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An Analysis of Preschool English as a Foreign Language Instruction in Yerevan:

A Survey and Classroom Observation Study

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be accepted in partial fulfillment for the requirements of the degree of M.A. in TEFL

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Abstract

As English language instruction at the elementary level in Armenia becomes more widespread and approaches official sanctioning from the Ministry of Education, it is important to know how parents view options for the foreign-language education of their children in kindergartens. The current study examines the results of the questionnaire administered to parents of local kindergartens in Yerevan and attempts to find out their expectation of proposed early English program in kindergarten settings and also aims at investigating the teaching English as a foreign language (EFL) to young learners. It examines teaching English in Armenian kindergartens, in particular the use of authentic materials and how English is taught at this age. The subjects of this investigation were English language teachers from kindergartens and parents. Thirty kindergartens were randomly selected for this purpose. From the selected kindergartens 6 did not participate in the research of which 2 kindergartens were private and 4 were public. The participants of the survey were 520 parents in total. The data were collected using 5 point Likert-scale for questionnaires and 4 point Likert scale for class observations.

According to the results of the questionnaire there is mainly a significant difference in favor of the private kindergartens from which it could be concluded that parents of private kindergartens give more importance to the fact of being informed about the current methods, approaches and the overall English program implemented in the particular kindergarten. The findings from the observations reveal that the English teachers of private kindergartens have an access to new methods and approaches as the lessons are implemented with various authentic materials which encompass teaching songs, poems, and tales. The material and books used by the teachers are mostly published by Oxford, Cambridge and Macmillan publication.

Chapter 1: Introduction

This chapter encompasses the significance of the study and states the objectives of the study by discussing some issues which are addressed in the study. Relevant literature on teaching a foreign language in kindergartens, curriculum issues and the notion of parents' expectations are presented.

1.1 Background of the study

In this era of general globalization, English has become the dominant language in every sphere of communication as one of the most prevalent and highly recurrent words in the research world because of the indispensable meaning that it represents for the general globalization (Zhuang, 2007).

Over the last years, English language classes have become increasingly common in kindergartens in Yerevan as one component of the curriculum. There has a noticeable tendency in the field of foreign language teaching in kindergarten. The need for kids to learn and understand a foreign language is more evident today than in past times. This is obvious by the increasing number of kindergartens which have English classes. The importance of knowing the English language worldwide has become so necessary that parents seek to get their children to learn it from younger age. Moreover, having the status of the preferred foreign language of international communication English seems to become the compulsive subject in Armenian kindergartens (Hui-Fang Shang, Robert Ingebritson, & Chien-Lin Tseng, 2004).

1.2. Significance of the study

The notion that the language learning plays a significant role in the second or foreign language learning achievements in kindergarten is widely acceptable in preschool settings. Therefore, English is introduced to learners of 5 year-old kids as part of the Armenian kindergarten curriculum. Many kindergartens include a foreign language, simply to attract parents. The result is that more and more

kindergartens offer English classes. According to the nowadays' picture of the market for English classes for kindergartens, it could be assumed that in future there will be more kindergartens where all the subjects will be taught in English.

For this reason, one of the primary issues was to explore the current curriculum in Yerevan kindergarten which is supposed to foster all areas of development including intellectual, language, physical and social/emotional at the same time providing the challenges for children to learn according to their individual growth patterns. Taking into account the age group of the learners, the learning environment promotes participation of all the learners having an individual approach to their physic-psychological differences.

Young learners should have fun with English! Children construct knowledge actively interacting with the physical environment in developmental stages. How do children learn language? They learn through their own individual actions and exploration. Learning to sing, chant, and read poems as well as learning how to incorporate them effectively into English lessons as good practice for teaching pronunciation, vocabulary, grammar, and all four skills (Mashburn, Downer, Hamre, Justice & Pianta, 2010). Teaching kindergarten kids should be carried out in the atmosphere of consistent active games as “one of the valuable tools to create learning atmosphere where children learn while are being engaged in interaction and cooperation (Zeece, 2010). Kindergarten curriculum follows the curriculum approved by the Ministry of Education which gives a clear guidance for learning and teaching. Moreover, the kindergarten has flexibility in determining how delivery of the curriculum can best take place.

According to the Ministry of Education of Armenia, the kindergarten curriculum is mainly built around the following four principles:

- Individual approach to any child-The teacher is supposed to realize that children are different while treating them providing full opportunity to do their best.
- Positive Relationships – Children are supported to manage their feelings and build positive relationships towards each other and the surrounding world.
- Enabling Environments – A safe and child-friendly environment is created where children can engage and learn. Moreover, their physical and emotional needs are met in the nursery setting.

1.3. Statement of the problem

Concerning the issues mentioned above the current study was intended to gauge parents' expectations towards an aspect of foreign-language education which is thought to be especially relevant to the successful implementation of a kindergarten program and also, to reveal how English is taught in the kindergartens of Yerevan.

Thus, the purpose of this study was to investigate the situation of English language teaching/ learning in Armenian's kindergartens and to answer the following questions:

1. *What are parents' expectations of the English classes as a foreign language in the public versus private kindergartens?*
2. *How English is taught in the kindergartens of Yerevan?*

Having a better picture of parents' expectations of their kids learning English as a foreign language the current study could be considered significant and could serve as a basis for renovating the curriculum in Armenian kindergartens. Moreover, teachers could make use of the results by concentrating their attention on how to teach English in these settings. To sum up, it is

hoped, that this study will be beneficial to the kindergarten children, teachers and parents providing helpful suggestions and insight for kindergarten English classes.

Chapter 2: Review of Related Literature

2.1 Language learning process

The ability to communicate in a language other than one's own enables students to grow academically and personally. Competence in communicating in another language creates a new foundation for intellectual growth that is unique to language studies. Students are not only mastering another subject but also creating a new source of academic and personal enrichment (Baroody, C. 2006).

Today, it is an undeniable fact that English has become a global lingua franca. It is the most commonly spoken foreign language, language of media, language of technology, and language of science.

