effects, and one may dare to have a destructive effect on personality development.

Thus, the most important thought that we can take from Piaget (2005) is that a child can acquire knowledge from his/her surrounding environment and other people’s behaviors and actions. Therefore, the positive atmosphere is the key element for kids learning development. In order to realize how children respond to tasks and activities in foreign language classrooms, it is necessary to understand that they are active sense-maker, but it is limited only to their experience. Taking Piaget’s concept that children learn from the environment we will understand the opposite process where environment promotes the development of the children. We can conclude from here that the classroom settings will affect the learning process.

Unlike Piaget, Vygotsky (n.d, cited in Cameron, 2005) states that social context has a significant influence on child development and learning. i.e. Children develop and learn

through interaction with other people. The primary focus of his theory is the “sociocultural” behavior (Cameron, 2005).

2.2 J. Piaget's Cognitive Stages in Child Development and Language Acquisition

Students' stages of cognitive development have great significance in their learning process. Therefore, the teacher should take into account the students' current stage of development in order to determine what kind of information is appropriate for them and how they can check if the students have acquired that information.

Piaget points out four main stages of child's cognitive development. He also describes how the stage of cognitive development can influence the person's capability to understand and absorb the new information.

Here are the four stages of child's cognitive development mentioned by J. Piaget. The first stage is called sensorimotor which includes the stage from birth to about two years of age. At this period, the development of child's thinking is connected with movements and senses. Now the child understands that he is independent of the surrounding world and that the other parts of the world exist even when they are not visible. Teaching language to children in this stage should be connected with an a sensorimotor system with the use of calming and soothing techniques of the voice.

The next stage of child's cognitive development is called Preoperational which starts from the time when the child can talk up to the age of 7. At this stage, children begin to see the connection between symbols and objects signified. It is common for children of this age to personify objects. They have a dazzling imagination and little sense of time. They believe that other people also see the world from their perspective. Teaching children of this level should be based on neutral words and body outlines. As children of this age have a vivid imagination, they can obtain new information through songs and games.

Piaget (2005) called the third stage Concrete. This refers to children from first grade up to early adolescence. Children acquire an abstract way of thinking, and their mental development becomes stronger and more concrete. In teaching children of this age, it is very

crucial to give them the opportunity to ask questions and get informative explanations rather than connect information with physical experiences. During this period the use of songs, games and crafts creates low anxiety atmosphere, increases the motivation of students and develops creativity. Rhymes help the children to learn the new material with pleasure and without exhausting them.

The final stage of the child's development based on Piaget's (2005) theory is the stage called Formal operations (adolescence). This is the stage when the cognition gets its complete form. This person can make judgments without the use of concrete objects. Teaching takes multiple shapes as students are capable of learning in diverse ways using a variety of techniques and teaching methods. At this stage of development besides songs and games various kinds of activities can be useful for developing language skills of the students. Interactive dialogs, poster presentations, role plays, worksheets can be implemented in the curriculum. At this period, it would be effective to use the methods like Suggestopedia (Lozanov 1978), TPR (total physical response).

2.3 Using Music in General Education and EFL Classes

Many pieces of research are conducted about the use of music in educational contexts of different subjects. Garner (1983, cited in Gutierrez, 2012) states that childhood is the most applicable life stage to build the musical competency. Thus, it is necessary to stress that the musical education of young learners aims developing not only their musical intelligence but also intelligence in other spheres (Gutierrez, 2012).

Some authors have used music for teaching different subjects, such as politics, literature and anthropology rather than EFL classrooms. Christopher (2010, cited in Gutierrez, 2012) is a witness to the effectiveness of the Political Science class where using music achieves all the objectives of the course. Bellver (2008, cited in Gutierrez, 2012) also points out the importance of using music during the Spanish literature lectures. It engages the learners in relevant discussions about the lesson. Moreover, Stanistreet (2008, cited in Gutierrez, 2012) declares that music is a valuable tool for teaching cultural studies in the Anthropology class. In addition, Kendall (1996, cited in Paquette and Rieg, 2008) states that music strengthens students' creativity and cultural awareness. It is important to introduce students' with different types of music and musical varieties of different cultures ;for example folk, classic, jazz make the students get familiar with different countries where they can explore more about new traditions, customs, beliefs, and thoughts. With the help of the music of various cultures, students will learn about the lives of other nations, countries and will appreciate their values (Kendall 1996, cited in Paquette and Rieg , 2008); Kirsch 2008, cited in Sevik, 2011) . One of the effective ways of integrating music into the lessons is the use of chants.

According to Peck (cited in Celce-Murcia 2001) chants are phrases with a strong rhythm. They have many similarities with poems. However, in chants the meaning is not emphasized as much as in poems. Chants develop many ways of proficiency in English. They

can help to build vocabulary, help with pronunciation, and learn grammar structures by repeating over and over. Role-play, visuals these all can be part of a chant and make the language learning process more enjoyable (Peck, cited in Celce-Murcia 2001).

The English educator Murphey (1992, cited in Gutierrez 2012) defines “songs” as an enjoyable medium to express cognitive and linguistic skills. There are few major points that we can mention: children play with language, unlike adults, children have fun by learning through games, songs and crafts. They barely can notice the errors and try to correct them. Young learners are more holistic learners Peck (cited in Celce-Murcia 2001, p.139). Adults are learning by using books, papers, computers, projectors while for children learning occurs through songs, puppets, art supplies, games, drawings, chants. Children never get tired of repeating a rhythmic text several times in a day or even many days a week. Young learners enjoy reciting them by creating their favorite repertoire, adding gestures or playfully altering them (Celce-Murcia 2001).

Some scholars, such as Sevik (2011); Medina (1993, cited in Medina and Hills, 2002) argue that learning a language through songs advances the memorization, increases the attention spans of young learners and can help to develop their rote memorization. However, with the help of repetition, learners can remember even syllables that don't have any sense. However the influence of the music is greater in the case when they listen to meaningful utterances. The research conducted by Medina (2002) showed that the students obtain more knowledge when the songs and pictures accompany the learning process. Therefore, the combination of music and illustrations gives the best results. The research had 48 participants that were divided into four treatment groups (music/no music, illustration/no illustration). The researcher gave them the same story but in the 1st group the story was sung and in the second it was just told. In the third group the story was accompanied by the pictures, however in the 4th group the students did not have any illustrations. The results of the research proved

the claim that the combination of music and the illustrations is the most efficient way of learning the material.

Borchgrevink (1982, cited in Gutierrez, 2012) describes the relation between music and the human brain to control language, the author emphasizes an important connection between music, mind and brain to increase lexicon. Gardner (1983, cited in Gutierrez, 2012) suggests that the musical intelligence is the most appropriate to empower coordination, memory, and analysis. Therefore, the use of music can be helpful for developing L2 knowledge.

2.4 Developing the Listening and Speaking Skill through the Use of Music

Since early childhood, the desire to communicate with people and be connected with outside world drives the development of children's speaking skill (Cameron 2005). We all know that for human communication the primary mean is the language, oral speech. In order to develop the speaking skill two main principles are essential: Meaning must come first, and children should participate in the learning process. Authentic communication is the primary learning concept where the child-centered activities are taking the most of it.

The most difficult aspect of a spoken language is the interaction between the speakers. Speaking involves many aspects that are the following: listening, understanding, thinking, producing. In many ESL classrooms, the oral communicative skills are seen as a contextualized sociocultural activity (Celce-Murcia 2001). According to Niland (2007, cited in Paquette and Rieg, 2008) many diverse strategies can be used to develop listening and oral skills. There are several ways to improve speaking skills in the ESL/EFL classrooms. Many types of activities can promote the speaking skill and be implemented during the class time: role-plays, oral dialogs, mini-conversations and other creative activities (Celce-Murcia 2001). Many teachers work on improving the students' oral communication skills, and the use of songs and games will provide a proper solution to this issue Shin (n.d.).

Cameron (2005) in the work "Teaching English to young learners" discusses the outcome of the early language learning. In this case not all the skills benefit: mostly the listening skill benefits. Pronunciation improves in longer run than listening comprehension. According to Orlova (2003, cited in Sevik, 2011); Forster (2006, cited in Coyle and Gracia, 2014) using songs, rhythm and intonation in songs can improve the pronunciation of the students. Meanwhile the melody and repetitive structure will promote the development of key vocabulary and language patterns. According to some educators such as Gray (1983, cited in Gutierrez, 2012); Morales (2008); Hill-Clark and Robinson (2003) frequently listening to

songs in English can stimulate cognitive skills which are listening and speaking. Introducing EFL learners to English songs creates a connection between the two cognitive skills: listening and speaking. It also enhances attention and memory as well as abstract thinking. Poquette and Rieg (2008) give the example of the song “Old McDonald had a farm” which is famous and popular among the kids around the whole world. It enhances the vocabulary connected with domestic animals. The use of this song also emphasizes the pronunciation.

To conclude, the learners improve their listening, speaking skills and pronunciation with the help of music. EFL teachers should consider this and include songs in their language curriculum.

2.5 The Use of Music in the Development of Literacy

Students prefer to learn in an engaging environment where different kinds of exciting activities are involved. Shin (n. d.) and Schoepp (2001, cited in Paquette and Rieg, 2008) Murphey (1992) mention that children prefer to study in a creative way, especially with songs, chants, and games and therefore they realized the effectiveness of songs and patterns in EFL teaching. They also believe that songs are widely used to be acceptable as a valuable teaching resource in EFL classrooms (Fonseca-Mora, 2000, cited in Coyle and Gracia, 2014). Woodle and Zeimbroski also (n.d, cited in Paquette and Rieg, 2008) agreed that the use of music is of a great importance in literacy development.

With the help of activities with music the students will enhance their vocabulary as well as develop all the four skills: reading, writing, listening, speaking. A Bulgarian educator Lozanov (1978, cited in Gutierrez, 2012) defined music as the motor head that produces a pleasurable environment that relaxes the students during their reading.

Integrating music into the daily learning process has certain benefits; such as developing reading fluency and writing progress (Paquette and Rieg, 2008). Besides developing the skills mentioned above the use of songs in the classroom can also develop the students' ability to interact with each other.

According to Saricoban and Metin (2000, cited in Paquette and Rieg, 2008), Isenberg and Jalongo (2009, cited in Paquette and Rieg, 2008) music can be used in developing students' cognitive learning automatically. An example of this is to create new words for old songs.

Music can be used for developing the writing skills of the students. Comparing and contrasting the old and new versions of the songs serves as a perfect example of writings for the learners. Another helpful way of improving students' writing skills is making literature connections with songs (Paquette and Rieg, 2008). It would be beneficial to find the printed

text of the song and sing simultaneously before reading (Henkes, 1992, cited in Paquette and Rieg, 2008, Poquette and Rieg, 2008). They also mention an additional method of improving writing skills with the help of music. Students can make visual illustrations that describe their perception of the song. Learners listen to a song and after it draws a picture that represents their creative insight of the song. Another way to implement music in writing activities is playing background music while the students write an essay Gardner (1993, cited in Medina and Hills, 2002). This method was used by Lozanov in 1978 with baroque music.

Taking into consideration that music is helpful for developing students' literacy, Peregoy and Boyle (2008, cited in Paquette and Rieg, 2008) motivate teachers to sing songs every day. They indicate that songs bring festivity, joyfulness and elegance to the classroom.

2.6 Game as a Part of Curriculum

The game is a challenging task that leads to the implementation of a particular action to previously defined rules. It gives the participants a sense of accomplishment. Games are entertaining activities that engage and motivate learners as they give them the opportunity to communicate with each other. They help the students to learn with pleasure and fun (Write (n.d.), Celce-Murcia (1989), Cook (1997), Gracia (2000), Wright, Betteridge and Buckby (2006)). However, games are challenging at the same time (Ur, 1996).

Games can be used for teaching different school disciplines and for students of all levels. They can be used as an efficient way of language teaching. With the help of language games, students get prepared for the communication in real life situations (Wright, Betteridge and Buckby, 2006).

Games should be used for the learning and teaching purposes not just for joy and entertainment. Obviously, play is only a part of the learning process, not a subject itself. Games cannot be separated from the whole teaching (Cook, 1997).

Similar to songs, games also have a major advantage in learning a second language, and that is the opportunity to practice what has been covered in the lesson. Old fashion teacher-centered classrooms gave small opportunities to practice the language and develop speaking skill while games stimulate learners to participate in the communicative way throughout the game. Three primary processes follow each other while learning through games: practice brings progress that brings motivation that leads to better learning (Gaudart, 1999).

There are also different approaches concerning the use of games. According to Lewis, (2000) games have certain rules, time limitations, and final results. However, Toth (1998) argues that games have outcomes and contain collaboration and challenge at the same time. They help students to learn and practice forms of language in a meaningful context.

Games also provide opportunities for interaction. Unlike challenge, competition is not an essential component of a game. Reducing the competition and increasing the challenge, the participants become motivated and strive for reaching their goal in the game. Competition can be stressful for the students as the losers consider themselves as “not good” while the winners think that they are the best. Both of these assumptions are not helpful in the learning process. On the other hand, the entertainment provided by games, stimulates the learners, and they do the work effectively. Teachers can use games creating meaningful contexts where the language can be used. Therefore, the students acquire the language through their experience with the help of games (Wright, Betteridge, and Buckby2006).

Games also have the main characteristics of a drill in the sense that they help to acquire the language practicing the material several times. However, this practice is not meaningful as it adds the similarity to real life communication as the games involve emotions that contribute to the learning process (Wright, Betteridge, and Buckby2006).

According to Collier (1989) “how to play” means what to do in games and children learn the games by doing the actions. For creating good learning conditions, the teachers should implement new games and make changes in them frequently. At the first stage of language learning when learners face difficulties language games can support the learners in overcoming these difficulties (Wright, Betteridge and Buckby, 2006). As Celce-Murcia, (1999) states games create the natural situations where the learners practice the language without realizing it and having the goal of being the winner.

In conclusion, games can be implemented as a vital tool for pedagogical purposes as they develop the collaborative skills of the students, while playing the games students have competition that makes them more stimulated and increases their willingness to participate. Through cooperative games, students become more respectful towards each other. The interaction between the students makes them more communicative in real life situations.

2.7 Enhancing Vocabulary through Songs and Games

Vocabulary is among essential components constituting the speech. Teaching a new language with the use of songs can direct to the improvement of students' receptive knowledge of vocabulary.

Kirsch (2008) and Sevik (2011) point out that songs are an effective way of giving comprehensive input to the students. Students learn better when rhyme is conducted in their learning process, especially in learning of a new vocabulary. Music helps to memorize vocabulary easily. The significance of the use of music is mainly focusing to memorize vocabulary. Musical rhythms have an important role in this process.

Authors like Bonilla, Herrera, Leal and Parra (2007, cited in Gutierrez, 2012) are in favor that music develops language learners 'vocabulary. Kirsch (2008, cited in Sevik, 2011) mentions that students can learn the vocabulary easily through repetition of the words in famous and popular songs. Music naturally can be included through many fields of the curriculum to develop vocabulary and comprehension skills. Despite so many advantages recently seen by many scholars, still very little research has assessed this impact of the songs in developing the L2 vocabulary. According to Li and Brand (2009, cited in Coyle and Gracia, 2014) research was done with Chinese ESL students who were taught exclusively through music and song. They showed greater improvement in vocabulary acquisition than their peers who were taught without music. Gutierrez (2012) conducted a case study with a group of 3rd graders in a public school.

The purpose of the study was the following. Firstly, the objective was to investigate whether four EFL young learners from third grade in the public school Tokyro, whose ages ranged from 7 to 10 years old, can acquire the cognitive, cultural and behavioral aspects of language through the use of music. Secondly, the reason to choose children as participants of

this research is that during this period of life children enhance musical intellect. Therefore, children are more capable to learn a language with the help of music than adults.

Gutierrez's (2012) study was aimed to find out the effects of the use of music in EFL classrooms. The study was qualitative. It was conducted in two months period. The results of this research showed that the use of musical rhythms combined with pictures and actions can intensify the vocabulary acquisition. Singing familiar songs with changed lyrics facilitates the students' vocabulary acquisition. The background music had positive effects on introverted learners but adverse effects on extroverted students. One of the positive effects of music is that can make the students learn in a pleasant atmosphere. However, Gutierrez (2012) mentions that some of the students may be distracted by the music, and they will disturb their classmates while they are doing their written tasks. Gutierrez (2012) also adds that listening to the English songs of different genres students get interested in the culture of English speaking nations. To conclude Gutierrez (2012) states that as students are not engaged in the lessons of English, it would be effective to integrate alternative teaching methods. One of them can be the use of music as a cultural component. This will enhance the language acquisition of the students.

As a pedagogical implication from this research it can be concluded that music can be included in the learning process for developing vocabulary, listening, speaking and pronunciation. It will also increase the motivation and interest of the students in the English language.

2.8 Increasing Motivation of EFL Learners

Young learners should enjoy learning English! In the early childhood integrating music in the development of English language motivates students. The new materials get absorbed quickly.

Krashen (1982, cited in Medina and Hills, 2002) has two hypotheses concerning the process of language acquisition and its relation to students' motivation. The first is "Input". According to this hypothesis, people learn better when they have an extra-linguistic supplement, such as pictures, illustrations, songs, chants. Krashen's affective filter hypothesis (1982) points out how linguistic Input is received from the surroundings depending on the student's attitude which could be high motivation with low level of anxiety or low motivation with high level of anxiety affecting student's learning (cited in Gutierrez, 2012). It is entirely difficult to develop language if learners have low motivation. Thus, the idea that language learning cannot be enjoyable is outdated (Krashen 1982, cited in Gutierrez, 2012).

According to Shin (n.d.), Sevik (2011) and Krashen (1982, cited in Gutierrez, 2012) in order to make the students motivated it is very helpful to use songs, chants, poems, storytelling and games in the classroom. In this case, the students will be energized and will have fun learning English. Songs provide the students with an opportunity to change their classroom routine, to learn in a relaxing atmosphere, concentrate their attention and learn the language in an effective way. They also mention that songs enhance the creativity of the students, and they have the chance to use their imagination. Martin (2000, cited in Sevik, 2011) argues that if the students are given the chance of choosing the songs themselves, they will be more motivated and creative. It will help them to become autonomous learners. They will be able to use the knowledge gained from the classes in a meaningful context. Shin (n.d.), Kirsch (20018, cited in Sevik, 2001) also points out useful advice for EFL teachers

using which will increase the motivation of the students. These include: supplementing activities with visuals, movements, teaching in themes, involving students in different activities, using stories, establishing classroom routines, using L1 as a resource and communicating with other teachers. Implementing games, songs and rhymes in the classroom has the following advantages:

- Children feel confident and comfortable in using popular songs and poems in foreign languages. This method is well-known for both the students and the teacher.
- The rhythmical patterns stimulate and promote learning.
- Learning with the help of songs is not exhausting for the students. They can repeat the same song many times without getting bored.

Juniper (2007) and Amato (2003, cited in Gutierrez, 2012) agree that “Music seems to be very beneficial in this area, as it can increase joy and confidence while lowering anxiety, producing effective learning” (p. 18). Music brings positive environment where children grow academically, socially and emotionally. Learning process conducted by musical activities raises students’ motivation and creativity. It creates trust and respect in an atmosphere where all are sharing joy and having a secure learning environment.

Learners in such surroundings have no fears of making mistakes or feeling shyness if their answers are not entirely correct. Providing students with open-ended as well as structured musical activities creates a good basis for growth and improvement of early childhood learning.

The positive attitude towards the language accelerates and facilitates particularly the knowledge of the vocabulary. Many authors (Niland 2007, cited in Paquette and Rieg, 2008); Coyle and Gracia (2014) mention that songs enhance students’ motivation, engage their attention and also make substantial emotional impact which is necessary for communication.

However, if the songs are not supplemented with other activities of linguistic content, the results will be insufficient.

One of the most interesting ways to use music in the classroom and keep students motivated is asking students to make their own percussion musical instruments (Paquette and Rieg, 2008). The students are more motivated and their creativity is evolved when they make their own musical instruments, such as gongs, drums, bells, castanets, conch shells (Kirmani 2007, cited in Paquette and Rieg, 2008). Besides creating instruments students' oral communication skills are developed as they are trying to explain the sounds made by the instruments created by them (Paquette and Rieg, 2008).

2.9 Using Arts and Crafts in General Education and EFL Classes

The use of crafts also has a great importance in language learning. Linguistic factors are not sufficient in understanding and communication. Therefore, arts can be very effective in supporting children to express and communicate their thoughts and ideas. The production of one's thoughts through non-verbal means also affects the development of language.

According to Masters, (1999) students get more opportunities of learning when pattern, shape, color, and rhythm are combined. When the visual patterns are integrated with the learning process, students have a feeling of harmony and comfort which increases their motivation.

Other scholars, such as Root-Bernstein and Root-Bernstein (2013) state that arts and crafts are used as very splendid tools to improve various skills of the students. These skills include the ability to recognize patterns, visual thinking, and observing. For this reason, Root-Bernstein and Root-Bernstein (2013) and Spina (2006) emphasize the importance of integrating arts and crafts in the school curriculum. Figel (2009) also mentions that arts are often integrated with other school disciplines. Visual arts can be combined with other subjects without having any conceptual link between them.

The authors mentioned above discuss the effect of arts on the enhancement of language acquisition. According to them the art-based curriculum plays a crucial role in developing the cognitive, cultural and linguistic skills of students. If we concentrate on linguistic skills we should mention that the students having difficulties referring to their speaking and writing skills become able to formulate and construct their cognitive abilities with the help of arts (Hoyt, 1992 cited in Spina 2006). This develops the creativity of the students making them interested in arts and culture.

The skill of observing is valued very much by both textbooks and curriculums (Root-Bernstein and Root-Bernstein, 2013). The skill of visual thinking is also developed with the

help of arts and crafts. Winner and Casey (1992, cited in Root-Bernstein and Root-Bernstein, 2013) state that arts form the visual memory of students which can be used for learning other subjects too, including languages.

Root-Bernstein and Root-Bernstein (2013) mention that arts also affect significantly the standardized test scores of different subjects, including those which are not related to art. This is a proof of the fact that the development of art skills can be beneficial for learning all the school subjects.

Arts can have a positive influence in extralinguistic communication for students learning foreign languages. Hoyt (1992, cited in Spina 2006) states that arts and crafts can be implemented as a means of communication for L2 learners. As mentioned by Fiske (1999, cited in Spina 2006), art increases the problem-solving skills. With the help of it people can connect image and language and develop both of them equally.

Figel (2009) discusses a research based on the potential of arts education on strengthening the creativity of students, especially young learners. The results of the research prove that the combination of arts and languages is fruitful in education.

To conclude, it is obvious that the integration of arts and crafts in language learning is a very useful approach .It promotes the development of linguistic skills along with appreciation and awareness of art and handicraft.

2.10 Conclusion

Embodying music in early childhood classroom is efficient for promoting the four essential skills: reading, writing, listening and speaking (Paquette and Rieg, 2008). Paquette and Rieg (2008) also argue that using music in the classroom creates a positive environment and inspires creativity to the students. Teaching a new language through a song can lead to the development of children's receptive knowledge of vocabulary. However, exposure to the song input will be insufficient to develop productive knowledge in the majority of the children if it is not conducted in a meaningful context.

Vocabulary is one of the essential components of learning the language. Learning the foreign language at an early age provides a good base for the child to build up a considerable amount of vocabulary, however, if the vocabulary is not used repeatedly the result will not be sufficient (Cameron, 2005).

It is important to mention that teaching students by using many activities will increase learners' motivation. Also, activities should be designed in such a way so that the child learns with joy, fun and in a safe environment where materials are easy to understand.

It also became clear to us that all these teaching methods increase the students' motivation in learning a language. If there is an exciting atmosphere in the classroom, the learning takes place.

Engaging students in the lesson plays a crucial part in the process of language learning. When students are confident, and there is a low anxiety atmosphere in the classroom, they become engaged. It is worth mentioning that the engagement accelerates the language acquisition process. Songs, games, crafts and other interesting activities can be considered as effective tools for engaging the students. When these methods are implemented in the classroom, students become willing to participate and learn with pleasure. In this atmosphere, students learn implicitly. The learning process occurs subconsciously: the

students do not realize that they are learning while they acquire a considerable amount of linguistic skills and knowledge. While teaching with these methods, the greatest part of the learning takes place in the classroom rather than at home. This process can be long-lasting, and its results can be revealed after a certain period. However, it becomes clear that the overall effects are significant.

To conclude, we should mention that songs, games, and crafts can be implemented in all the stages of development of young learners. By analyzing the literature on the methodology of teaching young learners we came to the conclusion that songs, crafts, and games are plentiful sources of developing the second language acquisition of young learners. Therefore this project is based on the creation of engaging lessons where the teachers implement the methods mentioned in the literature. In this case, the positive results will be obvious.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLE(S)

3.1 Course Description

The supplementary course is developed on 3rd graders “English ABC” textbook designed for beginners’ level. The target age group is seven-eight years old students. This course is developed for the purpose of teaching English through songs, games, and crafts. The aim of this project is to develop the students oral skills, teach the vocabulary in an innovative and enjoyable way as well as improve students’ pronunciation. The course includes topics that are important for the initial stage of language learning. The organizing principle of the course is the use of music, games and crafts in the whole course. The goals of this course are developing the listening skills of the students, developing the oral communicative skills and pronunciation, enhancing the vocabulary and increasing the students’ motivation. The course has been designed to last ten weeks with 45-minute class meetings twice a week. For assessing the students’ progress, the researcher used the following ways of assessment: poster-presentations, role-play presentations, participation and in-class activities that take the most of the assessment. The researcher conducted a pre-test and a posttest in both classes in order to see the students’ progress.

3.2 Needs and Environment Analysis

Before getting down to the actual implementation of the course, the researcher conducted needs and environment analysis in order to design the course corresponding the needs of the students. Below are the steps that have underlined the needs analysis. The purpose of this was to understand whether the supplementary course design would be useful for students.

3.2.1 Textbook

The textbook review addressed the needs of 3rd grade students. The researcher decided to analyze the textbook that is used in one of the public schools.

The textbook “English ABC” written by M. Apresyan, S.Martirosian, Y.Martirosyan, N. Tovmasyan is divided into two parts: The first part includes “lessons” and the second part- “units”. The difference between lessons and units is that the lessons are smaller. They are one or maximum two pages. However, units are much bigger 5-7 pages that can be covered during 3-4 lessons. The review of the 3rd graders textbook “English ABC” written by M. Apresyan, S.Martirosian, Y.Martirosyan and N. Tovmasyan revealed that the materials in “lessons” and “units” move forward rapidly. For this reason, the researcher considered that the students should have less overloaded materials. After a thorough examination of the textbook “English ABC”, the researcher found out that the book did not provide enough room for the practice of oral skills.

Also, students need more opportunities to listen to authentic language in the meaningful context, to practice their pronunciation, as well as their speaking skills. Therefore, the researcher decided to make materials concentrated on developing these skills so that the students can be engaged in meaningful conversations outside of the classroom.

3.2.2 Instruments

The needs analysis of the course design was conducted in the public school with the teacher and parents of 3rd graders. The main instruments included:

- Observation
- Questionnaires (See Appendix D)
- Interview (see Appendix A)

Observations

The observations revealed that the lessons could benefit from more student-centered activities. The lessons were mainly based on teaching vocabulary. During the observations, the researcher also found out that some students were shy when they did not understand something.

Interview

The interview conducted with the 3rd grade English teacher targeted the needs for updated curriculum and supplementary materials. There were twelve interview questions for the teacher. (See Appendix B)

During the interview, the teacher mentioned that the majority of the students have the necessary knowledge required for their grade and level according to her curriculum. She also mentioned that she could be flexible choosing topics and units from the textbook.

The teacher was dissatisfied with the teacher-centered essence of the lesson and she would like to have some supplementary materials which would make the learning process flavored with joy and entertainment by using the suggested tools: songs, games, and crafts. The teacher also mentioned the lack of grammatical material and their explanations.

Questionnaires

The questionnaire investigated the opinions of the parents. The questionnaire for the parents consisted of twelve questions (see Appendix D). Fifteen parents responded to the questionnaire. The questionnaires were made in the Armenian language. The major finding of the survey was that the majority of the parents were not satisfied with the methodology and 99% of them answered that they would like the lessons to be conducted through games, songs and interesting activities to make them more enjoyable for their children.

3.2.3 Environment

Based on the environment analysis the researcher found out that the economic status of students' families varied from low to middle-class income. The school has from first to ninth grades where every grade has two classes with a maximum of thirty five students per class. The school has forty two teachers for all the subjects. The school has two teachers for English class. The third graders have English classes twice a week. The Ministry of education provided a curriculum for English classes.

In addition, it is important to introduce the classroom setting where the researcher conducted the course. The researcher developed the whole supplementary material for third graders, however, it was conducted only in one class with twenty-one students.

The classroom has convenient desks and chairs. The room has a regular classroom setting. To be more specific, all of the students have their study desk, two blackboards. However, there was no CD player, computer or access to the Internet. The classroom atmosphere is nice, and the English teacher is very cooperative.

3.2.4 Students

The participants of the research study are from seven to eight years old. Twenty-five students participated in pre- and post- tests. The school has two third grade classes: A and B.

Some students are showing high academic performance while others are showing low academic performance. However, they enthusiastically participate in English classes. We should take into account that previously these students never had any experience of working in small or big groups and never had activities where songs, games, and crafts were used as learning strategies.

We believe that these learners might have difficulties to work in cooperative learning styles sharing ideas with their classmates. Also, we have a concern that these students might not have a better academic accomplishment while working in groups since they mostly experienced individual learning in their all school subjects, including English. It is also worth mentioning that there is good classroom management and the students were very active.

3.3 Ethical Considerations

In order to make this study possible not to cause any trouble to the school administration, the researcher made an appointment and meeting with the director and the English teacher who is teaching in 3rd grade.

The purpose of the meeting was to talk about the project and ask for permission to conduct the study. Once the researcher had the approval from school, the participants were told in a very understandable language about the project.

Moreover, students were informed about the new English class that would be conducted with music, games and crafts in two months period. Also, the administration was informed about the possibility to keep the school name as well as the students' identity anonymous if they wish in order to protect the confidentiality of the students who were involved in the study.

3.4 Course Goals and Objectives

In order to select appropriate content and materials, choose approaches, tasks and methods to incorporate in the course, the researcher should have a clear understanding of the goals and objectives. The main four goals for this course are the following:

- Developing the vocabulary of the students
- Developing the listening skills of the students
- Developing oral skills and pronunciation of the students
- Increasing the motivation of the students

After identifying our goals, we came up with several objectives in order to reach them. The grid in (see Appendix B) represents the course goals and learning objectives using the KASA (i.e. knowledge, awareness, skills, attitudes) framework (Graves, 2000)

3.5 Assessment Plan

The researcher used alternative ways of assessment for assessing the students. They include the following:

- In class activities
- Role plays
- Poster presentation
- Participation

In class activities are used as a main way of assessment because it is the most appropriate way of assessing the oral communicative and listening skills of the beginner level students.

Another way of assessing the vocabulary and speaking skills of the students are role-plays. It is considered to be an appropriate means of assessment as it enables the learners to express the vocabulary they have learned in a meaningful context.

The next way of assessment is Poster presentations. They are also effective because of assessing several goals and objectives at the same time (See Appendix C).

Checking participation is also a helpful tool for assessing the students' progress in the learning process. In this course design, it is used for assessing different objectives. The high level of participation will clarify for the teacher whether they have reached the goals of the course. Several goals and objectives can be assessed through one type of assessment. Thus, all these ways of assessment are interrelated, and they overlap very much.

Besides the Alternative ways of assessment then researcher also used pre and posttests in two groups: treatment and control groups, in order to understand whether the students had significant progress during the implementation of the course.

3.6 Learning Plan

The course is organized around learning English through listening to songs, playing games and doing crafts. The course incorporates certain innovative teaching methods that guarantee effective language learning. These methods include communicative language teaching, collaborative language teaching, Total Physical Response. The course is conducted through the student-centered approach, and it gives students an opportunity to participate actively in the. The course integrates technologies as the students listen to songs and watch videos through computers. The primary focus of the course is on listening, speaking, and vocabulary. However,

it also pays attention to the reading, writing, and grammar. The grid (see Appendix H in Course Book) shows the main topics and activities used during ten weeks of the course.

3.7 Deliverables

The researcher produced the following resources during the design and piloting of the project:

1. A detailed syllabus including the course description
2. Course goals and objectives
3. Assessment plan
4. Learning plan
5. Scoring rubrics
6. Course book with twenty lessons and teaching materials
7. List of the songs and videos used in the classroom with their links
8. Pre and posttest specifications with answer keys
9. Interview questions with the teacher
10. The script of the teacher's answers during the interview
11. Questionnaire to the students' parents
12. Timeline for major tasks in the project

3.8 Timeline for Major Steps/ Tasks in the Project

Table 4 gives information about the main steps and tasks which were implemented during the process of designing supplementary materials for 3rd grader textbook.

Timeline for major steps and tasks

Steps	Dates
<ul style="list-style-type: none"> • Searching for books, articles and other resources related to Music, Song, Games and Crafts in EFL for young learners • Skimming through all resources • Creating a grid which include the main points of the materials • Summarizing and synthesizing the resources and materials for the literature review • Identifying the main goals and objectives of the course 	October- November/2014
<ul style="list-style-type: none"> • Sending the first draft for committee feedback • Proposal presentation • Making appropriate changes according to committee comments and suggestions 	December /2014
<ul style="list-style-type: none"> • Designing and finalizing the course materials (lesson plans, learning plan, assessment plan, activities etc.) 	February/2015
<ul style="list-style-type: none"> • Implementation of the supplementary materials course 	February/2015
<ul style="list-style-type: none"> • Finalizing the whole work and sending the final draft for the committee feedback 	April/2015
<ul style="list-style-type: none"> • Defense • Submitting final paper 	May 20/2015 May 24/ 2015

3.9 The Piloting Procedure

The project was piloted in the public school of Yerevan with beginner level students. The number of students was 22. The researcher conducted fourteen lessons in seven weeks out of twenty. The lessons were conducted twice a week. Each lesson lasted forty five minutes. The researcher reflected after each class to evaluate the overall effectiveness of the lesson, record her personal observations about classroom procedures in order to make some adjustments concerning the topics, materials, student engagement. At the end of the course students took posttest. The test was analyzed by SPSS program in order to find out whether the supplementary materials had a positive impact or not.

CHAPTER FOUR: RESULTS OF THE PILOT

The current study was carried out to find out whether the course design has an impact on public school students. Course design was based on the activities with songs, games and craft. Whether to analyze this special course design have any effect on the development of the learners' vocabulary, listening and speaking skills or not.

There exist two groups of students, first group have under special treatment and second group follow the same routine program.

Quantitative data was collected through pre- and post- achievement tests. Two groups of students did not have the same conditions while conducting the posttest. Due to some constraints, efficiency difference among two groups are 10% which can be more if we have more time to train students.