Ersöz, cited in Tavıl, and İşısağ (2004) share the idea that the use of the English language has grown throughout the whole world in recent years. In order to master another language, one needs to be personally involved in the particular language and play with language to feel comfortable in it. The language must, in some sense become a part of a person so that one can manipulate it and do something with it according to a set of instructions.

According to Tavıl & İşısağ(2009) in some cases language teaching may take place at a younger age starting from 3. These children are usually referred to as “very young learners”.

2.2. Who are young learners?

Ekş1 (2009) points out that the learner is the most important factor in the learning and teaching process. The learners' interests, physical and psychological characteristics should be taken into account.

Slattery, 2005 cited in Tavıl, Z., & İşısağ, K. U. (2009) state that children are regarded as “natural” learners, whose learning is carried out with many vital qualities such as curiosity, energy, and spontaneity. This implies that learning activities for children must be suited to their stage of mental development being naturally curious anything new attracts children’s attention.

In order to establish a clear set of guidelines to follow in teaching English to students between the ages of three and six years of age, it is necessary to consider the following specific characteristics (Robin, 2001, pp.38- 41 cited in Tavıl, Z., & İşısağ, K. U. 2009 and Ekşi, G 2009).

- They are enthusiastic and lively in terms of trying anything new. Moreover, they are keen on trying new games and other stimulating activities than older learners which are the inseparable part of language learning.
- They are receptive to new ideas, activities and materials.
- They are physically active and energetic. Therefore, TPR activities, which involve physical movement, are always welcomed by children. These activities are to help retention by associating the mind and the movements which is the vital part of children’s early development.
- They are self-centered and mostly interested in “here and now”. Children do not show interest in situations or objects that are not related to them. They are more concerned with things in their immediate world. Real objects and familiar situations should be used in the class. Furthermore, stories are also very feasible as they are a great part of children’s lives being the greatest tool of children’s imagination and fantasy that they have.
- They are in the on-going process of cognitive development. Children display a huge potential in a wide range of intelligences and helping them to realize this potential is a teacher’s responsibility through activities, materials and situations in the classroom.

Children are happy to study when their natural sets of intelligences are tapped into.

Therefore, teachers should appeal to their uniqueness and preferences and present the language through different materials. They learn best through hands-on activities. Tavıl, Z., &İşısağ, K. U.(2009, pp. 57) state :

- They have an innate capacity to absorb a second language like a sponge.
- They imitate their role models with spontaneity and enthusiasm
- They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language.
- They are already very good at interpreting meaning without necessarily understanding the individual works;
- They frequently learn indirectly rather than directly.

However, it is also misleading to think that children will only learn simple language, such as colors, numbers, songs and talking about themselves. Many children around the world become part of a global community of English language used when they watch television and use computers. Therefore, it is natural to believe that they need more than ‘simple’ language in the sense that only ‘simple’ topics are covered. It is surprising that they are more interested in topics that are complicated and abstract (Vale, D. , & Feuteun, A. , 1995).

Farrell, A., & Walsh, K. (2010, p 12) note,” In early childhood education the goal of learning is not skills or knowledge but achieving metacognition of learning or disposition to learning”. In this perspective, it is feasible to encourage the learner to be aware of the learning process. This does mean that the learner is reflective and always in the process of assessing the learning. For teachers

this means ongoing reflections of curriculum implementation according to the cultural, age-specific and individual factors affecting the child's learning process. There is a wide agreement in programmers that early childhood education is an interaction process between the people involved in it. The goal of early childhood education is empowering the children: supporting their active role in the learning process. Hence, the child is seen as an actor having opportunities for meaningful, child-initiated experiences by him/herself and in connection with his/her peer group as well as being tutored by his/her peer group and by adults. According to Hujala, E. (2002) in this process the child is learning and growing up and finding out his/her own metacognition for learning and managing his/her own life.

Furthermore, according to Gillanders, C. (2007) "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times". Art and craft activities, brightly colored visuals, toys, and TPR activities, which help them to concentrate on the class well, must be a part of the language classroom.

Young learners have a shorter attention span which is to change frequently under certain circumstances. Along with it, they are not good at analyzing language unlike adult learners. They can learn language indirectly or "accidentally" while trying to complete activities in the target language. Therefore, they cannot understand abstract concepts. The other factor is children's constant recycling. As children forget quickly, the language should be presented in the classroom in different situations continuously engaging learners in varied, attractive, challenging activities and materials which are encouraging and at the same time have clear outcome (Ekşi, G. 2009).

2.3. What is learning at preschool age?

Piaget suggests that development occurs before learning, and as a result, learning cannot occur until the necessary cognitive milestones have been reached (Piaget, 1928).

As Gass and Selinkner (1994) put it in Vale D. & Feuteun A (1995): “It appears to serve no greater purpose to the learner than that language that is never heard”. Comprehension is therefore a usual and customary requisite to acquisition, although we can’t say that comprehension necessarily leads to acquisition. Taking into account Piaget’s concern of the world influence on children’s mental development the child is viewed as continually interacting with the world around her/him, solving problems that are presented by the environment. Here, Piaget’s psychology differentiates two ways in which development takes place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child, accommodation involves the child adjusting to features of the environment in some way. At each stage, the child is capable of some types of thinking but still incapable of others. An important dimension of children’s lives that Piaget neglects is the social; it is the child on his or her own in the world that concerns him, rather than the child in communication with adults and other children. Ausubel, (1964) cited in Vale D. & Feuteun A (1995) disagreed with the opinions of Piaget and hinted that although adults possess superior cognitive capacity, in fact, they often do not successfully learn a second language. On the contrary, children, without the “benefit” of formal operational thought, do learn second languages well.

Vygotsky’s theory is currently noted for his central focus on the social and modern developments, he did not neglect the individual or individual cognitive development. Language provides the child with the new tool, opens up new opportunities for doing things and for organizing information through the use of words as symbols. Young children can often be heard talking to themselves. As children get older they speak less and less aloud, and differentiate between social

speeches for others. For Piaget the child is an active learner alone in the world of objects, for Vygotsky the child is an active learner in a world full of other people. Learning to do things and learning to think are both helped by interacting with adults (Vale D. & Feuteun A. 1995).