The first issue was time limitation. The second one is that treatment group students were exhausted while they conducted the post test. The third one is that treatment students' test was conducted on a day when students didn't have any English class. Thus, they were not well prepared for English test. In contrast, the control group took the test at their English class and as a consequence they were more ready to do English test. The fourth issue is that the treatment group took the test have done at their last class time while the control group took the test at the first class time. Although having some limitation and not equal situation, still treatment group have 10% more efficiency level.

This chapter will present the results and the interpretation of this quantitative data.

4.1 Analysis of Quantitative Data

The quantitative data of the present study included pre- and post-achievement tests for the students of two groups. For both tests, Mann-Whitney and Wilcoxon Tests were used in order to compare the average scores obtained from treatment and control groups.

4.1.1 Pre and Posttest Analysis

The first set of data for the current study was collected through the pre and posttests. All two groups took tests of listening, reading and writing before and after the treatment. As the numbers of participants were 41 students in total and the distribution of scores is exponentially distributed due to Kolmogorov-Smirnov test, the Mann-Whitney and Wilcoxon tests were used for comparing two groups of students' first group got a treatment while the second group did not. Pre and post tests were conducted in both groups. In order to check if there exists a growth in group 1 students, post test conducted. The main reason was to find out whether course design activities were beneficial for the development of vocabulary, reading, listening and writing skills or not. The Wilcoxon test is non-parametric way of testing and it analyzes the variance of the pre and posttests of the same group.

The Mann-Whitney test is the non-parametric alternative to the T-test. The Mann-Whitney U test compares mean values. It converts the scores on the continuous variable to ranks, between the two groups (treatment and control). Then, it shows whether the ranks of the two groups differ significantly or not.

Table 1 presents the results of the mean rank of the test for the comparison of control and treatment groups. Two groups took pre and posttests to assess reading, listening and writing. The results of the posttest showed that both of the groups had progress.

Table 1

<i>Mann-Whitney U Test for pre-test and posttest</i>			
Group	N	Mean Rank	Sum of Rank
Pre -Test Total -			
Treatment -	20	19.42	388.50
Control -	21	22.50	472.50
Total -	41		
Posttest Total -			
Treatment -	20	25.88	517.50
Control -	21	16.36	343.50
Total -	41		

Notes: n=number of participants

In *table 2* with a two-tailed probability value of 0.411, we see that the mean between the two groups is not significantly different based on the pre-test results. However, with the post-test results asymptotic significant level is equal to 0.011 which is less than 0.05 standard significant levels. This means mean values of groups are significantly different.

Table 2

<i>Test Statistics</i>		
	Pre-test Total	Posttest total
Mann-Whitney U	178.500	112.500
Z	-.823	-2.546
Asymp. Sig. (2-tailed)	.411	.011

Z-test is numerator in r ratio.

Table 3 presents the Wilcoxon statistics and shows that Asymptotic Significant level is .000, which is less than 0 .05, standard significant level. If the observed value is less than 0.05, it suggests that there is significant difference among variances of treatment groups.

Table 3: Wilcoxon test statistics of the pre and posttest scores of treatment group

Table 3

Wilcoxon test statistics of the pre and posttest scores of treatment group.

	Posttest total / Pretest total
Z	-3.885
Asymp. Sig. (2-tailed)	.000

Z-test is numerator in r ratio.

In Table 4 we can see the results of the control group based on the Wilcoxon test.

Table 4 presents the Wilcoxon statistics and shows that Asymptotic Significant level is .000, which is less than the level of .05. If the observed value is less than the alpha level of 0.05, it suggests that there is significant difference in pretest and posttest scores across in the control group.

Table 4

Wilcoxon test statistics of the pre and posttest scores of control group.

Z	-3.913
Asymp. Sig. (2-tailed)	.000

Z-test is numerator of r ration

4.2 Efficiency Figure

According to data analysis and results, the following figures have shown the effect size. Efficiency calculated by the r ratio which mentioned in above. Efficiency of the groups who got trained is near 90% and the second group who follow same routine school program is 80%. According to results there is significant difference between two groups.

After doing the Wilcoxon test, r was calculated manually for finding the efficiency. This calculation was done during all the comparisons between groups. Here the results show the comparison for the control group:

$$r = \frac{Z}{Total} = \frac{-3.913}{\sqrt{21}} = -0.80$$

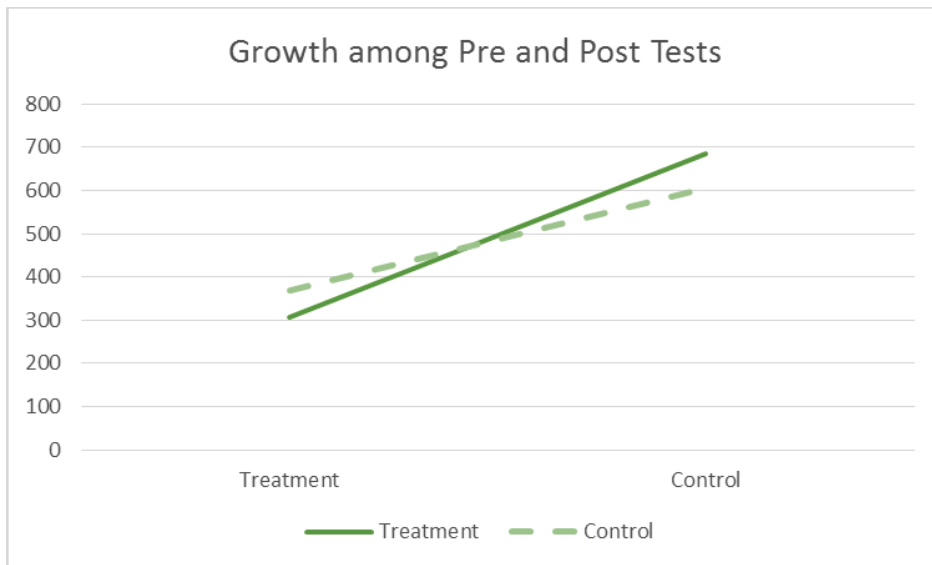
In contrast here is the result for treatment group finding for effect size:

$$r = \frac{Z}{Total} = \frac{-3.885}{\sqrt{20}} = -0.9$$

According to the results of the Wilcoxon test there is a significant difference between the variances of the groups who got trained and who didn't get train.

As a conclusion in comparison 1, which was the pretest was carried out between control and treatment groups. Mann-Whitney U test was selected for finding the difference between the groups. R, which is a ratio of Z-test over group number, was calculated manually. Calculations have done for finding efficiency of treatment.

Figure below has shown the r value of two groups.



CHAPTER FIVE: LIMITATIONS, REFLECTIONS AND RECOMMENDATIONS

5.1 Limitations

The class consisted of 22 students. The researcher piloted 14 lessons out of 20.

- The researcher was not able to teach four classes as there were held Olympiads of the Russian language at that school, and there were no classes. The researcher did not conduct two classes because the Minister of Education had closed the schools for a week. This was one of my limitations.
- Because the teacher was not confident conducting proposed lessons using the present course design, and the researcher had to co-teach with her. As the researcher co-taught in the class of the focus group, The researcher also had to teach in the control group to make the research results reliable eliminating the possible impact that her absence could have on them. To clarify, the researcher believed that the reliability of the research would suffer if The researcher had not taught in both classrooms.
- As students were not familiar with these methods of learning, this could have been a stressful experience for them. That is why the researcher decided to do observations before starting teaching the course so that the students would get to know me well. The researcher had time constraint because the students were not used to this way of learning and they worked very slowly. The students were not familiar with group work, and it took much time to make them used to it. Besides, the instructions were only in L2, which was the students' first experience. Therefore, it took, long time to explain them the materials, activities, etc. However, the students were very motivated and requested to do the same activity more than once. The school did not provide technology (there is no

computer, Internet access, printers, etc). Therefore, the researcher had to bring all the necessary equipment and materials for being able to conduct the lessons.

- There are not enough resources for certain topics, and the researcher had to adjust some materials or create them myself. As the course is based on the use of songs, we should consider the fact that sometimes songs contain extra words that are not included in the textbook. In this case, the teacher should explain the meanings of the extra unknown words.
- Some of the parents had a suspicious attitude towards the present course. Some of them complained that their children do not get enough knowledge. The reason of this is that most of the Armenian parents think that their children should be overloaded with homework. They do not believe that the greatest part of the learning process can take place in the classroom. However, the learning actually happens.
- One of the main goals of the course was developing the speaking skills of the students. However, because of time constraints the researcher was not able to assess their speaking skills neither during the pre-test nor the post-test. However, we can conclude from the students' participation in class activities that their speaking skills have been changed considerably.

5.2 Reflection on the Project

To begin, the given design project was a great responsibility heavily laid on the researcher's shoulders. It took many efforts to develop it properly and efficiently.

The choice of the theme of researcher's course design has been modified as the researcher carried out a needs analysis to find out the lacks in the curriculum used by the public schools.

Firstly, the researcher interviewed the teacher at the public school. After the conversation with the teacher and analyzing the textbook it became clear to the researcher that it could be enriched with activities for speaking, listening and vocabulary acquisition. The researcher decided to design a course on teaching English through songs, games and crafts for the third graders based on the textbook.

The researcher also realized that the textbook was overloaded with materials. Therefore, the supplementary materials were created in order to stretch the flow. These supplementary materials were designed using modern teaching methodology that would transfer the lesson from traditional teacher-centered to modern student-centered one. With the help of interesting activities, the students would get the opportunity of recycling the previously covered material.

For data triangulation, the researcher distributed questionnaires to the parents of the students in order to know their point of view about the materials and teaching methods used in the classroom. The parents mentioned that they would like their children to spend more time in speaking than in doing homework exercises. They also brought up the idea that they would prefer having teachers develop the listening comprehension skills of their children. There was a question whether they believed that learning occurs through songs, games and crafts and if yes,

would they prefer that their children learn with this methodology. About 99% of the parents responded positively to this question.

Once the researcher found out the needs of the students, she started looking for relevant literature. The researcher found an enormous amount of research concerning teaching English to young learners with the help of music. However, it was extremely difficult to find reliable sources on the implementation of crafts and games in education and particularly in EFL. Eventually, the researcher managed to find certain useful articles about integrating games and crafts in educational curriculum and the literature review was completed.

Based on the literature review, the needs analysis and examining the textbook the main goals of the project were shaped. Therefore, the researcher decided to use alternative forms of assessment during the classes. However, it should be mentioned that at the end of the course the researcher conducted a post-test to see whether the course was effective or not and whether the students made progress learning with these methods.

The next phase of the project was making the learning plan for twenty lessons. The main difficulty in writing the learning plan was dividing it into weekly topics before the piloting. As the course was based on the textbook, the researcher did not make any considerable changes in the topics that had to be covered. The course was piloted in the third grade of the public school. As the teacher of the third-graders did not have enough professional training to teach with supplementary materials, the researcher had to co-teach with her. Two groups of students were chosen as participants. The researcher piloted the course in the first group which was the treatment group. While in the second group which was the control group the researcher was co-teaching with the teacher using their materials. This was done in order to eliminate the effects

that the researcher's presence could have on the performance of the students as the aim of the study was to test the course designed not the researcher as a teacher.

Before piloting the test, the researcher made several observations in their classroom so that the students would get familiar with her. It's important to mention that the class was very welcoming and not all Armenian EFL classes have such a positive attitude. It could be assumed so because pupils may feel annoyed or stressed when a new teacher enters the classroom almost at the end of the year and moreover starts implementing techniques that they are not familiar with.

As for the lesson plans, it was hard to imagine what would be the next lesson before having piloted the previous one. After piloting one lesson, the researcher created the next one as a coherent continuation of it. The challenge in lesson planning was that the material in the textbook was very condensed, and the songs also contained extra words that needed to be explained. This created additional workload for the students. As soon as the researcher started teaching the students she noticed that they were very engaged and motivated. At the first two – three lessons, the researcher had to introduce the students to group works as they had no idea of it before. However, the students gradually got used to working in a team. They also were not familiar with presentations, and it was their first experience of making presentations as a group.

It was obvious that the students were motivated as they were looking forward to their English lessons. Every time they asked if they were going to sing a song or play a game. They always came prepared for doing crafts.

The teacher told the researcher that this was a learning experience for her as she was not familiar with these teaching methods but found them very interesting and valuable.

Before piloting the course the researcher conducted a pre-test with the two groups and at the end of the course, they had a post-test in order to assess whether they had any significant growth while learning with these materials. Based on the experience and results of the post-test, there will be created supplementary materials for the whole book not just for the last six units. The results of the post-test were analyzed by the program SPSS and proved to be significant.

5.3 Recommendations

To begin, I would like to recommend those teachers who want to implement this course design to:

- Teachers should participate in special teacher training that would grow their professional development. The participation in this kind of training will facilitate the implementation of modern teaching methods.
- Teachers should conduct the course from the beginning of the school year so that the students will get used to the new methodology during a relatively long period. In this case, the transfer from the teacher -centered methods to the student-centered one will not be stressful for the students.
- Teachers should read up to date materials concerning teaching EFL using this methodology. Read articles about the stages of development in young learners and its relation to the process of language acquisition.
- Another important recommendation is to consult with colleagues in order to have self-development. Consult only with those peers that have the experience of using similar kinds of teaching methods.
- It is advisable to take the time to explain the students the materials thoroughly and in details as the students are not familiar with these methods.
- The teacher should take into consideration that mentoring is also essential for the successful implementation of this course. Teachers that are more experienced in this kind of methods can have the role of the mentor for the novice teachers. They can support the novice teachers by helping them and giving valuable advice.

- While building extra syllabus the teacher should stay on the topic and connect activities with the previous ones so that the supplementary material will not be detached from the topics of the textbook.
- The teacher should assess students after implementing the materials in order to evaluate them and know whether the teaching was effective or not.
- Another important consideration is to find time after each lesson to reflect on the passed lesson to find out the strengths and weaknesses of her class as the profession of a teacher assumes constant reflections on her teaching. So, being reflective plays a crucial role in the professional development and the quality of a teacher's job.
- Whenever implementing a similar course the teacher should pay doubled attention to the issue of timing. That is, seriously meditate on how to distribute the appropriate amount of time on the activities that are provided by the book and the extra ones that the teacher has prepared herself for the particular course.
- The teacher should regularly recycle the materials taught during the previous lessons in order to reinforce these materials. The recycling process should be continuing. This means that always each lesson should be connected with all the previous lessons. The teacher should keep recycling the materials for reinforcing the knowledge.
- It would be effective to use scaffolding as it helps students to digest the material thoroughly.
- The teacher should consider different types of learners in the classroom. Therefore, the lessons should be designed in such a way so that there will be activities for all the types of learners (visual, auditory, kinesthetic, etc.).

- The teacher should create his/her own materials appropriate for the level and age of the students as well as their needs and expectations as sometimes it is hard to find enough resources (songs, reading texts, grammatical activities) for particular topics.
- Teachers should consider the fact that while co-teaching, they may face certain difficulties, especially if the co-teaching is not common in their culture. There might be a personality clash between teachers. The reasons of the personality clashes might be the use different approaches, such as teacher-centered and student-centered methods. Moreover, the students will get confused and their learning process will suffer.
- The teacher should consider monitoring the classroom as it will keep the students on task and also provide individual approach to each student.
- Don't educate. Edutain! The teacher should make the classes in such a way so that they are combinations of education and entertainment.
- Examine the textbook beforehand to find out the lacks. Investigating the textbook is of a great importance as it enables to reveal its strengths and weaknesses.
- Explain the learners that songs, games and crafts are part of the lesson not for fun.
- Praise more, criticize less as encouraging and motivating the students is the guarantee of their progress.

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Appendices

APPENDIX A

Student's book for Beginners

Supplementary Materials for a 3rd-Grade English as a Foreign Language

Textbook in Public Schools of Armenia

Course Description

Suggested class time – 45 minutes

Location – Public school

Suggested number of students – 20

The supplementary course which is developed on 3rd graders “English ABC” textbook designed for beginners’ level. The target age group is seven - eight years old students. This course is developed for the purpose of teaching English through songs, games and crafts. The aim of this project is to develop the students oral skills teach the vocabulary in an innovative and enjoyable way as well as develop students’ pronunciation. The course includes topics that are important for the initial stage of language learning. The organizing principle of the course is the use of music, games and crafts in the whole course. The goals of this course are developing the listening skills of the students, developing the oral communicative skills and pronunciation, enhancing the vocabulary and increase the students’ motivation. The course has been designed to last ten weeks with 45-minute class meetings twice a week.

For assessing the students’ progress the researcher will use the following ways of assessment: poster presentation, role-play presentations, participation and in class activities which takes the most part of the assessment.

The pre-test will be conducted in both classes prior to the implementation of the course materials. The experimental class will have the course material conducted. In the end of the course the post-test will be conducted in both: experimental and non-experimental classes.

Teaching and Learning Methods

- Class time will consist of discussions, group and pair work, debates, craft, games, alternative assessment, role-play, presentation
- You are expected actively participate in class discussions, be punctual, maintain peace and order, collaborate with peers, proper language is highly recommended, good behavior with respect toward the teacher and peers.
- Internet learning tools was used in class.

Suggested Policies

Attendance & Punctuality: Attendance is highly expected and appreciated as this course also represents students' sense of responsibility

Food & Drink: Food and drinks are not allowed in class. (**Exceptions**) to Water

Technology/Cyber Vices; you are not allowed to answer calls during class time, nor use the internet except for emergency situations.

Late Work: Even though it's a supplementary course with no pass or fail, however hard working students who submit homework on time participate in activities and use appropriate language skills will be awarded.

Suggested Evaluation Methods

Grading policy for this course is alternative. Grading will be done in rubrics with immediate feedback.