The views of young children's literacy learning and development derived from both Gesell's and Piaget's theories are in direct contrast to the social constructivist view of learning. This perspective is based in large part on the work of Vygotsky (1962), who espoused the view that learning leads development. That is, children's development and learning are enhanced as they engage with others in social practices, including reading and writing which guide them to more sophisticated understanding. From this perspective, it is important to invite even very young children into the world of literate activity. Based on other's knowledge about reading and writing children gradually refine their understanding of language and print working together. In fact, language itself being an unconstrained skill is critically important in Vygotsky's theories of cognitive development, with oral language an important component of any constructivist approach to literacy learning (Vygotsky, 1962, 1978 cited in Lin, Z. 2010).

Figel (2005) cited in Griva, E., & Sivropoulou, R. (2009) highlights children's cognitive, linguistic and cultural benefits from learning more than one language and states that, learning foreign languages from a very young age allows us to discover other cultures.

2.4. Young learners' abilities to learn foreign languages

As mentioned by Tavıl, Z., and Söylemez, A. (2008, p 24) "young children need to absorb language before producing. The same thing happens when they acquire their first language, so teachers should not force the students to produce language which may cause stress". On the other hand, the main role of the teacher is to give time to the students to absorb the language.

According to Ekşi, G. (2009) children all over the world are learning English at younger and younger ages as English language classes are becoming a mandatory part of primary school curricula. Early English education is seen as a prerequisite for children's later success (Adams, T. W. 1995 cited in EKsi, 2009). On the other hand, there have been innumerable studies on age differences in second language learning, and the conclusions of the studies were inconsistent. Some studies show that older learners are superior, others suggest younger. There are also some studies which support the idea that different ages have different advantages for foreign language learning. Children who begin to learn a foreign language at preschool age are likely to have more time available than those beginning in primary school or high school. If children begin learning earlier, they save time and effort in the future and they may have the opportunity to learn more vocabulary and sentences than adult beginners. (Mei-Ling Chuan, 2001). Moreover, young beginners have more time for learning than adults, so they can take their time and learn slowly. They do not have to memorize so much vocabulary or so many sentences, as adults do, in order to learn quickly. Therefore, they can memorize even better than adults Chang, Hsiang-chin, (1986) cited in Vale D. & Feuteun A (1995). Adult foreign language learners may become very capable in communicating in a foreign language, but in accent, word choice, or grammatical features they will not achieve the language proficiency like native speakers or speakers who began learning the language at a very young age (Li 2009).

There are many factors that influence a child's success in learning English. These are: qualified English teachers, curriculum planning, teaching materials and teaching methods. Moreover, motivation and attitude of the parents are also factors for success in learning. Planning a foreign language course for kindergarten children should take the following points into consideration: motivation, the qualifications of the teacher, size of the class, the length of the lesson,

and the structure of the course, methodology, and the circumstances in which the children are learning (Fröhlich-Ward 1991).

2.5. Teaching a foreign language at preschool age

Language teaching pedagogy has tended to ignore or even suppress bilingual or multilingual options endorsing a predominantly monolingual policy, one which equates ‘good teaching’ with exclusive or nearly exclusive target language use (Inbar-Lourie, O. 2010). The theory of comprehensible input is very important in language teaching. Krashen (2004) claims the learners must have sufficient comprehensible input before they start communicating in a second language. I think the sufficient comprehensible input is especially important for kindergarten children. But, how can be sufficient comprehensible input be provided to kindergarten children in the classroom? First of all, the English classes must be taught in English, where children are supposed to do something with the language. Although Krashen claims that using a child’s first language will make input more comprehensible. In order to give young children sufficient input, the English classes should be taught in English. If English teachers can use many kinds of teaching aids, gestures and body language, their input can be comprehensible, even without the help of students’ first language. Secondly, in order to let children have sufficient comprehensible input, other subjects, such as mathematics, science and art, should be taught in English. The advantage is not only that it provides more vocabulary, but it also provides more of a chance for natural conversation. There are already some kindergartens in Yerevan which teach subjects in English, and it is assumed that in the near future it might become more of a trend. The third point is that tapes and videos are excellent sources of comprehensible input. They help children to receive comprehensible input outside the English course in kindergarten and at home, especially in countries like ours where English is a foreign language. Almost all language tapes on the market are spoken by native English teachers,

therefore they are especially valuable for kindergarten children if their English teachers are nonnative speakers (Krashen, 2003). In kindergartens, the children have a sleep time every afternoon. The kindergarten teacher can choose a short time every day, e.g. lunch time, sleep time or other free time, to let the children listen to English tapes. There can also be a review time for the English class every day. Besides tapes, kindergartens should also offer their children written materials, e.g. textbooks, in order to supply background text and visuals to help make the aural input comprehensible (Krashen, S. 2003). Textbooks are also helpful for parents at home to help their children review the covered material. Fourth, in order to give children comprehensible input, visual aids are useful in English class, e.g. pictures, flash cards, real objects, models and video films.

The central characteristics of foreign language lie in the amount and type of exposure to the language. There will be very little experience of the language outside the classroom and encounters with the language will be taught several hours of teaching in a school week (Vale, D. , & Feuteun, A. , 1995). According to Ekşı, G. (2009) it is particularly challenging to work with very young learners because of the little language they can understand and produce. In terms of teaching, it is important to mention young children actively learn a second language through games, songs, stories, projects and other activities (Tavıl, Z., & İşısağ, K. U. 2009).

2.6. The role of the teacher

In many societies teaching children is seen as an extension of mothering rather than as an intellectual enterprise. Teachers at primary level are then often given less training, lower status, and lower pay, than their colleagues in the same educational system who teach teenagers or adults (King, K. , & Mackey, A. , 2007).

Children do have a less complicated view of the world than older children and adults, but this fact does not imply that teaching children is simple or straightforward. On the contrary, the teacher of children needs to be highly skilled to reach into children's world and lead them to develop their understandings towards more formal and differently organized concepts. Primary teachers need to understand how children make sense of the world and how they learn; they need skills of analyzing learning tasks and of using language to teach new ideas to groups and classes of children. However, along with this, teachers of young learners have more fun, as well as more frustration, than teachers of older learners (Vale, D. , & Feuteun, A. , 1995).