Appendix B

Goals and Objectives

COURSE GOALS	COURSE OBJECTIVES By the end of this course students will be able to:
<p>GOAL 1: Develop oral skills and pronunciation to communicate effectively on target topics</p>	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Participate in activities with role plays with their peers (Skill) 2. Express their ideas about the topic of the lesson (Skill) 3. Identify and demonstrate orally topic-related vocabulary (Knowledge) 4. Produce words and sentences with correct pronunciation from the demonstrated videos (Skill)
<p>GOAL 2: Develop the listening skills of the students so that they will listen to English speakers and guess the gist of the speech</p>	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify the gist of demonstrated videos. (Skill) 2. Understand the instructions given by the teacher (Skill).
<p>GOAL 3: Develop vocabulary of the students so that they will be able to express themselves in a comprehensible way</p>	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify and use vocabulary related to the topic (Knowledge). 2. Participate in role play activities using the new vocabulary. (Skill) 3. Express their ideas about the topic of the lesson using the new vocabulary (Skill) 4. Sing songs as a whole class with the new vocabulary concerning the topic. (Skill)
<p>GOAL 4: Increase students' motivation to learn English</p>	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Readily participate in class and group activities (Skill) 2. Understand the value of teamwork and cooperative learning through group projects (Attitude) 3. Increase students' motivation through recreational craft making process (Attitude)

Appendix C

Assessment Plan

ASSESSMENT	DESCRIPTION	GOALS	OBJECTIVES
In class activity	<ol style="list-style-type: none"> 1. Students will express their ideas about the pictures using the vocabulary. 2. Students will listen to the recording and choose the matching pictures. 	<ol style="list-style-type: none"> 1. Develop oral skills and pronunciation to communicate effectively on several topics. 2. Develop the vocabulary of the students to express themselves in a comprehensive way. 3. Develop the listening skills of the students to listen to songs in English 4. Apply the guessing strategy to guess the meaning of unknown words from context. 	<ol style="list-style-type: none"> 1. Express their ideas about the topic of the lesson using the new vocabulary. 2. Identify and use the vocabulary related to the topic. 3. Listen to the songs and produce words and sentences with correct pronunciation.
Role-play/presentation in groups	Students will create and present a role – play based on the story listened from the teacher ahead.	<ol style="list-style-type: none"> 1. Develop oral skills and pronunciation to communicate effectively on several topics. 2. Develop the vocabulary of the students to express themselves in a comprehensible way. 3. Develop the listening skills of the students 	<ol style="list-style-type: none"> 1. Participate in activities with role plays with their peers using the new vocabulary and a picture.
Poster presentation in groups	Students will make a poster with their drawings and pictures based on the topic and present it.	<ol style="list-style-type: none"> 1. Develop oral skills and pronunciation to communicate effectively on several topics. 2. Develop the vocabulary of the students to express themselves in a comprehensible way. 	<ol style="list-style-type: none"> 1. Express their ideas about the topic of the lesson using the new vocabulary.

Participation	Students will participate in different activities and the teacher will assess based on his/her rubric.	<ol style="list-style-type: none"> 1. Increase the students' motivation and interest for the language. 2. Develop oral skills and pronunciation to communicate effectively on several topics. 3. Develop the vocabulary of the students to express themselves in a comprehensible way. 4. Develop the listening skills of the students to listen to songs in English 	<ol style="list-style-type: none"> 1. Identify the value of team work and cooperative learning through group projects. 2. Participate in activities with role plays with their peers.
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APPENDIX D

Poster Presentation Rubric

<p>Content, logical development of ideas; group participation</p>	<p>4 points</p>	<p>Content addresses the assigned topic; the ideas are concrete and thoroughly developed; all group members participate equally. Information is presented in a comprehensible way for the whole class.</p>
	<p>3 points</p>	<p>Content addresses the assigned topic but misses some points; ideas could be more fully developed; all group members participate almost equally; but still information is presented in a comprehensible way for the whole class</p>
	<p>2 points</p>	<p>Developments of ideas not complete; content somewhat off the topic; few group members participate. Information may be only partially comprehensible for the whole class.</p>
	<p>1 point</p>	<p>Content is completely inadequate and doesn't reflect careful thinking, not apparent effort to consider the topic carefully; only 1 or 2 group members participate. Information is presented in not comprehensible for the whole class.</p>
<p>Grammar</p>	<p>4 points</p>	<p>Uses a variety of structures with rare grammatical errors which do not interfere with communication</p>
	<p>3 points</p>	<p>Uses a variety of structures, but with few grammatical errors</p>
	<p>2 points</p>	<p>Uses some grammatical structures with some errors</p>
	<p>1 point</p>	<p>Uses limited grammatical structures with lots of errors</p>
<p>Vocabulary and sentence structure</p>	<p>4 points</p>	<p>Precise vocabulary usage related to the topic, concise, good sentence structure</p>
	<p>3 points</p>	<p>Good vocabulary usage related to the topic with some mistakes; concise; good sentence structure</p>
	<p>2 points</p>	<p>Poor vocabulary usage related to the topic, poor expression of ideas and sentence structure</p>
	<p>1 point</p>	<p>Limited use of vocabulary related to the topic; no complete expression of ideas</p>

Fluency	4 points	Presents fluently only with rare hesitation; repetition or self-correction; few incomplete sentences, errors don't influence communication, no run-on sentences
	3 points	Presents fluently, but with some hesitation; repetition and self-corrections. Ideas are getting through the listener, but some problems are apparent and have some negative effect on communication, run-on sentences or fragments present
	2 points	Presents often with hesitation, repetition and self-corrections; numerous serious grammar problems interfere with communication; sentences difficult to understand for listeners
	1 point	Presents with hesitation; severe grammar problems interfere greatly with the message, listener can't understand what the presenter is trying to say
Platform skills	4 points	Maintains eye contact, appropriate posture and gestures throughout the presentation
	3 points	Maintains eye contact, sometimes appropriate posture and gestures.
	2 points	Rarely preserves eye contact, appropriate posture and gestures throughout the presentation
	1 point	Does not maintain eye contact, appropriate posture and gestures throughout the presentation

APPENDIX E

Poster Presentation Rubric of Participants

Topic: _____

Date: _____

Students Name	Group Participation	Vocabulary	Grammar	Fluency	Coherence	Platform skills

APPENDIX F

Class Participation Rubric

Class participation is worth 25% of students' total class grade in English.*

Category	Excellent-5	Good-4	Satisfactory-3	Needs Improvement - 2	Unprepared - 1
Focus on Class Work and preparedness	Consistently stays focused on in-class work, brings needed materials to work and provides high quality work	Almost always stays focused on in-class work, brings needed materials to work and provides good quality work	Sometimes focuses on the task, brings needed materials but sometimes borrows. Often must be reminded by the teacher about what needs to get done	Rarely focuses on class work, seldom brings the materials and the work is often incomplete	Unfocused on class work, does not bring materials and does not provide any work
Contributions	Routinely provides useful ideas when participating in classroom discussion in highly manner.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.	Doesn't provide useful ideas when participating in classroom discussion. Refuses to participate.

Working with Others	Almost always listens to, shares with, and supports the group work. Students can feel safe volunteering in this student's presence.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.	Doesn't listen to, share with, and support the efforts of others. Always disrupts or discourages others' attempts to participate.
Time-Management	Routinely uses time well to ensure things get done on time.	Usually uses time well, rarely takes longer time.	Tends to procrastinate, does not use school time or schedule provided to get work completed.	Rarely gets work done on time, always asks for extensions or does not provide work despite time in school.	Doesn't get work done on time.
Attitude and behavior	Student is always respectful, does not criticize the work of others and shows no disruptive behavior.	Usually treats teacher and classmates respectfully, almost never shows disruptive behavior.	Often or occasionally has a positive attitude about the task(s) but sometimes is not engaged. Shows no disruptive behavior.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner. Sometimes disrupts the classes.	Always is critical of the work of others. Doesn't behave in a respectful manner. May be removed from the class.

APPENDIX G 3rd Graders textbook “English ABC” table of content

Lesson/ Unit	Grammar	Vocabulary	Sounds & Letters	Song	Craft	Game
Lesson 1		<p>Hello. My name is... What's your name? How are you? I'm fine. Good bye.</p>		<p>Hello, hello, What's your name? My name is Peter</p>		<p>Each student creates his/her new name and tries to introduce himself/herself using a small ball by throwing it to each other.</p>
Lesson 2:	<p>This is ... He/She is ...</p>	<p>Good morning. I am, old, this, he, she 1-10 numbers How old are you?</p>		<p>Song with numbers from 1-10 using bugs</p>	<p>“Bingo” with numbers from 1-10</p>	<p>Game with numbers ”Magic box” The Mingle Game! How old are you? “Bingo” with How old are you?</p>
Lesson 3:	<p>Is she..? Is he...? Yes, he is. No, she isn't. How old is</p>	<p>eight, nine, ten yes no</p>		<p>Counting from 1-10 with the help of a drill Songs</p>	<p>“Bingo” with numbers from 1-10</p>	<p>“Rock, Paper, Scissors” How old is He/she? Five sticks ask a question “How old are you...?”, wrong answer, take one stick.</p>

	he/she/it ...? He/She is...						Assessment “Let’s Match” using numbers with the items amount on the picture
Lesson 4:	My/Her/His name is... This is...	Mother, father, sister, brother, six, seven, bag, pencil, ball, copy-book, pen, pencil case, book		Song about school items	“Finger Puppet” (mother, father, sister, brother) Role-play	The Clock (Using her/ his/ my name is...) What’s not there?	
Lesson 5:	To be This is a... It is a....	Blue, yellow, Green, red, black, white, pink, brown. Bird, ruler, crayon, pig. A Man, a woman, a boy, a girl.	Letters B/P	Colors	“Color me” Handout with Given items to color.	“We Learn Colors” Work in pairs. Get colored flashcards, name the color, recognize it and find items in that color around you	
Lesson 6:	Is this..? Is it..? Yes, it is... No, it isn’t.	Monkey, mouse, grey, nose, nest, nut, cat, dog.	Letters M /N	Letter M/m Letter N		Stop & Answer	
Lesson 7:	What’s this? What color is it?	Elephant, lion, giraffe, alligator, bear, parrot. Egg, lemon, bell,	Letters E/L	Talking Flashcards	“Making animals are fun” Lion and Crocodile	Name it and make the sound” (based on the pictures)	

			ball-pen.						
Lesson 8:	Singular /plural	Apple, sweet, pineapple, pear, plane, plan, map, lamp, same, smell, to sell.	Letters A/S Transcription of sounds [ei, æ]	Letter A Letter S	“Color me” Color the Numbers and Wild animals (elephant, lion, bear, giraffe, alligator, monkey, parrot)	“Change it to plural”			
Lesson 9: Revision	Irregular Plurals of Nouns	Man/men		Song “Plurals”		Paper Airplane Contest Assessment Let’s Match (using numbers with the items amount) p.266			
Lesson 10:	Plural form of demonstrative pronoun This is a... These are...	Dress, bed, Trousers, table, stand, t-shirt, skirt, doll, hats, shirt, tights, dress, tie	Letters D/T	Song letter D Letter T	“Cut and glue” worksheet with cloths	“Magic box with clothing”			
Lesson 11:	Plural forms of nouns Transcription of Sound [ai, i]	Ice-cream, jam, smile, time, ill, Jacket, shoes, jumper, present,	Letters I/J	Song letter I Song Letter J					

Lesson 12: Farm animals	<p>This is... These are... It is... They are... Are these...?</p> <p>Have got form Interrogative and Negative I have got... Have you got...? Yes, I have. No, I haven't.</p>	<p>birth day, very nice, balloons, big, small</p> <p>House, orange, old, stop, hot. Dogs, a cow, a horse, pigs, a goat, duck</p>	Letters H/O	<p>Song Letter O Song letter H "Old McDonald had a farm"</p>	<p>"Making animals are fun" Pi and sheep</p>	
Lesson 13:	<p>Has got - in Affirmative and Negative forms He, she, it has got</p>	<p>Girl, kitten, page, age, stage, game, little, tail, shop, puppy</p>	Letters G/K			
Lesson 14:	<p>Articles: The/a Where is it? What color is it? What is it? Prepositions: In/at /on</p>	<p>Bathe, bath, athlete, rug, table.</p>	Phonetic Transcription [θ, ð].			
Lesson 15:	<p>Pronouns: This is... That is... These are... Those are... Prepositions: On/in/at/under</p>	<p>Rabbit, umbrella, rose, uniform, pupil, music, tulip, nut, rubber, kittens</p>	Letters R/U			
Lesson 16: Revision	<p>Has got – form Pronouns Prepositions WH- questions</p>	<p>Clothing Animals</p>			<p>Paper Airplane Contest (for checking the vocabulary using flashcards or</p>	<p>Paper Airplane Contest</p>

Lesson 17:	Singular/Plural To be form	Frog, camel, fine, finger, friend, film, face, place, nice, doctor, actor, actress, policeman, head, hand, arm, leg, foot, feet, look, good, four	Letters F/C		asking a question	
Lesson 18: Family members	Form To Be Wh - questions: (Who, what) I am from....	Wolf, yak, we, wind, window, my, cry, fly, family, city, funny, London, father, mother, sister, brother, grandfather, grandmother, pupil, his, her, their	Letters W/Y	Finger Family		
Lesson 19:	Form Have/Has Got	Zebra, zoo, volleyball, very, have, five, seven, eleven, zero, twelve, volleyball, Yerevan, pets, love, copy-book	Letters Z/V			
Lesson 20: Countries/Cities	Singular/Plural To be + from + city/country Where are you from....? I am from....	Capital, driver, box, Armenia, Great Britain, fox, queen, sportsman, six.	Letters Q/X			

Lesson 21: Revision			Alphabet	Alphabet using samples Alphabet with phonetic sounds	Paper Airplane Contest (for checking the vocabulary using flashcards or asking a question	Paper Airplane Contest
Unit 1: Great Britain. London	To be Singular/Plural Intro to Simple Present (affirmative) Prepositions Time What time is it? It's...o'clock. Numbers: 13-100 Simple Math: 20+1 is 21 Feet – as plural Feet – as measure At/of/with/on/in/under	a clock, time, a minute-hand, an hour-hand, a figure, long, large, a center, a flag, a cross, a country, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred a center, a clock-face, a city-cities	Sound ck- [k], ng- [ŋ],			
Unit 2: Our House My room	There is... There are... This is a... These are... Is there ...? Yes/No, there is not (isn't) Are there...? Yes/no, there are not (aren't) Where is/are...?	a house, a room, a living-room, a kitchen, a bedroom, a toilet, a bathroom, comfortable, small, large, a sofa, a bookcase, a computer,	Sound ch- [tʃ], oo- [ɔ :]			

<p>Unit 3: My Day</p>	<p>A tooth-teeth Do you...? Yes, I do... No, I don't. When do you..?</p>	<p>a chair, a toy, a carpet, a floor, a door, an armchair, a window every, morning, evening, to get up, to wash, a tooth- teeth, to brush, to dress, to go, to come, to do, to watch TV, to have a rest, a school, a cinema, have- breakfast, lunch dinner supper</p>		
<p>Unit 4: Meals</p>	<p>Do not (don't) Does not (doesn't) Simple Present Tense: I/We/You/ They-like.... Do I /we/you/they like...? He/She/It-likes Does He/she/it like..? I/We/You/They don't like.... He/She/It-</p>	<p>people, tea, a cup, a glass, a sandwich, porridge, milk, coffee, an egg, chicken, meat, fish, juice, salad, cheese, soup, fruit, ice- cream, to drink, to eat, to like, usually</p>		

Unit 5: Revision									
Unit 6: Seasons	doesn't like...	Time Count the sums: Example $10+5 = \text{fifteen}$	Sounds- sh-, ck-, ch-	Day 1, 2 Songs "Seasons" "Months"	Day 1 "Read to me, walk around" Day 2 "Monkey" Day 3 "Wiggle it" Day 4 "Recognize your number"	Day 3, 5 "Season" "Months"	Day 4 Craft activity cupcakes"	Day 5 "Find someone who" Day 6 "Days of the week"	
Unit 7: School		Seasons: winter, spring, summer, autumn, cold, warm, hot, bright Months of the year: January, February, March, April, May, June, July, August, September, October, November, December the first -the twentieth Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday		Day 5 Songs "Seasons" "Months"					

	Personal & Objective Pronoun: I-me you-you he-him	a week, a timetable, interesting, to run, to jump, to count, a class, Subjects: English, Armenian, Russian, Mathematics (Maths), Drawing, Music, Handicraft, Nature Study, PE* (Physical Education)		Day 6, 7 “Days of the week”	Day 8 “Seasons”	Day 7 “Pantomime” Day 8 “Good morning”
Unit 8: Sports and Games	Modal verb: Can I /You /He /She/ It /We /They Can play... Good vs. Well	football, basketball, volleyball, badminton, tennis, hockey, to swim, to skip, sure, a swimming pool, table-tennis, a stadium, to ride a bicycle, to play tag, hide-and-sick, with pleasure	Day 9, 10 “Days of the week”, “Seasons”, “Months” Day 11 “Yes, I can” Day 12 “Origami Bunny”	Day 9 “School rules” Dictation: “Banana” Day 10 Jigsaw “Must” Day 11 “Yes I can” Day 12 “Good morning”	Day 13 Jigsaw with modals Day 14 “Green or red” flashcards	
Unit 9: Leisure	Usually / Now Present continues tense in 3 forms: Affirmative Interrogative Negative	To go to cinema / theatre/ museum/ park to listen, to go for a walk, in one’s free time,	Day 13,14,15 “Days of the week”, “Yes, I can”			