The question arises "What is different about teaching a foreign language to children, in contrast to teaching adults or adolescents? As it has been mentioned above, the children are quite different language learners in comparison with adults which lead to teachers' use of different methods and techniques for providing effective teaching and learning outcomes in both cases. Here it should be mentioned that the vital difference between young learners and adults is younger's incapacity to have access to the language in terms of such language features as grammar and discourse (Vale, D. , & Feuteun, A. , 1995). Furthermore, young learners are assumed to perceive the language during their daily activities through games, role plays, and storytelling and in other situations in the class (Ekşı, G. 2009).

Last, but not least, teachers of young learners, should bear in mind that we need to help the children develop "wholly"; with all their intelligences, intellectually, morally and culturally. Probably one of our most important tasks is to cultivate children's interest in learning English and make the experience a pleasant one for them. Thus, the main factor is to have a positive impact on their future success and their attitude towards foreign languages Lee, S. (2010).

Preschool children's ability to learn depends on repetition or on an experience being personally meaningful. Children can remember information only when it is presented in a repetitive and exciting way. The teacher's role is especially important; unfortunately, children today have fewer opportunities to learn to regulate themselves because many of the activities that they engage in work counter to developing thoughtful, deliberate action.

To sum up, from the Vygotskian perspective, early childhood teachers can foster the development of self-regulation in three ways; by helping children develop mature intentional play, by modifying existing activities to support cognitive skills, and by minimizing or eliminating activities that are counterproductive to developing such skills (Vygotsky cited in Bodrova, E. & Deborah, J. L.2005).

Speaking about teacher's attitudes to learners, Lee, S. (2010) emphasizes the need to focus more on looking at every child individually, rather than seeing them as a "whole" class, to see a connection between each child's strengths, weaknesses, personalities, and problems to cultural experiences and family backgrounds. Discussing teaching, the author emphasizes that the appropriateness of activities and teaching strategies depend on the cultural context and suggests that children should be fully understood in connection to their own culture, history, and background. At the same time, teachers as cultural beings are to understand that their teaching actions can never be separated from their cultural context. Teachers need to modify their instructional goals and strategies considering individual children's cultural knowledge and experiences (Inbar-Lourie, O. 2010).

Isbell, R., Sobol, J., Lindauer, L., &Lowrance, A. (2004) further state that meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth. Early childhood teachers can provide opportunities for young children to play with

language, while gaining an appreciation of the sounds and meaning of words (Rubin & Wilson, 1995).

2.7. The qualification of kindergarten English teachers

What qualifications should a kindergarten English teacher have? First of all, English kindergarten teachers should have competence in English - including clear and accurate pronunciation. Secondly, English teachers should have the knowledge of second language learning processes and teaching methods (Reeves, 1989). Thirdly, kindergarten English teachers should have experience working with young children or have been trained in teaching English to young children.

They must know how to give children the encouragement and praise necessary to motivate them. English teachers have to understand children's development, needs, interests, and the children themselves (Pan 1997).

2.8. The relation between teacher and learner: Teachers' beliefs.

What guides early childhood teachers' everyday practice in the classroom? Teaching experience with young children is also important for kindergarten English teachers. Kindergarten English teachers should have teaching experience with young children or should be trained to teach English to young children. Because young children can only learn something when they listen, kindergarten English teachers should be trained in order to have the ability to communicate with young children in a way that keep them quiet and listening to what the teachers say.

It has been increasingly recognized that the psychological context of teaching, particularly teachers' thought processes, is critical to understanding teachers' actions in planning, teaching and assessment (Charlesworth et al., 1993 cited in Gillanders, C. (2007).

The psychological context of teaching specifically involves teachers' beliefs regarding what teaching practices are important or not important in early education, and how these practices affect their students. Teachers' beliefs affect teacher–student interactions and instructional planning (Brunning et al., 2004 cited in Gillanders, C. 2007).

How do teachers develop positive relationships with their students? According to Gillanders, C. (2007), teachers develop positive relationships with their students when they provide responsive individualized attention, at the same time they are involved in learning with children, are consistent and firm, and they support children's positive behaviors (Howes & Ritchie, 2002). Moreover, classroom organization characteristics such as predictable classroom routines, stability of the teacher and the group, cooperative learning and peer tutoring, small class size, and small group instruction help foster positive relationships (Howes & Ritchie, 2002; Pianta, 1999).

In addition, teachers should learn to observe and change the structure of the social milieu of the classroom to facilitate learners' access to the linguistic resources of the community. The findings from this case study highlight the importance of the emotional aspect of teaching young children who are learning English, a feature that is often ignored in the second language acquisition literature (Mashburn, A., Justice, L., Downer, J., &Pianta, R. 2009). It can be assumed that kindergartens' director do not have the opportunity to offer training courses to their teachers. It is a concern that not all of the native speakers of English know how to teach English to young children well. They need to be trained to be qualified English teachers for young children. Therefore, kindergartens should pay attention to teachers' qualifications when they employ new foreign English teachers. Moreover,

there should be government guidelines concerning the qualifications and educational background of foreign English teachers.

Children's language development in preschool classrooms also depends upon the nature of linguistic interactions (teacher–child, child–child) occurring within particular activity settings. Dramatic play activities, in particular, create a context where in- language development is likely to occur, because children must use language to convey ideas and interpret responses (Dickinson & Tabors, 2001; Pellegrini, 1985).

However, the benefits to language development of children's engagement in dramatic play depend upon the role the teacher plays in modeling language. For example, Dickinson (2001) found that preschool teachers' use of strategies such as repeating children's idea and using rare words in conversations during dramatic play was associated with children's language development at the end of kindergarten.

Qualities of the preschool classroom that have been found to contribute to children's language achievements include teachers' sensitivity and responsiveness to children, the nature of the caregiver– child relationship, such as the degree of closeness, and general features of the classroom climate, such as the degree of positive relations expressed in child-to-child and teacher-to-child interactions (Mashburn et al., 2008; NICHD ECCRN, 2000, 2002; Pianta, Nimetz, & Bennett, 1997). These qualifications are necessary for both Armenian English teachers and foreign English teachers.