<p>Unit 10:</p> <p>Revision</p>	<p>I am (not) playing He/She/It is (not) playing We/You/They are (not) playing Am I playing? Is He/She/It playing Are We/You/They playing? Remember: To go to the cinema- a cinema goer To go to the theater- a theater goer Modal verb : May</p> <p>I'd Like to... I would like to... Would you like to...?</p>	<p>at once, leisure time, to be busy, to telephone, a cinema-goer, a theatre-goer, a weekend, a garden, to spend, to play indoors / outdoors a theater</p>		<p>Day 16 “Magazine activity”</p>	<p>Day 15 “Good and Well”</p> <p>Day 16 “Magic Box”</p>						
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Appendix H

Design Project Learning Plan Grid with Target Language Areas

Week/ Day	Topic	Language focus: vocabulary	Speaking/ listening	Grammar focus	Writing	Task /activity	Assessment/HW
Week 1 Day 1	Seasons Introduction to Teach English with songs, games and crafts	cold, warm, hot, bright, seasons, weather, months, clothing	Singing time Discussion about: What's the weather like today?	To be	Match the weather- handout- to circle the correct items	“Read to me, walk around”	
Week 1 Day 2	How many seasons are in the year? In Winter, it is cold. In January ...	warm, cold, hot and bright, seasons, weather, months	Singing time Verbal definition of vocabulary list. Question and answer session on months and weather	The use of preposition “IN” with seasons and months	True-False ex. 7 p.104 from the book	“Monkey” Reading activity task	Match up in class activity quiz with vocabulary worksheet concerning to the months of the year. HW.- ex.18,19 p.108
<p>https://www.youtube.com/watch?v=ksGiLalx39c - season</p> <p>https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ - months</p> <p>Handout: “Months of the year”</p>							

Week 2 Day 1	Numbers	Cardinal and Ordinal numbers from 1-20	Singing time: Song based on hand gestures Introduce cardinal and ordinal numbers to the students	One - the first Months Ordinal Numbers from one to twenty Preposition In – with months and season	Introduce cardinal numbers from 1-20	“Wiggle it”	Handouts for cardinal and ordinal numbers
Week 2 Day 2	Numbers	Vocabulary revision of cardinal and ordinal numbers	Discussion of cardinal and ordinal numbers	One - the first Ordinal Numbers from one to twenty	“Craft cupcake”	“Recognize your number”	Homework ex. 15, 16, 20 page 107-108
<i>Handout: “Cardinal & Ordinal numbers”, “Cupcake”</i>							
Week 3 Day 1	Unit 6: Revision Seasons	Revision: Seasons Months Weather Numbers	Singing time Discussion on weather, season, month, birthday.	Formation of simple present tense in affirmative and negative.	Worksheets with charts about seasons and months	“Find someone who”	“Fun questions” – revision/asses.

				Who has a birthday in ...?					
https://www.youtube.com/watch?v=ksGiLalx39c season https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ_months <i>Handout: Find someone who?</i>									
Week 3 Day 2	School	Days of the week	Singing time Class discussion on week days	Writing down days of the week	7 Days of the week	Matching the numbers to days of the week.	Crossword "Days of the week"		
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week <i>Handout: "Days of the week" crossword</i>									
Week 4 Day 1	Days of the week School subjects	Days of the week School subjects: Math, PE*, Drawing, Natural study, Music, English Handicraft, Russian, Armenian	Singing time How many days are in the week?	Spell the days of the week on the board	Fill the puzzle "Days of the week"	"Pantomim e" School subjects	HW. reading ex.4 page 110, writing ex. 5 page 112		
Week 4 Day 2	Season	Action verbs: Stand up, sit down, clap your hands, jump, circle around and sing.	"Good morning" warm-up Discussion of students			Craft/ Seasons	Poster Presentation "Seasons" in groups using the learnt vocabulary		

			seasons, weather, months					
			Discuss about poster presentation					
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOObJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week								
<i>Handout: Puzzle "Days of the week"</i>								
Week 5 Day 1	School subjects Days of the week		Singing time Discussion activity "School rules"	The modal verb "Must" with the meaning of obligation.	Gap filling exercise using the modal verb "Must"	"Throw the ball" asking many questions Do you like winter? Do you...?	Dictation: "Banana"	Days of the week
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOObJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week								
<i>Handout - "must and must not", Gap filling exercise using the modal verb "Must"</i>								
Week 5 Day 2	Let's talk about our favorite school subjects	Read, write, speak, count, draw, sing, work, run and jump	Make sentences using Can and Must	Must/ must not All the three forms of the modal verb "must"). Objective	Jigsaw activity with the modal verb "must"	Throw the ball activity with the modal verb "must"	Homework : Ex. 18, 19 p. 117	Days of the week

Week 6 Day 1	Sports and Games What can we do? I can..... like a... What we must and must not do in the class?	Climb, swim, crawl, walk, basketball, volleyball, football, tennis, badminton	Singing time Discussion of the pronouns with the students. What can we do? I can..... like a....	pronouns Modal verb in “Can” affirmative, interrogative and negative forms	Fill the gaps using the modal verbs “must” and “can”	Worksheets with pronouns	Homework ex. 22 p.118, ex. 23 p. 119-writing, ex. 1, 2, 3, 4 p. 120 -121 reading Worksheet with “Can” modal verb
<p><i>Handout: Put the words in order to make sentences using modal verb “can”, fill the gaps using Must and Can modal verbs</i> https://www.youtube.com/watch?v=8-PQ7_yGa08 “yes I can”</p>							
Week 6 Day 2	Origami bunny using action verbs	“Good morning” activity with action verbs: Jump, run, swim, crawl, climb, fly, kick	Discussion about origins of origami. Video “how to make the origami bunny”		Writing down the action verbs	Making an origami bunny	
<p>https://www.youtube.com/watch?v=HaoXOmwr5nU origami video <i>Handout: Match the pictures to the sentences</i></p>							

Week 7 Day 1	Sports and Games May vs. Can		Singing time Translate into Armenian sentences using the modal verbs “can” and “may”.	Modal verb “may” as a permission	Writing down sports and games vocabulary	Activity with objective and personal Pronouns Jigsaw activity with the modal verbs “may” and “can”	Homework: Ex. 20, p. 126. Ex. 23, 24 p. 128
https://www.youtube.com/watch?v=8-PQ7_yGa08 yes, I can <i>Handout: Jigsaw activity Sentences with modal verbs</i>							
Week 7 Day 2	Sports and Game Action verbs and nouns	swim, run, jump, read, sing and dance	Singing time Activity “Green or red” using the modal verbs	Action verbs and nouns made from them Swim= swimmer	Activity “Green or red” making sentences with modal verbs	Writing and reading activity “Green or red” Activity with flashcards Verbs becoming nouns	As homework ex. 11, 12 p. 124

Week 8 Day 1	Sports and Games	Recycle vocabulary	Singing time Discussion of the use of the words “good” and “well” Making sentences orally	Difference between “good” and “well”	“Good and well” activity with flashcards	“Stand on one leg”
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week https://www.youtube.com/watch?v=8-PQ7_yGa08 Yes, I can... https://www.youtube.com/watch?v=ksGiLalx39c - season https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ - months						
Week 8 Day 2	Sports and Games	Recycle vocabulary: Reader, singer, Player etc.	“Magazine activity” Cut, glue and talk		“Find and Point” Activity based on people’s actions	Activity “Magic box” with modals and “good” vs. “well”

Week 9 Day 1	Lesson 1 Greetings	Recycle vocabulary	Singing time Dialogues with greeting expressions	Grammar	Write Writing correct words under the pictures	Task Handouts with greetings Role play with greetings	Homework checking		
http://www.youtube.com/watch?v=Uv1JkBL5728 Hello, what's your name <i>Handout with greetings</i>									
Week 9 Day 2	Lesson 2 Numbers	Numbers 1-10	"Find a pair" Dialogue with the greeting expressions		Drawing a circle with mixed numbers	"Find a pair" Dialogues about greetings Writing the numbers on the board in a circle	Homework checking		
http://www.youtube.com/watch?v=Uv1JkBL5728									

Week 10 Day1	Lesson 3 Greetings	Hello What is your name? I am... I am... years old	“Magic box” with numbers “Throw the ball” Making sentences with the use of name and age			“Magic box” with numbers “Throw the ball” making sentences with the use of name and age.	Homework checking
Week 10 Day2	Greetings Numbers 1-10	Hello What is your name? I am... I am... years old	Dialogues about names, ages and professions. “Airplane contest” Answering questions “What is your name?” “How old are you”?			“Drawing dictation” Drawing numbers by listening “Airplane Contest”	

The learning plan is to guide both teachers and students on topics and requirements for each lesson. Detailed lesson plan on all 20 topics is found in the appendix chapter. The lesson plan is designed only for teachers. They include appendices on materials to be used in classes.

Appendix

Beginners Course Book

Lesson 1

In class / Warm up

Instructional Setting:

Time: 45 minutes

Objectives:

By the end of the class, students will be able to:

- Use correctly the names of seasons
- Express their ideas about seasons, months and weather
- Reading the text fluently with a pair



Singing time:

A. Students will listen to a song about four seasons

<https://www.youtube.com/watch?v=ksGiLaIx39c> - season

<https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> - months

B. We ask the students what's the weather like today (cold, warm, hot, bright) and ask them "What was the weather like yesterday?" in Armenian. And then try to make them understand the difference between these 4 adjectives

- Discuss with the students about the seasons, weather, months and the clothing matching to the weather".
- Have students to give their ideas concerning these topics (_5_ minutes).
- The purpose of this task is to enrich their vocabulary, improve their pronunciation and understand the meanings of the words for being able to use them in different situations.

Presentation/Practice

A. Divide the board into four parts and each part name under each season "winter", next part "summer" etc.

- Explain the meanings of the words to the students and repeat the months
- Divide the students into 4 groups
- Ask students one by one from each group come to the board and put a matching word and months under the correct column. (For example: cold should be written under winter and months - December, January, February, hot under the summer).

Materials:

Textbook, computer, speakers, board, chalk, handout

Activity type:

Whole class TPR games, songs and worksheets

Speaking Focus:

Four Seasons

Before the class:

Print handout per student

B. "Read to me, walk around" (10 minutes).

This activity develops reading skills, fluency and the right pronunciation.

- Ask the students to open the book on page 103 and read the text "Seasons" silently.
- Put the students into pairs.
- Ask students to stand with their partners in a free space in the classroom.
- Ask students to begin reading to each other simultaneously.
- Shout switch students they must quickly find another person to read with.

Assessment/Wrap up

- Provide Students with the handouts where they have to circle the correct items matching to the weather.
- Students will listen to a song as a whole class and will sing along to reinforce learnt information.

<https://www.youtube.com/watch?v=ksGiLaIx39c>

Homework: Ex.7 page 104. Read the text fluently.

Winter

In the winter it is cold and sometimes it snows! Circle the clothes you wear in the winter.
Շրջանակի մեջ առ հագուստը որ կրում ես ձմռանը:



Autumn

In the autumn it is cool and sometimes it is windy! Circle the clothes you wear in the winter.
Շրջանակի մեջ առ հագուստը որ կրում ես աշնանը:



Summer

In the summer it is sunny and hot! Circle the clothes you wear in the summer.

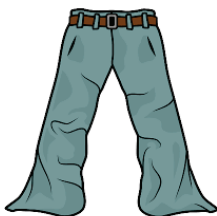
Շրջանակի մեջ առ հագուստը որ կրում ես ամռանը:



Spring

In the spring it is warm and bright! Circle the clothes you wear in the spring.

Շրջանակի մեջ առ հագուստը որ կրում ես գարնանը:



Optional:

Bring some extra material with new

- Write the adjectives on the board
- Explain the words to the students.
- Ask the students to write these adjectives under the correct columns in the above mentioned activity. (Sunny, windy, rainy, cloudy)

Sunny



Rainy



Windy



Cloudy



Lesson 2

In class / Warm up

Instructional Setting:
Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Express words of weather by hand gestures.
- Use the prepositions with seasons and months
- Listen and follow the reader attentively.

Singing time:

- A. Ask students to open the book on page 101
- Play "The Weather Song" and have all the students watch you as you sing along
 - Encourage students to join in and sing along by pointing the matching pictures

<https://www.youtube.com/watch?v=ksGiLaIx39c> season

<https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> months

- B. Use hand gestures for the weather words: warm, cold, hot and bright
- Ask students to repeat along with you the gestures.
 - Ask students to shout the months that are matching to the adjectives
 - Example: show cold gesture to your students and they shout the months: December, January and February.

Presentation/Practice

- A. The use of "IN" with seasons and months ex.14 p. 107 (5 minutes)
- Show the students a chart with names of seasons and months with the preposition "in"
 - Explain the students the use of "in" with the names of the seasons and months.
 - Example: In Winter, it is cold. In January ... In summer, it is hot.

Assessment/Wrap up

Give students a worksheet where they have to read the text and write the correct answer concerning to the months of the year. (3-5 minutes).

Homework checking: **"Monkey"**

- Divide the students into two groups A and B.
- Ask the students to count and remember their numbers.
- Team A begins reading. When you shout "Monkey" the reading switches over to the next person on the opposite team.
- Shout out different words every so often to confuse them for fun! Example: donkey, horse

Students will listen to a song as a whole class and will sing along to reinforce learnt information.

<https://www.youtube.com/watch?v=ksGiLaIx39c>

<https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7NOjQ>

Homework: ex.18, 19 pages 108

Materials:

Textbook, computer,
speakers, board,
chalk, handout

Activity type:

Whole class TPR with

songs,

Reading.

Speaking Focus:

Four Seasons

Months

Before the class:

Print handout per
student

Months of the year

Name _____

Read each clue. Write the answer. Կարդա, գտիր և գրիր պատասխանը:

January February March April May June July
August September October November December

1. First month of the year. **January** _____
2. Last month of the year. _____
3. Month after June. _____
4. Month before September. _____
5. Month after May and July. _____
6. Second month of the year. _____
7. Tenth month of the year. _____
8. Third month of the year. _____
9. Month before May. _____
10. Fifth month of the year. _____
11. Month before October. _____
12. Month before December. _____

Lesson 3

Instructional Setting:
Time: 45 minutes

Objectives: By the end of the class, students will be able to (SWBAT):

- Recognize ordinal numbers by listening.
- Differentiate between the ordinal and cardinal number.
- Count the cardinal numbers 1-20
- Pronounce correctly the names of action verbs and perform them

In class / Warm-up



Singing time:

A. Play "The Weather and Months Song"

Have all the students to sing along by using hand gestures

<https://www.youtube.com/watch?v=ksGiLaIx39c> season

<https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&t=RD-4s-ut7N0jQ> months

Presentation/Practice

A. Write on the board the cardinal numbers from 1-20.

Ask the students to repeat after you.

B. "Wiggle it" (5 minutes). This activity develops students listening Skills, pronunciation and practices the cardinal numbers.

Repeat the activity two or three times

Write on the board from 1-20 cardinal numbers.

- Ask students to repeat after you.
- Ask the students to stand up, come to the board and make a circle.
- Call the numbers and model the gestures: 1 - 2 - 3 - 4 - 5 Jump! 6 - 7 - 8 - 9 - 10 Clap! 11-12-13-14-15 Kick! 16-17- 18-19-20 Wiggle! Play with the students the activity asking them to count, pronounce the verbs and show it by gestures.

Materials:

Textbook, computer, speakers, board, chalk, handout

Activity type:

Whole class TPR with songs and activity with numbers

Speaking Focus:

Ordinal and Cardinal numbers

Before the class:

Print handout per student

C. "Ordinal numbers" Ask the students to open the book page 105 ex.9

- Pronounce them and ask the students to repeat after you.
- Write on the board mixed cardinal and ordinal numbers
- Ask the students to repeat after you.

Assessment/Wrap-up

Provide the Students with the handouts where they have to write "C" for cardinal and "O" for ordinal numbers.

Homework checking: page 108 ex.18, 19 ask students to read one by one

Homework: pages 105-106 ex. 9, 10, 11 read and ex. 13 write

Ordinal or Cardinal Numbers

Write "O" if the number in the sentence is an ordinal number: Ordinal numbers look like this: 1st, 2nd, 3rd, 4th, etc. Write "C" if the number in the sentence is a cardinal number. Cardinal numbers look like this: 1, 2, 3, 4, 5 etc.



My house number is the 2nd.



Pete has 3 pairs of sandals.



Kate has got 10 boxes of presents and 26 letters.



This is my 3rd hamburger.



Ann cut 6 beautiful flowers from her garden.

Lesson 4

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Recognize ordinal numbers while listening.
- Identify the order of a cupcake in a given picture and write the corresponding ordinal number.
- Pronounce correctly the ordinal numbers

In class / Warm-up

Write on the board cardinal and ordinal numbers mixed.

- Pronounce them and ask the students to repeat after you.
- Show the students the numbers written on the board and ask them to tell the opposite one.

Example: show 5 on the board & ask the student to shout the ordinal one (the fifth).

"Craft cupcake"

Give the students a worksheet with the cupcakes.

- Ask the students to find the number given in the chart matching to the order of cupcakes in the picture.
- Find and color the given cardinal number
- Write it as an ordinal number in the chart (spell it or write it with numbers Example: the first or 1st)

"Recognize your number"

- a. Divide the class into two groups A and B and have each group form a line.
- b. Keep your hand in the air
- c. Have children count off (let's count off!): One, two, etc. each row separately.
- d. Call out students ordinal numbers and let them raise their hands: Who's the second child in this row? Who's the fifth child in this row? Until you count off all kids.
- e. Call ordinal numbers randomly and let the children who

Materials:

Textbook, computer, speakers, board, chalk, handout

Activity type:

Collaborative learning through group activity with numbers

Speaking Focus:

Ordinal and Cardinal numbers

Before the class:

Print handout per student

have that number to run and give you "high five".













- f. The first student who recognizes the number, runs and gives the "high five" gets the point. (If the rows get mixed or don't recognize their ordinal number, they will lose).

Wrap-up

Homework checking: pages 105-106 ex. 9, 10, 11 reading and ex. 13 writing - check with the whole class.

Homework: ex. 15, 16, 20 pages 107-108

Find and color the given cardinal number and write it as an ordinal numbers

	1	1st
	5	
	8	
	2	
	4	
	6	
	7	
	10	
	3	
	9	
	11	
	12	

Lesson 5

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to

- Speak to their peers using the words of seasons and months.
- Make the ordinal numbers cardinal and vice versa
- Recognize and repeat correctly the words of seasons and months

In class / Warm-up

"Fun questions" (5 minutes)

- Ask students to stand on one leg.
- Ask each student a question in turn (a review question from the previous lesson (s)).
- If they get the question right they can sit down. If they get it wrong they must remain standing on one leg until the turn comes around to them again. This should be fun and quick!



Singing time:

A. Play "The Seasons and Months" Songs

Have all the students to sing along

<https://www.youtube.com/watch?v=ksGiLaIx39c> season

<https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> months

Revision

"Find someone who" (10 minutes). This activity targets the knowledge of seasons, months with the use of prepositions IN.

- Give each student a worksheet with the chart.
- Ask the students to walk around and do the "find someone who" activity mentioned in the chart.
- When finished, ask children to raise their hands as you ask 4 questions: Who has a birthday in ...?
- Extension: Who has a birthday in January?
- Extension: Armine, when do you have your birthday? (First model with the co-teacher).

Wrap-up

Homework checking: pages 105-106 ex. 9, 10, 11 read and ex. 13 write

Materials:

Textbook, computer,
speakers, board,
chalk, handout

Activity type:

Communicative
learning through the
activity about seasons
and months

Speaking Focus:

Seasons, months,
ordinal and cardinal
numbers

Before the class:

Print handout per
student

check with whole class.

Homework: Repeat the chapter 6

Find someone who ___?



Student NAME	Do you have a birthday in summer? My birthday is	Do you have a birthday in autumn? My birthday is	Do you have a birthday in winter? My birthday is	Do you have a birthday in spring? My birthday is

Lesson 6

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to

- Listen and Pronounce days of the week correctly
- Use days of the week in a meaningful context
- Spell the days of the week correctly

Materials:

Textbook, computer, speakers, board, chalk, handout

Activity type:

Communicative learning

Speaking Focus:

Week days

Before the class:

Print handout per student

In class / Warm-up



Singing time:

- First ask students to open the book on page 109
- Play the new song "Days of the week" 2-3 times.
- Encourage students to join in and sing along with you.
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week
- <https://www.youtube.com/watch?v=ksGiLaIx39c> - season
- <https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> - months

Presentation/Practice

- A. Write on the board the 7 days of the week and ask the students to repeat after you.
- Discuss with the class which day of the week is the first or third etc.
 - Show the students mixed numbers 1-7.
 - Have the students call out the day of week corresponding to the shown number
 - Write the days on the board as students call them out.

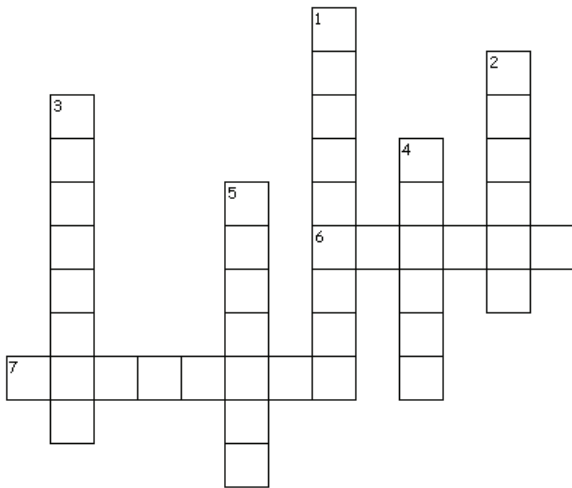
Assessment/Wrap-up

- A. Give the students a worksheet with crossword
- Ask the students to fill in the crossword with the days of the week.

Homework checking: ex. 15, 16, 20 pages 107-108
Check with the whole class.

Homework: Reading ex. 1, 2, 3 page 109

Weekdays Crossword



Down

- 1. W
- 2. F
- 3. T
- 4. M
- 5. T

Across

- 6. S
- 7. S

Lesson 7

In class / Warm-up



Singing time:

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to

- Listen and Pronounce days of the week correctly
- Spell the days of the week correctly
- Describe the words of school subjects with gestures.

- Play the songs: Days of the week, seasons and months
- Encourage students to join in and sing along with you.
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22
Days of the week
- <https://www.youtube.com/watch?v=ksGiLaIx39c>
season
- <https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> - months

A. Draw the following chart on the board



- Write "domnya" next to the chart
- Say "This is the first day of the week. What is it?" to elicit the word Monday.
- Ask the students "Can you spell 'Monday'?" Write the word in the squares on the board as your students dictate it to you, crossing out each letter of the anagram as you do.
- Give a worksheet to each of your students and ask them to complete the puzzle in the same way.
- First correct the words orally and then ask students to spell the words as you write them on the board.

Presentation/Practice

- A. "School subjects" write on the board school subjects such as: Maths, PE, Drawing, Natural Study, Music, Handicraft and English.

Explain what they learn in each subject.

Materials:

Computer, speakers,
board, chalk,
handouts

Activity type:

Communicative
learning

Speaking Focus:

School subjects

Before the class:

Print handout per
student

Strips of papers for
the activity

Pantomime with
school subject.

B. "Pantomime" activity:

- Bring strips of papers with the school subjects written on them
- Divide the class into A and B groups.
- Call one student from A group
- The student has to pick up one strip and by mimicking or writing, drawing show to the opposite group what school subject it is.
- If the group guessed it correctly they will get the point.

Homework checking: Reading ex. 1, 2, 3 page 109

Homework: reading ex.4 page 110, writing ex. 5 page 112

"Days of the week"

(dasnuy)

--	--	--	--	--	--

(teusyad)

--	--	--	--	--	--	--

(radfiy)

--	--	--	--	--	--

(Surtayad)

--	--	--	--	--	--	--	--

(ewdensayd)

--	--	--	--	--	--	--	--	--

(Trusyadh)

--	--	--	--	--	--	--	--

(nomyad)

--	--	--	--	--	--

Math	PE	Music	Nature study	Handicraft	Drawing	English
-------------	-----------	--------------	---------------------	-------------------	----------------	----------------

School subjects (game Pantomime)

Lesson 8

In class / Warm-up

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to

- Listen and recognize the action verbs and perform them
- Make a poster describing a season.
- Speak about the poster to the whole class.

“**Good morning**” activity with the action verbs. Recycle old and new material by asking the students to act the action verb.

- Ask the students to “stand up” then “sit down”, again “stand up” - “sit down”, clap your hands - jump, circle around etc.
- “The words we know” vocabulary from the textbook such as: count, run, jump, read, write, speak, draw, and sing can be used.
- This TPR activity helps to remember the words easily and with fun! (5 minutes)

Craft/Poster Presentation “Seasons”

A. Talk about the seasons with students. Discuss the weather and months.

B. “Seasons” Poster Presentation

- Ask the students to count from 1 to 4 then form 4 groups with 1s, 2s, 3s and 4s respectively.
- Divide the class into four groups (4-5 students in each group)
- Give each group a paper for poster
- Each group will draw one of the seasons on the poster. For example, one group will work on spring, the other one on autumn etc.

Materials:

4 sheets of paper of A3 format for the posters, crayons, pens

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Seasons, weather, months

Before the class:

Prepare papers for the poster presentation

- After the poster is completed each group will come to the board and present the season they worked on. (30 minutes)

Wrap-up

Homework checking

Reading ex.4 page 110, writing ex. 5 page 112

Homework

Ex. 7, 8, 9, 10 p. 113

One of the posters made by the students: Autumn



Lesson 9

Instructional Settings:

Time: 45 minutes

Objectives:

By the end of the class, students will be able to:

- Answer the questions about the school subjects
- Listen to the song about seasons, months and days of the week and repeat their names.
- Speak about the poster to the whole class.
- Translate sentences using the modal verb must
- Use correctly the modal verb "must" and action verbs in meaningful sentences.
- Guess from the context the appropriate word and spell it correctly.

In class / Warm-up

"Throw the ball" call all the students in a circle around you and throw a ball to each student randomly.

- Ask questions, starting from the simple (What's your name? How are you? Do you like winter? When do children go to school? How many seasons are in the year? Do you like autumn? Is it hot in summer? What do you do at PE lesson? What do you do at PE lesson? What do you do at Music lesson? What do you do at English lesson?)
- If the student gives the wrong answer throw the ball back to him and ask again the same question until he gets the correct answer. You can review questions from previous lessons and introduce new material. (5 minutes).



Singing time:

- Play the songs: Days of the week, seasons and months
- Encourage students to join in and sing along with you.
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22
- Days of the week
- <https://www.youtube.com/watch?v=ksGiLaIx39c> season
- <https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> - months

Presentation/Practice

- A. Explain the modal verb "Must" with the meaning of obligation by writing examples on the board.
- Ask the students to translate into English the sentences written on the board.

Materials:

4 sheets of paper of A3 format for the posters, crayons, pens, ball

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Seasons, weather, months

Before the class:

Prepare papers for the poster presentation

- With the whole class do ex. 12, 13, 14 page 114 which focus on reading and speaking.

B. Discussion activity "School rules"

- Divide the students into groups of 4-5 people.
- Fill the chart using the correct modal verb and action verbs to make meaningful sentences.

Verbs: Ask, bring, talk, eat, late, listen, answer and come

The student	Must	Do the homework.
-------------	------	------------------

Wrap-up

A. Dictation: "Banana"

Dictate sentences to the students where some of the target words expressing seasons, months and days of the week are replaced by the word banana but their meaning is clear from the context. Students should write the correct word instead of the word "banana". Ex.: There are banana (four) seasons in the year.

B. Homework checking (5 minutes) Ex. 7, 8, 9, 10 p. 113

C. Homework:

Handout - "must and must not"

- Handout - Gap filling exercise using the modal verb "Must"

Complete the sentences with the modal verb *must* /*must not* and the following action verbs:

Ask, bring, talk, eat, late, run, listen, answer and come

The student	Must	Do the homework.
The student		question
The student		his books
The student		to friend
The student		in the classroom
The student		late to school
The student		to her teacher
The student		to the questions
The student		in the school
The student		to school every day

Must and Mustn't

1. True or False

- | | | |
|---|------|-------|
| A. She mustn't take a dog to school. | True | False |
| B. She mustn't eat in class. | True | False |
| C. She mustn't talk in the class. | True | False |
| D. She must wear a white shirt and black skirt. | True | False |
| E. She must do her homework. | True | False |
| F. She must arrive on time. | True | False |

2. Fill it in! Write the missing words in the lines. Use *must* or *mustn't* form.



You mustn't drink during the class.

You _____ return the books to the library.

You _____ answer the teacher.

You _____ run.

You _____ wear a white shirt.

You _____ fight.

You _____ eat during the class.

You _____ listen to the teacher.

Lesson 10

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Form affirmative, interrogative and negative sentences with the modal verb "must"
- Complete the sentences with the modal verb "must"
- Use the personal and objective pronouns in meaningful sentences.
- Listen to the song about seasons, months and days of the week and repeat their names.

In class / Warm-up

Write on the board all the three forms of the modal verb "must" (affirmative, interrogative and negative).

- Throw the ball to random students and ask them to form sentences with the modal verb "must" in affirmative, interrogative or negative form.



Singing time

Play the songs: Days of the week, seasons and months

- Encourage students to join in and sing along with you.
- <https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> - months
- https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week
- <https://www.youtube.com/watch?v=ksGiLaIx39c> - seasons

Practice

Jigsaw activity with the modal verb "must"

- Make 4 groups of 5 students.
- Give the groups strips of papers with sentences using the modal verb "must". The sentences are divided into several strips of papers.
- Ask the students to make the complete sentences.
- When the groups complete the sentences, ask them to read the sentences out loud. If there are mistakes, their classmates tell the correct answer.

Presentation

Write on the board all the personal pronouns.

- Model with a student the objective form of the pronoun I (me).
- Ask the students to get in pairs and practice the pronoun I-me.
- Add the form "me" on the board next to "I"
- Continue the practice with all the other pronouns in the same way.

Wrap-up

Homework checking: handout - "must and must not", gap filling exercise using the modal verb "Must"

Homework: Ex. 18, 19 p. 117

Materials:

Strips of paper,
computer, speakers,
ball, board, chalk.

Activity type:

Communicative
learning
Collaborative learning

Speaking Focus:

Modal verb "must",
personal and
objective pronouns

Before the class:

Prepare strips of
papers

"Jigsaw" activity.

1. He must do his Math.
2. She must write her English homework.
3. She must not go to bed late.
4. She must study every day.
5. He must not forget to brush his teeth.
6. She must not watch TV all day.
7. He must help birds.
8. She must not eat during the class.
9. I must read books.
10. I must answer the question.
11. He must learn his history lesson.
12. He must go to school in the morning.
13. I must not eat too much.
14. I must do exercises.
15. She must not talk during the class.
16. She must help her friend.
17. He must not forget to wash his hands.
18. I must drink water.
19. I must count in Math class.
20. I must get up at 8 o'clock.

Lesson 11

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Form affirmative, interrogative and negative sentences with the modal verb "can"
- Listen to the song with the modal verb "can" and show action verbs
- Find personal pronouns, make them objective and vice versa

In class / Warm-up

Discuss the pronouns with the students.

- Give the students sentences with pronouns.
- Ask the students to find and circle the pronouns.
- Check the pronouns and discuss them with the whole class.
- Ask them to make the personal pronouns objective and vice versa.

Presentation/Practice



Singing time:

A. "I can..." introduce to the modal verb "Can"

https://www.youtube.com/watch?v=8-PQ7_yGa08

- Play the song to raise the awareness of the modal verb: can
- Write on the board and explain the action verbs used in the song
- Play the song again and ask the students to show the action verbs along with the song
- Sing the song in many ways: loud- quite- loud

B. Write on the board grammar construction of "Can" affirmative, interrogative and negative forms

- Write sentences on the board
- Divide the students into 2 groups

Materials:

Worksheet, handouts with pictures and sentences computer, speakers, board, chalk.

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Modal verb "can",
personal and
objective pronouns

Before the class:

Prepare handouts and
worksheets

- Write on the board sentences where students need to fill the gaps using the modal verbs must and can.
- Call 2 students from each group. If one Student doesn't write the correct answer the other student will fix the mistake. (10 minutes). Write sentences on the board.

Wrap-up/Assessment

- Make 4 groups of 5 students
 - Provide worksheet with Can modal verb in each group
 - Students must put the words in order to make correct sentences in part A

Homework checking: Ex. 18, 19 p. 117

Homework: Ex. 22 p.118, ex. 23 p. 119 writing, ex. 1, 2, 3, 4 p. 120 -121 reading

Put the words in order to make sentences

HE / PLAY /
THE / CAN /
PIANO



SHE / SWIM /
CAN



RIDE / A /
BIKE / SHE /
CAN



HE / HORSE /
CAN / A /
RIDE



SHE / CAN /
SING



FOOTBALL /
HE / PLAY /
CAN



Sentences with Must and Can modal verbs in Affirmative, Negative and question forms

He.....do his Math.

Shewrite her English homework.

You.....go to bed late.

Youstudy every day.

He.....forget to brush your teeth.

Youwatch TV all day.

You.....fly like a bird.

Yourun like a cat.

.....you jump like a kangaroo?

.....she swim like a fish?

Pronoun

1. I really like Ann, but she never talks to me.
2. My brother lives in Moscow. I don't see him very often.
3. This exercise is hard. I'm not sure I can do it.
4. How are your parents? I haven't seen them.
5. Lisa really likes David, but he doesn't like her.
6. This dress looks big. Do you think it is nice on me?
7. It is a good film. I really love watching it.
8. Your teacher called. He wants to speak to you.
9. Where is my book? I can't find it.
10. Hello again! Do you remember me? My name's Paul.
11. Jane is really nice. I like her a lot.
12. We have never been here before. Can you tell us some places to visit?
13. I left my phone on the table. Can you get it?
14. Is Lena's friend nice? I don't know him.
15. I'm not working tomorrow. Do you want to go to concert with me?
16. We want to buy a ticket. Can you help us?
17. This market is really busy. I really don't like it.
18. I like my friends. I always have lunch with them.
19. We have just arrived at the airport. Can you pick us up in your car?
20. English is fun. I really love it.

Lesson 12

In class / Warm-up

Instructional Settings:

Time: 45 minutes

Objectives:

By the end of the class, students will be able to:

- Recognize the action verbs and act them out
- Make sentences with the modal verb can/cannot

A. "Good morning" activity with the action verbs. Recycle the material by asking the students to act the action verb.

Ask the students to "stand up" then "sit down", again "stand up, clap your hands , jump, circle around etc. "Remember me" vocabulary can be used: count, crawl , run, jump, read, write, speak, draw, sing, swim, talk, walk, climb, fly. This TPR activity helps to remember the words easily and with fun! (5 minutes)

B. Make 4 groups of 5 students

- Provide a worksheet with the modal verb "can" to each group
- Read and circle the correct picture matching the sentence

Presentation/Practice

Play the video about origami.