2.9. What is curriculum for younger learners?

Few people have questioned the value of early learning, but the curriculum and teaching methods have been burning topics of discussion everywhere. A curriculum is the most important

document for teaching. It makes teachers' and policy-makers' thinking about children, growth, learning and pedagogy visible and understandable for others. As early learning theories based on behaviorism have given way to the theories based on constructivism, the paradigm of curriculum planning has also changed (Kramer, T., Caldarella, P., Christensen, L., & Shatzer, R. 2010). Successful lessons and activities are those that are tuned to the learning needs of pupils, rather than to the demands of the next text-book unit, or to the interests of the teacher (King, K. , & Mackey, A. , (2007).

In accordance with The New Zealand early childhood curriculum TeWha - Riki early childhood teachers are supposed to provide traditional art learning experiences that foster children's 'skill and confidence with the processes of art and craft, such as cutting, drawing, painting, carving and constructing'. In the foreign language classroom it is preferable to give children the linguistic environment in which to learn prefabricated patterns and routines. This gives children an opportunity to predict the meaning of the language used, since much of it will be the same. With practice and regular repetition of the same chunk of the language, children may quickly understand situations and memorize the language involved (Stewart, R., Rule, A., & Giordano, D. 2007).

As for speaking about art learning skills visual art is a domain of knowledge and learning which is generally integrated into all early childhood programs in New Zealand. However, unlike prescriptive curricula that highlight subject content knowledge that needs to be 'taught' (Haggerty, 2003 cited in Terreno, 2010), visual art exploration by young children in early childhood in New Zealand is usually done in the context of holistic, play-based programs. In this context teachers encourage children to freely use a range of traditional core art media. These generally include painting, drawing, clay, construction, collage and printmaking (Haggerty, 2003 cited in Terreni, L. 2010).

To continue with which is more vital in the New Zealand early childhood curriculum Te Wha - riki (Ministry of Education, 1996) it encourages early childhood teachers to provide traditional art learning experiences that foster children's 'skill and confidence with the processes of art and craft, such as cutting, drawing, collage, painting, print-making, weaving, stitching, carving and constructing' (Terreni, L. 2010, p. 80).

2.10. Authentic materials

What are authentic materials? Materials are considered to be authentic if they are produced by and for native speakers of a common language and not for second language learners of that language.

Language for young learners raises more problems with the notion of 'real' or 'authentic' language use. Many children do not use the foreign language much outside the classroom, except perhaps on holidays and when using computers (Vale, D. , & Feuteun, A. , 1995).

It has recently been argued that we need to expose learners to authentic texts so that they may have immediate and direct contact with input data which reflect genuine communication in the target language. However, perhaps a relative distinction can be made between texts which represent rich examples of the target language in use and those texts which may serve as the means to emphasize only the use of the target language.

A discussion of authentic materials for English as a second language instruction focuses on the necessary balance between authenticity and comprehensibility. Here a new definition is proposed: materials are authentic if they are unaltered language data and produced for by and for native speakers of a common language and not for SL learners of that language. The assumption that all authentic materials are acquisition – rich input use either immediately comprehensible or

comprehensible after negotiation of meaning is then examined. It is argued that while comprehension is necessary and customary for requisite for acquisition, it does not necessary lead to comprehension and it is the responsibility of classroom teacher to make language samples useful. Teachers are invited to consider their motivation for using authentic language and whether “contrived” language samples can be at least as useful learning materials as those drawn directly from authentic sources.

According to Bodrova, E. & Deborah, J. L. (2005) authentic materials can refer to:

- The writings of non-native speakers of English but only if materials were originally written in English.
- Works that have been abridged or excerpted.
- Passages that were written hundreds of years ago and in consequence do not reflect contemporary usage.
- Passages that were written by native speakers but primarily for a non-native speaking audience.

Students need to encounter language that provides authentic, meaningful communication tasks that cause them to want and need to read, write, speak and listen to English. Furthermore, according to Mejia& O’Connor 1994 the best language instructional materials are considered to be those that use authentic samples of speech which refers even to very low-level students.

However, most authentic or complicated materials have been generally reserved for use with intermediate and advanced level student. Along with it, students at lower levels are supposed to gain at least as much by exposure to well-selected authentic texts appropriate to their needs and abilities (Stewart, R., Rule, A., & Giordano, D. 2007).

Nunan (1989) further points out that “many low-level learners are encouraged when first exposed to authentic samples of language”. For other learners who struggle unsuccessfully to understand language samples (authentic or otherwise) that are beyond their reach, the consequence may end in anxiety and frustration. Therefore, the question is whether to decide to use authentic materials in terms of the right choice appropriate for the learners’ needs.

2.11. Types of authentic materials

✓ Stories

Children all over the world love stories. They will listen to the same story over and over again. Fortunately, there is strong support for using stories with language teaching aims. Choosing the right story for young learners is of great importance. Thus, the length and complexity of the story should be carefully taken into account. It is proved, that simple, short stories with repetitive language work best with young EFL learners.

As Krashen’s Comprehensible Input hypothesis (1985) suggests, learners can acquire new language when they are exposed to language that is slightly beyond their current level of competence. In this perspective, stories enable young learners to comprehend the language presented with their familiar elements and plots, well-known characters, visually friendly illustrations and repetitive elements.

Brewster, Ellis and Girard (1992) point to a number of reasons to use stories in the language classroom. First of all, stories are motivating and fun and thus foster a positive attitude to language and language learning. They promote imagination. Listening to a story in the class is a shared and social experience. Moreover, the language that children learn through short stories will lay the foundations for language learning in later years. They are very feasible for developing a variety of

language activities that appeal to young learners. Stories that are used in the classroom can be accompanied by a number of other activities that are also favorite among children, such as games, songs, and dramatization, art and craft activities. Story-based activities can integrate learning styles, motor skills, satisfy different intelligences and provide meaningful context for young learners to internalize language. Teachers of young learners need to take into account children's needs, interests, developmental process and psychological characteristics (Lord, A., & McFarland, L. 2010).

Adams, T. W. (1995) agrees that storytelling helps teach children to listen; it helps develop skills in both oral and written communication, while developing understanding of story schema. Farrell and Nessell (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall.