- <https://www.youtube.com/watch?v=HaoXOmwR5nU>
- Ask the students to take color papers and make squares.
- Make an origami rabbit and ask the students follow you step by step.
- When the rabbit is ready use the modal verb "can" and "cannot" to make sentences about the rabbit. For example: It can run. It cannot fly.

Wrap-up

Materials:

Color, paper,
computer and
speakers.

Activity type:

Communicative
learning
Collaborative learning

Speaking Focus:

Modal verb "can",
action verbs

Before the class:

Worksheet with the
modal verb "can"

Homework checking: Ex. 22 p.118, ex. 23 p. 119 writing, ex. 1, 2, 3, 4
p. 120 -121 reading

Homework: Ex. 6a, 7 p. 122

Read and circle the correct picture

SHE CAN SING



SHE CAN RIDE A BIKE



SHE CAN PLAY THE GUITAR



HE CAN SWIM



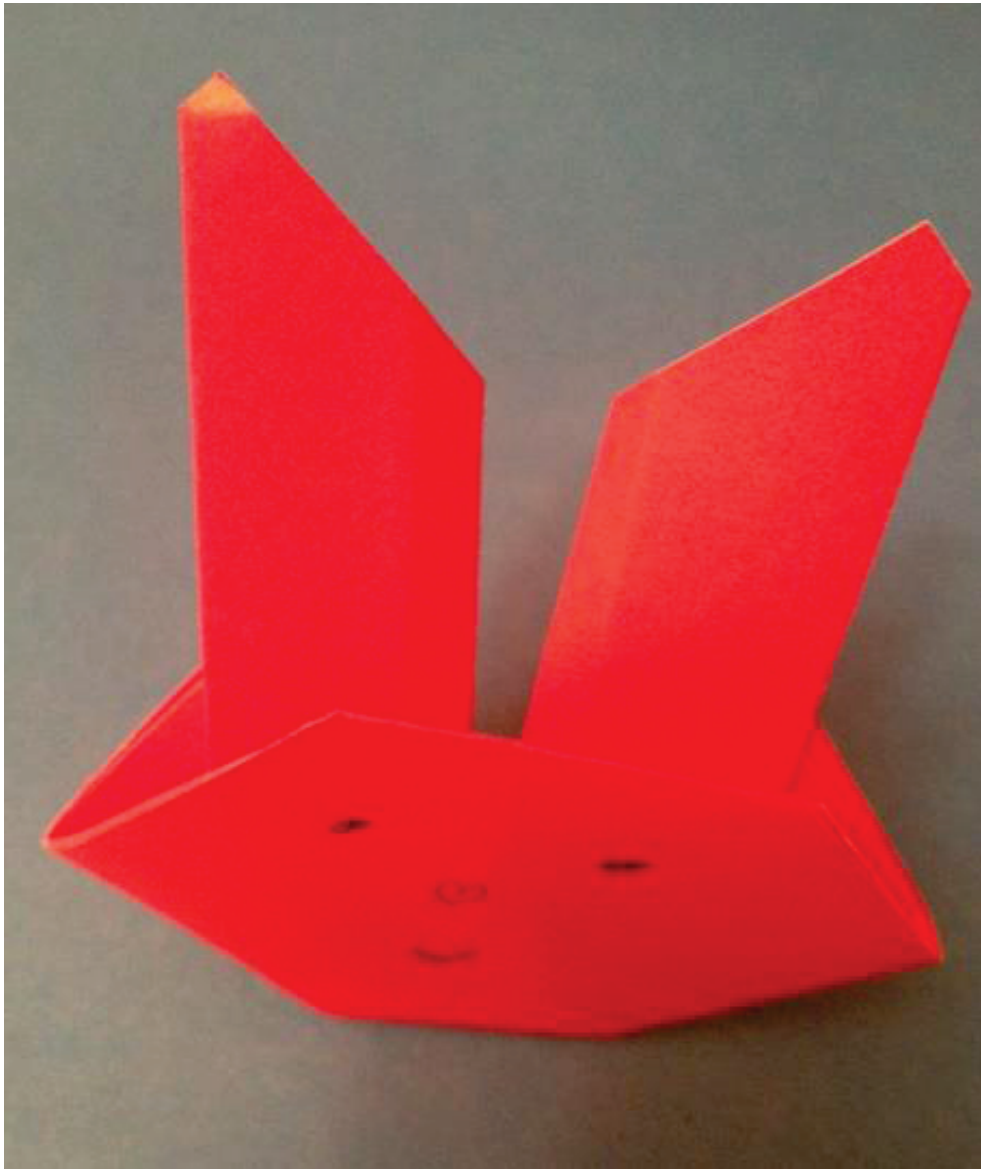
HE CAN RIDE A HORSE



HE CAN PLAY THE PIANO



Origami "bunny"



Lesson 13

Instructional Settings:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Listen to the song about the days of the week and pronounce them correctly
- Make objective the personal pronouns ad vice versa
- Translate into Armenian sentences with the modal verb "may".
- Complete sentences with modal verbs

In class / Warm-up



Singing time

- Play the songs: Days of the week and Can
- Encourage students to join in and sing along with you.
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week
- https://www.youtube.com/watch?v=8-PQ7_yGa08 Yes, I can...

A. Cover the board haphazardly with all the pronouns: personal and objective. It's a good idea to repeat some of them orally.

- Divide the class into two teams.
- Give the first team a blue chalk.
- Give the other team a red chalk.
- The teams line up on either side of the board with the front students holding the chalks.
- Call out a pronoun and ask the front students to try to locate it and draw a ring around it also by telling the opposite pronoun (ex. if teacher calls Him the student has to find on the board, circle it and call He).
- The team that has the most number of rings at the end wins.

Presentation /Practice

A. Write on the board the grammatical construction of "May" used in affirmative, interrogative and negative forms:

Materials:

Computer and speakers,
strips of papers, board,
red and blue chalk

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Modal verb "may",
personal and objective
pronouns

Before the class:

Strips of paper with
modal verbs

- Model sentences with the modal verb "May" for the students.
- Write sentences on the board and model them with one of the students.
- Ask Ss to translate into Armenian sentences using the modal verbs can, may. (10-15 minutes).

B. Jigsaw activity Sentences with modal verbs

- Make 4 groups of 5 students.
- Give the groups strips of papers with sentences using the modal verbs. The sentences are divided into several strips of papers.
- Ask the students to make the complete sentences.
- When the groups complete the sentences, ask them to read the sentences out loud and check with the whole class.

Wrap-up

Homework checking: Ex. 6a, 7 p. 122

Homework: Ex. 20. p. 126. Ex. 23, 24 p. 128

Jigsaw activity: Sentences with modal verbs

1. May I watch TV?
2. May I go for a walk?
3. May I come in?
4. May I open the window?
5. I can swim like a fish.
6. I must not eat in the class.
7. May I come in?
8. I can climb like a monkey.
9. I can jump like a kangaroo.
10. I can not fly like a bird.
11. I must not play computer games all day.
12. I must go to school on time.

Lesson 14

Instructional Settings:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Listen to the song about the days of the week and the modal verb "can" and pronounce them correctly
- Ask questions using the modal verbs and answer them.
- Complete the sentences with the modal verb "can"
- Identify the nouns made from action verbs.

Singing time

Warm-up

- Play the songs: Days of the week and Can
- Encourage students to join in and sing along with you.
https://www.youtube.com/watch?v=LIQsyHoLudQ&list=P_L2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22
Days of the week
- https://www.youtube.com/watch?v=8-PQ7_yGa08 Yes, I can...

"Green or red"

- Divide the students into two groups.
- Then, give each student two cards: red and green.
- Ask the students to get in pairs and make questions with the modal verbs "may", "must", "can".
- Have each pair ask a question to a pair from the opposite group. If they answer "yes" to the question, they point out the green flashcard. If the answer is "no", they point out the red flashcard. If their answer is wrong show the red card and the next pair from the same team can give the correct answer.

Presentation/Practice

- Bring flashcards with the following action verbs: swim, run, jump, read, sing and dance.
- Show the students a flashcard and say "I can..." Then students shout the correct action verb. Then say "I am a swimmer"

Materials:

Computer and speakers, flashcards, board, chalk

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Modal verbs and action verbs.

Before the class:

Flashcards

- Write on the board the verb+ er (swim + er = swimmer)
- Show the students flashcards with other verbs and ask them to form nouns from given verbs

Wrap-up

Homework checking: Ex. 20. p.126. ex. 23, 24 p. 128

Homework: ex. 11, 12 p. 124

Flashcards



Lesson 15

Warm-up

Instructional Settings:

Time: 45 minutes

Objectives: By the end of the class, students will be able to (SWBAT):

- Listen to the song about the seasons, months, days of the week and the modal verb "can" and pronounce them correctly
- Make sentences with the nouns formed from the action verbs.
- Create sentences with the words "good" and "well".

Singing time:

https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22 Days of the week

https://www.youtube.com/watch?v=8-PQ7_yGa08 Yes, I can...

<https://www.youtube.com/watch?v=ksGiLaIx39c> - season

<https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ> - months

Homework checking: ex. 11, 12 p. 124

- Ask the students to get in pairs and read the exercise about the nouns formed from action verbs and check them together.
- Check the exercise with the whole class.

Presentation/Practice

"Good and well"

A. Bring flashcards from the lesson N14.

- Write on the board the words good and well.
- Give examples of sentences matching to the flashcards by adding the adjective "good" (I am a good swimmer).
- Ask the students to create their own examples.

B. Ask the students to open the page 124 from their textbook.

- Using the pictures of the exercise N12, give an example of an action verb and the adverb "well" and ask the students to make their own sentences based on the examples of the textbook.

Wrap-up

- Ask the students to stand on one leg.
- Throw the ball to random students asking to form sentences using "good" or "well"
- If the student makes a correct sentence he/she can sit down. If no, then he remains standing on one leg until his turn comes back.

Materials:

Computer and speakers, flashcards, board, chalk, ball

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Good, well, nouns
formed from action
verbs

Before the class:

Flashcards

Lesson 16

Instructional Settings:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Make sentences with the words good , well and modal verbs
- Identify pictures of nouns expressing performers of actions and write the corresponding words below

Warm-up

"Magic box"

- Put in the box strips of papers with modal verbs, good vs well.
- .Approach the students one by one randomly.
- Ask students to pull out a strip and make a sentence with the given word.

Presentation/Practice

"Magazine activity" Divide the students into four groups of five students.

- Give them A3 format papers
- Give a magazine to each group.
- Ask them to find people performing actions (singer, running boy, reading man, typing woman, etc.)
- Ask them to cut these pictures, glow them on the paper and write under them the nouns expressing them (writer, reader, player, etc.)
- Have the groups form sentences with these words and present them to the whole class.

Wrap-up

Materials: magazines, box, strips of paper, A3 format paper, glue, scissors, pen

Activity type:
Communicative learning
Collaborative learning

Speaking Focus:

Good, well, nouns formed from action verbs, modal verbs

Before the class:
Magazine, strips of paper

“Find and Point”

- Bring pictures of people doing certain actions (dancing, playing, etc.)
- Name certain actions and ask students to point to the image that you name.

Lesson 17

Instructional Settings:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Listen and identify the words of greeting
- Pronounce correctly the words of greeting
- Match pictures with the corresponding greeting expressions
- Make role plays with greetings and present them.

Warm-up

Ask students if they know the word "Hello". Introduce yourself to your new students, say: Hello, My name is

- Ask students if they know any other words using for greeting (hi, good morning) and inspire students to respond. Many Ss will know the word Hello.
- Ask students to get in pairs and make sentences with hello, my name is ... with each other.

Singing time:

<http://www.youtube.com/watch?v=Uv1JkBL5728> "Hello, hello what's your name?"

- Ask the students to listen to the song and then repeat the words of greeting.

Presentation/Practice

Give students handouts with pictures describing greetings.

Ask students to look at the pictures and write the correct words under the matching pictures

Wrap-up

A. "Role plays with greetings"

- Read a dialogue with greetings for the students.
- Ask them to get in pairs, create fake names for themselves and make dialogues using the greeting

Materials:

Computers, speakers,
handouts with pictures

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Greeting expressions

Before the class:

Handouts

expressions.

- Present the dialogues for the whole classroom.
- Homework: Ex. 1, p. 6- to read

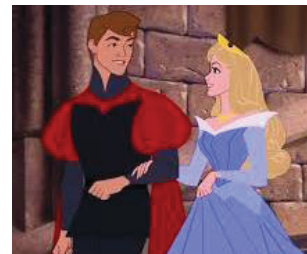
1. Hello! What's your name? Let's listen to a song and repeat



2. What are the people saying?

Write the matching letters under the pictures.

- A. Hello!
- B. Good-bye!
- C. How are you?
- D. What's your name?



Read a dialogue

Hello!

Hello!



What's your name?
My name is Tom.
How are you?
I am fine, thank you, too.
Good-bye, Ann!

What's your name?
My name is Ann.
I am fine, too.
And how are you?
Good-bye, Tom!

Listen and repeat after the teacher!



Hello! My name is Tigran.



Hello! My name is Lusine.



How are you, Lusine?
I am fine, thank you.



How are you, Tigran?
I am fine, too.



Good-bye, Lusine!

Good-bye, Tigran!

Lesson 18

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to:

- Listen and identify the words of greeting
- Make dialogues with the words of greeting
- Identify and pronounce correctly the numbers

1-10

Materials:

computers, speakers, board, chalk

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Greeting expressions,
numbers 1-10

Before the class:

Warm-up

"Find a pair"

Ask the students to stand up and walk around the classroom.

- When you say "stop" they have to make a pair quickly and start a dialogue using the greeting expressions. If a student does not find a pair, he leaves the game.

Singing time

<http://www.youtube.com/watch?v=Uv1JkBL5728>

"Hello, hello what's your name?"

Ask the students to listen to the song and then repeat the words of greeting.

Presentation/Practice

Write on the board the numbers 1-10, say them out loud and ask the students to repeat after you.

- Draw a big circle on the board and write in it numbers 1-10 randomly.
- Ask students to come to the board.
- Shout a number and the students should quickly show that number.

Wrap-up

Homework checking: Read in pairs ex. 1, p. 6

Homework: ex. 1, p. 8

Lesson 19

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to

- Listen and identify the words of greeting
- Make dialogues with the words of greeting
- Identify and pronounce correctly the numbers
- 1-10
- Use the expressions of name and age in meaningful sentences.

Materials:

Computers, speakers, ball

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Greeting expressions, numbers
1-10

Warm-up

"Magic box"

- Put in box strips of papers with numbers from 1-10
- Approach the students one by one randomly.
- Ask students to pull out a strip and say it out loud.

Singing time

<https://www.youtube.com/watch?v=gKPyO2vJEME> numbers

<http://www.youtube.com/watch?v=Uv1JkBL5728>

"Hello, hello what's your name?"

Presentation/Practice

- Approach random students and say: "Hello, I am..., I am years old."
- Write on the board two sentences: "I am... I am ... years old".
- Throw a ball to random students and the one who catches it says his or her name and age.

Wrap-up

Homework checking: ex. 1, p. 8-read the dialogue in pairs

Homework: ex. 2, p. 8

Lesson 20

Instructional Setting:

Time: 45 minutes

Objectives: By the end of the class, students will be able to (SWBAT):

- Listen and identify the words of greeting
- Make dialogues with the words of greeting
- Answer the questions using the greeting expressions
- Identify and pronounce correctly the numbers 1-10

Materials:

Papers, pens, crayons

Activity type:

Communicative learning
Collaborative learning

Speaking Focus:

Greeting expressions,
numbers 1-10

Before the class:

Warm-up

Throw the ball to random students and the one who catches it says his or her name and age (E.g. My name is Artur. I am 8 years old).

Presentation/Practice

Ask the students to get into pairs and draw themselves, give fake names, ages and professions.

- Ask them make dialogues and present it to the class.

Wrap-up

"Drawing dictation"

Tell the students random numbers 1-10 and ask them to draw those numbers.

"Airplane contest"

- Ask the students to make airplanes from paper and throw them by rows.
- Ask a question to the student whose airplane goes the further. For example: What is your name? How old are you?