According to Maguire's (1985) study, storytelling serves many purposes including increased vocabulary and concentration, as well as developing the young child's ability to think symbolically and metaphorically.

Strickland and Morrow (1989) suggest that storytelling is a way to further language development in early childhood classrooms. Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The students start constructing their world of meaning and imagination when they are first exposed to different stories. Storytelling is reading which requires children to be actively participative. Children get fully involved while listening and they act out the story which guides them to participate.

It should be mentioned that through stories students can develop their intellect by making predictions, ordering or sequencing the events. Moreover, they build up the child's confidence as the

language classroom atmosphere is non-threatening. Stories provide children with a purpose for their listening as they want to find out the meaning of the story and the sequence of the events. In stories, generally the same characters, situations and emotions are repetitive and they also develop and reinforce new ideas and new vocabulary. Reilly and Ward further state it might be better to start off with traditional stories from the children's own cultural background as they may already be familiar with the stories which will aid comprehension. Teachers can choose from a wide range of storybooks of this kind; traditional stories and fairy tales which are common (e.g. Snow White). One of the advantages of storytelling is that they bring real life into the classroom and they are authentic. It is important to point out that stories give young children a sense of security at the same time enabling them to comprehend the traditions and culture.

✓ **Games**

Teaching languages to very young children should be applied in a supportive and motivating classroom environment and should provide children with opportunities for developing language through play. Griva, E., & Sivropoulou, R. (2009) describes 'play' as a 'powerful', 'flexible', amusing and pleasant learning experience which promotes oral communication and interaction that involves children into using language in meaningful situations.

Moreover, games are useful tools that help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Games are the unique environment where the learners want to take part and in order to do so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information (Wright, Betteridge & Buckby, 2002). If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire.

Being entertaining and competitive by nature, games are associated with fun. While it is true that games are usually fun, one must not lose sight of their pedagogical value, particularly in second language teaching. On the other hand, games can lower anxiety, thus making the acquisition of input more likely (Schultz, M. and Fisher, A.1988).

Amato, (1995) emphasize that games used in classrooms are to develop and reinforce concepts (e.g., colors, shapes, numbers, word definitions), to add diversion to the regular classroom activities, and even to break the ice.

Linse further states that games can be structured to maximize English language use. Games help children to acquire language in the natural way that native speakers do. With the help of the games, students learn to work together as well as to learn cooperation (Paquette, K., &Rieg, S. 2008).

However, it is notable to mention that it is the teacher who understands the nature of games and match them according to the students' needs and demands (Rixon, 1991). Teachers should be very careful about choosing games if they want to make them profitable for the learning process. Therefore, if games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced (Tavıl, Z., &İşısağ, K. U. 2009).

In terms of teaching and learning foreign language, the role of games is magnificent in acquiring vocabulary. However, in order to achieve the most from vocabulary games, it is important that suitable games are chosen. That is the reason whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and classroom settings are factors that should be taken into account (Atwill, K., Blanchard, J., Gorin, J. S., & Burstein, K. 2007).

Furthermore, games contribute to vocabulary learning if they give students a chance to learn, practice and to review the English language in a pleasant atmosphere. It is important to mention that through games students learn vocabulary more easily in a friendly competitive environment which continually keeps learners interested. The last, not the least, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. Therefore, the role of games in teaching and learning vocabulary cannot be denied (Tavıl, Z., & İşısağ, K. U. 2009).

- *Songs*

Songs play a significant role in motivating students to learn English. They can support the development of learners' abilities in reading, writing, listening and speaking, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary. The characteristic feature of songs they often offer a change from routine classroom activities. Songs, especially chants, are very popular with teachers whose target audience is young learners, while adult learners are less often exposed to songs (Orlova, 2003 cited in Tavıl, Z., & İsisag, K. U. 2009).

Songs have some characteristic features. First of all, songs can encourage learners to use English. In a non-English environment, the main problem for teachers is how to stimulate learners to speak English in class; songs may be the starting point for that. Second, listening to songs (especially when these are supported with pictures and actions) helps students to recognize words and meanings more easily. Finally, songs can stimulate a positive emotional attitude to language learning (Orlova, 2003, akt. Al-Mamary, 1998 cited in Tavıl, Z., & İşısağ, K. U. 2009).

Songs may be used for the presentation and/or practice phase of language lessons. They can be used to teach a variety of language skills, such as sentence patterns, vocabulary, pronunciation,

rhythm, and parts of speech. The language in songs is rich, the teacher can adapt the song, and in this way; any language or vocabulary that he/she wants to focus on can be practiced. As songs have lots of repetitions, the children learn them unconsciously and acquisition like learning occurs. They also mention that pronunciation is also improved as the students are concentrating on sound rather than meaning. (Paquette, K., & Rieg, S. 2008).

Prosodic features of the language—stress, rhythm, and intonation—can be presented through songs as well. For young children, the best songs, whether familiar or unfamiliar, should have an international nature, such as Old MacDonald had a Farm. When asked how they learned and remembered the words so quickly, one very musically talented person replied, “Easy, put anything to music and I can remember it.” However, the need to teach new songs will often be necessary with EFLs. It is important to note that direct instruction is necessary when teachers actually teach new songs. As outlined Terreni, L. (2010) the following steps for teaching songs may benefit teachers and students:

1. Play the song in the background for several days so it is familiar when it is introduced to the children.
2. Sing along with a recording and have children join in when they feel most comfortable.
3. Use lined poster paper to create a song chart.
4. Create a rebus song sheet to help children remember the verses of songs.
5. Teach the song one phrase at a time. Then, combine the phrases.
6. Teach the actions to an action song first, then teach the words or vice versa.

Being an undivided part of the language curriculum music can transform classrooms into positive learning environments where children thrive academically, socially, and emotionally (Paquette, K., & Rieg, S. 2008). For many years, music has been used to enhance the learning power of young children. Moreover, music can also improve listening and oral language skill development, improve attention and memory, and enhance abstract thinking. In addition, providing children with structured and open ended musical activities, creating an atmosphere of mutual trust and respect and being creative at the same time music is basic foundational to for the growth and development of the early childhood learner.

Toren, Z., Maiselman, D., & Inbar, S. (2008) describe music as a way for children to experience rich language in a pleasing way. Whether children listen to the “music” of the rain, popular children’s songs, or make their own musical compositions, important skills, such as reading, writing, listening, and speaking are developed. In an early childhood classroom, a musically, literacy-rich environment will generate interest, encourage creativity, and set the stage for a positive learning environment. Plato once said, “Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything” (Wordsworth Dictionary of Musical Quotations 1991, p.45 cited in Paquette, K., & Rieg, S. 2008).

- *Crafts*

Craft and art activities are the very important tools or the application in the classroom. Craft activity is a very valuable way of giving the children “comprehensible language input” as they have to listen to instructions in order to complete an activity. Comprehensible input is a little bit above the learners’ language level but it is understandable. Although the language is slightly above the learner’s level, it is nevertheless meaningful and understandable because of the context provided with the input. Instructions should be given in the target language and consist of demonstration. At

first, it may be difficult for students to understand the instructions, but as the teacher demonstrates they may comprehend the meaning. Later on, the students may become familiar with the instructions and the language they comprehend may increase (Paquette, K., & Rieg, S. 2008).

In close accordance with the current literature and research studies in this study it is suggested to investigate parents' expectation of proposed early English program in kindergarten settings and the teaching English as a foreign language (EFL) to young learners. The research questions, posed in this study, are the following;

1. *What are parents' expectations of the English classes as a foreign language in the public versus private kindergartens?*
2. *How is English taught in public and private kindergartens of Yerevan?*

Chapter 3: Methodology

This methodology chapter introduces the research design of the survey research and class observations. Thus, this specific chapter covers the setting, the participants of the study, the instruments of data collection, and the procedure of the survey research.

3.1 Introduction

The main concern of this survey study was to explore teaching English in Armenian kindergartens as well as to explore parents' expectations about learning English at this young age.

The current survey study and class observation are guided by the following two research questions:

1. *What are parents' expectations of the English classes as a foreign language in the public versus private kindergartens?*
2. *How is English taught in public and private kindergartens of Yerevan?*

The first question was set out to reveal parents expectations towards teaching English in pre-school settings. The survey was designed for the data collection. The second question was set out to identify whether the program taught in the English classes matches the parents' expectations.

The current study has two parts: First part of the study follows the survey methodology, and other one uses class observations, interviews, and analysis of teaching materials, which has been conducted using quantitative research methodology. The quantitative research methodology includes questionnaire and rubric consisting close-ended questions.

Survey research can be used for exploration, description, or explanation purposes. To be worthwhile, however, it must be carefully and systematically developed, conducted, and analyzed (Plumb & Spyridakis, 1992).

There is an important distinction between surveys and survey research. A survey is a means of "gathering information about the characteristics, actions, or opinions of a large group of people, referred to as a population" (Plumb & Spyridakis, 1992, p. 91). Survey research is most appropriate when the central questions of interest about the phenomena are "what is happening?", and "how and why is it happening?" Survey research aims at description asks simply about the distribution of some phenomena in a population or among subgroups of a population (Kenneth L. Kraemer, 1994).

Thus, "Survey research is used to answer questions that have been raised, to solve problems that have been posed or observed, to assess and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount and what context: (Isaac & Michael, p.136).

The current data for survey was collected from different public and private kindergartens that were selected at random. Taking into consideration the fact that there are 12 districts in Yerevan and the total number of kindergartens (both public and private) is 168 and 52, respectively, 30 kindergartens were randomly selected for this purpose. The randomization was done through stratified sampling involving a proportionate number of kindergartens from each district to have a more representative picture of the findings. The participants of the survey were 520 parents in total. In order to have valid representation of the survey, a large number of participants were engaged. From the selected kindergartens 6 did not participate in the research of which 2 kindergartens were private and 4 were public. The reason for not participating in the research was the refusal of the headmasters who were in charge of these public kindergartens. The other reason of non-participation in the survey was the absence of the official registration of 2 kindergartens

In the framework of this study it meets some of the components mentioned above, particularly, exploring and sorting out some concerning issues functioning in the Yerevan pre-school settings as well as trying to evaluate stake holders expectations .

This chapter provides information about Settings, Participants and Instrumentation.

3.2 Setting and Participant

When collecting data, it is not necessary to survey the entire population to achieve accurate results. Gathering data from a random, smaller number of people allows us to draw conclusions about how the entire population would respond. The information is generally collected about a fraction of the study population- a sample but it is collected in such a way as to be able to generalize the findings to the population.

Sampling is concerned with drawing individuals or entities from a population in such a way as to permit generalization about the phenomena of interest from the sample to the population. The most critical element of the sampling procedure is the choice of the sample frame that constitutes a representative subset of the population from which the sample is drawn. This requires random selection of the sample frame (Sherblom & Sullivan, 1993).

The survey study was done at Yerevan public and private kindergartens. Participants of the study were the teachers and parents of different kindergartens. The data has been collected from randomly chosen kindergartens' teachers and parents. As we have 168 public and 52 private kindergartens, we have used sampling only for the number of kindergartens.

Parents were from the same kindergartens where observations were made and teachers who had an experience in teaching English at the same kindergarten. The age of children ranges from 4 to 5. The questionnaires were distributed to participants via Armenian teachers. They filled it in and

gave back to the teacher. All of the participants who were given the questionnaires replied very kindly to the given questions.

3.3 Instrumentation

According to Arikunto (1996), instrument is an indivisible part of a study, and serves as a means of collecting data for the survey study. The collection of the data was accomplished through the following instruments: a Survey and an Observation.

3.3.1. Instruments for the first research question

For the first research question those tools were: **interview and survey**.

The aim of the interview was to generate items for the survey. The interviews were carried out in Yerevan. Open ended and semi structured interviews were conducted with parents (See Appendix 1). It should be noted that questions were addressed in a way that the interviewer answered them openly. They weren't restricted in their answers and were given an opportunity to ask additional questions on the topic under discussion. The time was not restricted. The participants were warned that the interview was recorded. The participants were assured of the anonymity of their answers. All the participants had willingness to answer the questions openly. Data from the interviews weren't used for data analysis. On the basis of their answers survey questionnaire was designed and was piloted among some outsiders.