Homework: Draw the numbers 1-10, paint them and tell the numbers by heart

APPENDIX J List of Songs Used in the Supplementary Materials

Unit 6/ Lesson 1, 2, 3

“Seasons”

<https://www.youtube.com/watch?v=ksGiLaIx39c>

“Months”

<https://www.youtube.com/watch?v=gtc4c1JIAEM&index=14&list=RD-4s-ut7N0jQ>

Unit: 7/ Lessons 5, 6, 7

Days of the week

https://www.youtube.com/watch?v=LIQsyHoLudQ&list=PL2pDQOCbJ_0YfiBcKdfQuVydWgEkKPIR3&index=22

Unit: 8/ Lessons 9, 10, 11, 12

“Yes, I can”

https://www.youtube.com/watch?v=8-PQ7_yGa08

“Origami Bunny”

<https://www.youtube.com/watch?v=HaoXOmwr5nU>

Unit: 9/ Lessons 13,14,15,16

Revision of all above

List of Songs for the First Half of the Book

Lesson 1

Hello, hello, what’s your name? My name is Peter

<http://www.youtube.com/watch?v=Uv1JkBL5728>

Lesson 2

Song with numbers from 1-10 using bugs

<https://www.youtube.com/watch?v=F10LRMyMw5E&list=PLB81F5F4176EC8349&index=2>

Lesson 3

Counting from 1-10 with the help of a drill

<http://www.playrific.com/homev2?child=200591>

Lesson 4

Song about school items

<https://www.youtube.com/watch?v=g7kK989HiRQ>

Lesson 5

Colors

<https://www.youtube.com/watch?v=gcUuvzzW4po>

Lesson 6

Letter M/m

<http://www.youtube.com/watch?v=YiK7IL0kqd0>

Letter N

<http://www.youtube.com/watch?v=LYyK7KurvMs>

Lesson 7

<https://www.youtube.com/watch?v=REikcvM705c&list=PL0AB60F24495A6391&index=54>

Talking Flashcards

https://www.youtube.com/watch?v=V7R_M52EAkI

Song about animals

Lesson 8

http://www.youtube.com/watch?v=y8pZ3F8KB_Y

Letter A

<http://www.youtube.com/watch?v=McACiO5dwGM>

Letter S

Lesson 9

<http://www.youtube.com/watch?v=a9-L1rETVxY>

Song “Plurals”

Lesson 10

<http://www.youtube.com/watch?v=NqntSJGu1t0>

Song letter D

<http://www.youtube.com/watch?v=4PhbUhrI4KE>

Letter T

Lesson 11

<http://www.youtube.com/watch?v=tGxaEdXOSk8>

Song letter I

<http://www.youtube.com/watch?v=TeYynmQ0v3Q>

Song Letter J

Lesson 12

<http://www.youtube.com/watch?v=-EgEt0aru90&list=RDYiK7IL0kqd0&index=3>

Song Letter O

http://www.youtube.com/watch?v=ndf_-FJsPVk

Song letter H

<http://www.youtube.com/watch?v=5oYKonYBujg>

“Old McDonald had a farm”

Lesson 18

<http://www.youtube.com/watch?v=51nAi3eDYN8>

Finger Family

Lesson 21

<https://www.youtube.com/watch?v=BELIZKpi1Zs>

Alphabet using samples

<https://www.youtube.com/watch?v=zAIX1V3IK5s>

Alphabet with phonetic sounds

Appendices of the Project

APPENDIX A

Interview Questions with the Teacher for the Needs Analysis

1. What kind of materials do you use?
2. What types of activities do you incorporate into your lessons?
3. Have you ever used technology in your in your language classes? If yes please specify, if no please state reason.
4. Do you think that the majority of your students have the necessary knowledge for their grade?
5. In your opinion which skills of the students are more advanced and which once are weak?
6. Do you have a curriculum from the Ministry of Education?
7. Do all 4 skills included in your curriculum?
8. Which skill is emphasized in the curriculum more (speaking, listening, reading, writing, grammar, vocabulary, etc.)?
9. Do your lessons teacher-centered and based on grammar mostly?
10. Are you satisfied with the 3rd graders textbook used for your English classes? Why or why not
11. Do you teach the book whole year or half of it you teach in 4th grade?
12. What additional content do you include in your lessons that are not found in the textbooks?

13. Can you choose the unit from the book to teach the particular topic or not? Do you have that flexibility?
14. What kind of supplementary topics or activities would you like to have in the textbook included?
15. Would you like to have interesting activities connected with songs and games as an addition to each unit of the textbook?
16. As an English teacher, what do you think the students need from an English Language class?
17. In your opinion, what will be the students' reaction if they have lessons combined with these activities? Will these activities create chaos in the classroom or will be enjoyable for students?
18. If you bring extra activities to your classroom, what will be the administration's attitude towards them?

APPENDIX: B

Script of the Teacher's interview

T = Teacher

I = Interviewer

T: Do I use, umm.... what kind of material.aha. I have no materials, that's why everything I've found myself from books, from albums maybe, from pictures ...I found myself.

Interview -So you created your own curriculum.

T: Yeah, I created my own materials, yeah I created my curriculum.

2. I: Do you think that the majority of your students have the necessary knowledge for their grade?

T: Yes I think that they have the necessary knowledge for their grades, yes to uhhhh what can I explain, yes I think yes the majority of my students have the necessary knowledge

I: Ok, in your opinion which skill of the students are more advanced and which are they are lacking, like speaking skills, listening skills, reading skills I don't know that are more advanced.

T: I think that they need in listening and speaking skills, writing is easy I think yeah but the listening uummmmm I that... It's very important listening and writing are very important for them and we need a this skills

I: Ok, thank you and do you have a curriculum from the ministry or if or a textbook ahhh I would like to know

T: I did not get a curriculum from... I just ...uuuuu....I just ...uuuu....found myself everything

I: So, no curriculum from ministry of education, ok. Thank you, next question Are all the 4 skills included in your curriculum while you are preparing your materials.

T: I think yes (chuckles)... I think...

I: ok, which skill is emphasized in your curriculum: speaking, listening, reading or writing it's not gonna be the case, the vocabulary

T: I think the speaking skills oral speech I mean uhhhhh.not reading because from the first grade to second grade which is we speak, it is oral speech style we use the oral speaking

I: so the speaking, listening and the vocabulary.

T: aha, yes that's the vocabulary, aha.

I: Do your lessons teacher-centered and based on grammar mostly?

T: I think that... it is based on teacher I: centered, T: what teacherummm yeah centered.

I: Do you like the 3rd grades' textbook? If yes/no and why?

T: aha... the 3rd grades book I don't like because there is no grammar materials which is explained, mm there is no explanation in 3rd's book and there is no reading material and ummmmm....and the exercises are very few that's why I don't like the 3rd grade book.

I: Do you teach the book whole year or half of it you teach in 4th grade?

T: I teach the whole year for 3rd grade. For 4th I have another book.

I: Can you choose to teach the particular topic flexible I don't want to teach this topic but I will teach the other one. I want this unite I am not going to teach this unite.

T: Yes I'm free to choose. I so it's flexible: uu. I: The flexibility is from Ministry of Education.

T: aha, yes.

I: What kind of supplementary topics or activities would you like to have in the textbook included?

T: In what textbook? The 3rd grade books....oyyyyy, you know I haven't thought about it that's why ummm I can't say.

I: Would you like to have interesting activities connected with songs and games as an addition to each unit of the textbook?

T: yes, why not ...yes , yes I'd like to have some toI'd like to have some more exercises, many exercises grammatically ...

T: Yes, in addition to the text book? Yes....but only in the 3rd grades?

I: yes

I: In your opinion, what will be the students' reaction if they have lessons combined with activities? Will these activities create chaos in the classroom or will be enjoyable for students?

T: No, they will be engaged with them; they will be very interested in those activities.

I: If you bring extra activities to your classroom, what will be the administration's' attitude towards them?

T: You know I think that they ammmmm they will not be against, I think so.

APPENDIX C

ՀԱՐՑԱԹԵՐԹԻՎ ԾՆՈՂՆԵՐԻ ՀԱՄԱՐ

1. Գոհ եք, որ ձեր երեխան առաջին դասարանից օտար լեզու է սովորում:

2. Ձեր երեխայի գիտելիքները բավարար համարում եք:

3. Զգում եք, որ ձեր երեխան առաջընթաց է ապրում:

4. Ձեր երեխան հաճույքով է սպասում անգլերենի դասերին:

5. Երեխան դպրոցից դուրս լեզվի դասերի հաճախում է:

6. Տնային առաջադրանք հանձնարարվում է, թե ոչ: Եթե այո, ապա դուք օգնում եք թե երեխան ինքնուրույն է կատարում տնային առաջադրանքները:

7. Դուք կարողանում եք օգնել երեխային կատարել տնային առաջադրանքները:

8. Ինչ ակնկալիքներ ունեք անգլերեն լեզվի դասերից. Ցանկանում եք, որ երեխան.

Ա. Կարողանա հաղորդակցվել անգլերենով

Բ. Իմանա զուտ քերականություն/գրագետ գրել

Գ. Կարողանա կարդալ և հասկանալ

Դ. Կարողանա լսել և հասկանալ

Ե. Բոլորը միասին

9. Գոհ եք դպրոցի օտար լեզվի դասավանդման մեթոդներից:

10. Ձեր կարծիքով երգերի և խաղերի միջոցով հնարավոր է արդյունավետ լեզու սովորել:

APPENDIX D Needs and Environment Analysis Questionnaire of the Course

1. Are you content that your child studies a foreign language from the first grade?

2. Do you consider your child's knowledge to be sufficient?

3. Do you feel that your child makes a progress in language class?

4. Does your child look forward to English classes?

5. Does your child attend English classes outside of the school?

6. Is homework assigned to your child or not? If yes, do you help or does your child do the homework tasks alone?

7. Are you able to help your child in doing the homework tasks?

8. What expectations do you have from the English classes? You want your child to:

- A. Have the ability of communicating in English?
- B. Know Grammar and write correctly?
- C. Have the ability of reading and understanding the text?
- D. Have the ability of listening and understanding the language?
- E. All of the above

9. Are you satisfied with the foreign language teaching methods of the school?

10. In your opinion is it possible to learn language effectively through songs, games and crafts?

11. Would you like your child to learn the language with the use of songs, games and crafts?

APPENDIX E

Pre/Post-test for 3rd Graders in the public school

TEST SPECIFICATIONS

The Purpose of the Test

This test is an achievement test designed for testing the students' progress during the course which will be taught based on the supplementary materials. All four skills will be measured and particularly the aim will be on communication skill. This will provide detailed information about the overall language achievement of the students in the course of two months (20 lessons)

Program Description

The aim of the program is to provide the children with the possibility to learn English through communicative, learner-centered methods of teaching. This test is designed for the students at the public school in Yerevan (Armenia). The level of English proficiency of the students is beginner. The duration for each class is 45 minutes. Classes are held twice a week. Total amount of the lessons are around two months (20 lessons)

Information about Test Takers

The number of test takers is 45. They are non-native speakers of English. The age of the students ranges from 7-8. The students' purpose for learning English is based on the school curriculum to learn English as a foreign language.

Test Content

The test includes four sections: Reading, Listening, Grammar and Writing. The content of each will be presented in the corresponding section below.

SECTION ONE: Listening Section - 3 parts (10 minutes)

The listening section seeks to check the students' listening comprehension skills. The students are supposed to be familiar with 95% of the vocabulary used in the text which will be read by the teacher in first part. The students will listen to the text twice. The text lasts three minutes. The students will be given the sheet with questions before the text will be read. During the first listening they will be allowed to look at the sheet and take notes. While listening to the second time they will be allowed to mark the correct answer. There are 3 tasks for this section.

The first task includes listening to the text and marking the matching students' names next to the given school subjects. The second task has 5 items which is aimed at checking direct meaning comprehension. The last task has 4 items and each item contains 2 parts. In first part student has to look at the picture, listen to the text and write the correct season under the picture. While in the second part of the same task the student has to write months of that particular season. The answers are going to be scored objectively with a pre-specified answer key. The section weighs 24 points- 1 point per item in all sections.

SECTION TWO: Reading Section (5 minutes)

The reading section is aimed at checking the students' reading comprehension skills including guessing meaning of words from given sentences and identify the grammar tricks. The students have practiced such reading strategies in class. As a post-test students are supposed to know 90-95% of the vocabulary. The students will be given sentences to read and complete the tasks. The answers are going to be scored objectively. There are 10 questions for this section. There is only one correct answer for each item. The section weighs 10 points - 1 point for each multiple choice item.

SECTION THREE: Grammar Section (15 minutes)

The grammar section is designed to test the knowledge of the grammatical structures that the students have covered during the course. They will be given 15 minutes to complete the tasks.

There are four tasks in this section.

The first task is designed to check the students' ability to differentiate between the adjective and the adverb "good" vs. "well". It's a fill-in activity. There are 8 blanks to fill in. The students are required to complete the sentences with the appropriate form.

The second task is designed to check the students' ability to differentiate between the modal verbs *must/may/can*. In this task the students are asked to make correct sentences using *must, may or can* based on the context provided. The task is composed of 3 items.

The third task is intended to test the students' knowledge of the Personal and Objective Pronouns, the ability of distinguishing them. The students are required to fill in the blanks in the sentences with the corresponding pronouns. There are 5 blanks to fill in.

The fourth task is intended to test the students' knowledge of the Present Continuous Tense, and the ability of distinguishing it from Simple Present. Each item has 3 answers; there is only one correct answer for each task. The section will be scored objectively with a pre-specified answer key. This section weighs 20 points. The first task weighs 8 points- 1 point for each item, the second task weighs 3 points- 1 point for each item, the third task weighs 5 points- 1 point for each item and the fourth task weighs 4 points – 1 point per item.

Assessment Criteria

The listening, reading and grammar sections are scored objectively with the established answer keys provided below. No points for spelling and punctuation mistakes will be subtracted from the objectively scored sections unless they interfere with lexical and/or grammatical meaning of the word. In order to record success in the test the students have to answer to 60% of the tasks correctly in EACH section.

The maximum test score is 54 points:

Listening section- 24 points

Reading section - 10 points

Grammar section – 20 points

The Time and Location of the Test Administration

The post-test is supposed to take place in the classroom, on April 16, 2015. The test will last 30 minutes, which will be divided adequately throughout the test sections:

Listening section- 10 minutes

Reading section- 5 minutes

Grammar section – 15 minute

Test Administration Guide

- The test will be administered in the classroom. Two teachers will monitor the test to avoid cheating.
- The students will be asked to work with pencils.
- Students must keep silence during the test; they must not ask questions to each other and must not disturb each other.

- After the students are assigned to their seats, the teacher will introduce the test, its structure, its sections, task types and some issues related to time allocation and formatting.
- The students will not be allowed to use mobile phones, textbooks, dictionaries or other resources for completing the tasks.
- The students will be given the opportunity to ask technical questions to the test administrator both before and during the test.
- The teacher should not provide any help to the students related to the content of the test.
- Instructions of the test are given in Armenian to make it clear for the students.
- The beginning and end times of the test will be fixed. The teacher should remind the students of the time left for each section so that the students complete the tasks within the time allocated. The teacher should also remind the students about time constraints of 10 minutes, as well as 5 minutes before the end time of the test.
- If a student is caught at cheating, he/she won't be allowed to continue and his/her work will not be graded.
- After finishing the test, the student should raise his/her hand. The teacher will take the work, and the student will be asked to keep silence and not to leave the room until the end of the test.
- When the test time is over, the teacher should collect the papers. No additional time will be provided to finish the test.

Materials and equipment to be used during the test:

- Test sheets for the students (45 copies)
- Reading text for the teacher

- Board and chalk

ANSWER KEYS

LISTENING SECTION

Listen to the teacher reading the text “Hayk’s school schedule”. You will listen to it twice. You may take notes during listening. After you listen to the teacher for the second time you will be allowed to complete the task. Read the directions carefully before completing the task.

Part 1: Լսիր և լրացրու վանդակնրում անունները ըստ տրված ինֆորմացիան

Weekdays	Monday	Tuesday	Wednesday	Thursday	Friday
Subjects	Math -H	Math -H	Nature Study-K	Math- H	Handicraft-E
	Drawing -A	PE*- A	Music-E	Russian-K	PE*-A
	Armenian- K	Russian- K			English-K

Script for the Listening Task

Hello, my name is Hayk. I am 12 years old. I go to school every day. We have many subjects at school. My friends are Karen, Emma and Ann. I have Math class on Monday, Tuesday and Thursday. Karen has Nature Study class on Wednesday. Emma has Handicraft class on Friday. Ann likes PE lesson. Every Tuesday and Friday she has PE*class. Emma has Music lesson every Wednesday. Emma sings well. She is a good singer. Ann likes drawing. She has drawing

class On Monday. Karen likes languages. He knows Russian, English and Armenian. Karen has English on Friday. He has Russian on Tuesday and Thursday. He has Armenian on Monday.

Part 2. Look at the pictures and listen to the teacher. Match the pictures with the sentences read by the teacher.

a. 3

b. 4

c. 5

d. 1

e. 2

Script for the Listening Task 2

1. *The girls' team is playing volleyball at school.*
2. *Three boys are playing hockey.*
3. *The girls are playing tennis.*
4. *Boys are playing football in the yard.*
5. *Three boys are playing basketball.*

Part 3: Look at the picture, listen to the teacher and fill-in the gaps with words describing the seasons, months and weather.

- A.** 1. It's warm in spring.
2. March, April, May.
- B.** 1. It's nice and bright in autumn.
2. September, October, November
- C.** 1. It's cold in winter.
2. December, January, February
- D.** 1. It's hot in summer.
2. June, July, August.

Script for the Listening Task 3

There are 4 seasons in a year: winter, spring, summer and autumn.

December, January and February are winter months. It is cold in winter.

Spring months are March, April and May. It is warm in spring.

Children like summer because it is hot. June, July and August are summer months.

September, October and November are autumn months. It is nice and bright in autumn.

ANSWER KEY FOR THE READING SECTION

Read the questions from 1-10 and tick the correct answer.

1.

2. (X)

3.

4. (X)

5.

6. (X)

7.

8.

9. (X)

10.

ANSWER KEY FOR THE GRAMMAR SECTION

Task 1: Fill in the blanks with the words *good* and *well*. You will get 1 point for each correct item.

1. She sings well. 2. She is a good singer.
3. He runs well. 4. He is a good runner.
5. Anna is a good swimmer. 6. She swims well.
7. The Boys are good dancers. 8. They dance well.

Task 2: Fill in the blanks with the modal verbs *can*, *may*, *must*. You will get 1 point for each correct item.

1. It is nice weather outside; may I go to park, Mum?
2. I like PE* class. I can jump very high.
3. You must study hard at school if you want to be a doctor.

Task 3: Fill in the blanks with the correct objective pronoun. You will get 1 point for each correct item.

1. me
2. her
3. us
4. him
5. them

Task 4. Circle the correct sentence from the 3 given options. Only one is correct. You will get 1 point for each correct item.

1. 2

2. 1

3. 1

4. 1