- **Survey**

The purpose of developing a survey was to reveal the parents' expectation towards teaching English in pre-school settings. The survey was designed for the data collection of the present study. The questions in the survey are translated into Armenian before administering them to parents. The survey contains 21 closed items. The items in the questionnaire are designed in five point Likert scale and values are assigned ranging from 0 to 4 points. Of which 16 question items are scaled as

0/1/2/3/4/ I don't know, Strongly Disagree, Disagree, Agree, Strongly Agree ,respectively; one question item is scaled as 0/1 I don't have an answer, I have an answer, one question is scaled as 1/2/3 Not important, important, very important; one question is scaled as 1/2/3/4/5/6 Armenian, Russian, English, Armenian with English classes, Armenian with English and Russian classes (See Appendix 3). Questionnaires were distributed to 520 parents and all the questionnaires were filled in.

Descriptive statistics was used to present the percentages and the mean scores for the responses to each questionnaire item. Descriptive statistical analysis consists of procedures of describing the characteristics of the scores of a particular group of individuals (L.F Bachman, 2004).

Inferential statistics was used to reach conclusions that extend beyond the immediate data alone, to try to infer from the sample data what the population might think or to make judgments of the probability that an observed difference between groups is a dependable one or one that might have happened by chance in this study.

Thus, inferential statistics was used to make inferences from our data to more general conditions and descriptive statistics was used simply to describe what's going on in current data (L. F. Bachman, 1994).

3.3.2. Instrument for the second research question

For the second research question the tool was an **observation**.

Interview

The rubric was made based on the teacher observation form provided by Brown, H. d. (20011, p. 432). To adapt it to the needs of the study, some of the items were changed, some were omitted, and some were added.

The items in the rubric are designed in 4 point Likert scale and values are assigned ranging from 1 to 4 point. The rubric contains 19 closed ended items where each item is responded to with the scale such as 1/2/3/4/ Never, Rarely, Sometimes, Often, respectively.

To carry out this study some lessons were observed in randomly chosen kindergartens to find out how English is taught in preschool settings. Observation form contained 20 items (See Appendix 2).

Observation

Classroom observation is considered to be one of techniques for qualitative data collection (Mackey & Gass, 2005, p.186). According to Richards, (2003, p. 106), observation is not a mechanical process that the researcher should go through. Rather, it is a commitment to use one's all skills intensively to understand the nature of the class.

In general the aim of observation is to provide careful description of classroom procedures, without influencing the events occurring during the class (Mackey & Gass, 2005, p.175). Classroom observations can provide an opportunity to gather in-depth information about the events happening in the classroom, such as activities, interactions, classroom behavior, etc (Mackey & Gass, 2005, p. 187).

Chapter 4. Results and Discussions of the Study

After explaining the purpose of the study and getting permission from the heads of public and private kindergartens in Yerevan, questionnaires were distributed to the parents whose children were attending kindergarten. The questionnaires were distributed via Armenian language teacher who took the responsibility of getting them back. In addition, the respondents were asked to write a comment if they had any. The questionnaires were completed and returned within a day. Before distributing the questionnaire, respondents were informed that they were not forced to answer the questions if they didn't have willingness to.

4.1. Analysis of the Survey

Table 1. T test for comparison of the average scores of parents' expectations in public and private kindergartens (Q 1 – Q 16).

	Types Public/Private N	Mean	Std. Deviation
Q1. Our kindergarten' English program is of high quality	369/138	2.82	.552
		3.36	.660
Q2. Our kindergarten is doing an excellent job teaching the following English skills:(speaking)	378/142	2.99	.034
		2.90	.050
Q2. Our kindergarten is doing an excellent job teaching the following English skills: (reading)	374/126	1.95	.538
		2.09	.380
Q2. Our kindergarten is doing an excellent job teaching the following English skills:(writing)	369/121	1.89	.564
		2.06	.234
Q3. The number of children in the class that my child attends is appropriate for learning English	373/142	2.21	.507
		3.25	.508
Q4. The teacher demonstrates sensitivity and			

individual approach to all children	363/142	2.93	.491
		3.18	.740
Q5. I am pleased with teacher's attitude toward my child	368/142	2.92	.488
		3.25	.719
Q6. I have an opportunity to voice your opinion about the English program.	346/128	2.22	.024
		2.66	.047
Q7. You are well informed about the expected results of the English program that your child attends	346/142	2.63	.535
		3.07	.554
Q8. You are informed about your child's achievements on a regular basis	357/142	2.67	.791
		3.13	.621
Q9. You are informed about how your child is evaluated in his/her English classes	356/142	2.87	.656
		3.44	.525
	367/140	2.64	.722
Q10. You are informed whether the teacher uses any technologies (TV, Computer, Tape recorder) in English classes		2.90	.649

Q11. You would like to have your child use some technologies while learning the English language (TV, Computer, Tape recorder)	366/142	2.75	.640
		2.93	.637
Q12. My child is happy to continue his/her learning English.	366/141	2.98	.594
		3.50	.502
Q13. The English classes should be optional in the kindergarten	366/142	3.07	.498
		3.33	.515
Q14. My child has access to necessary resources which will help him/her learn English	349/140	2.55	.578
		2.79	.041
Q15. The kindergarten seriously considers the views of parents when English language program decisions are made	333/139	2.11	.542
		2.54	.662
Q16. I want my child to know English well.	378/142	2.94	.652
		3.28	.551

Table 2. T-test for comparison of the average scores of parents’ expectations in public and private kindergartens (Q 1 – Q 16).

	Levene’s Test for Equality of Variances		t	df	Sig. (2-tailed)
	F	Sig.			
Q1. Our kindergarten’s English program is of high quality	24.117	.000	-9.174	505	.000
			-8.465	212.781	.000
Q2. Our kindergarten is doing an excellent job teaching the following English skills:(speaking)	15.765	.000	1.724	518	.085
				396.153	.037
Q2. Our kindergarten is doing an excellent job teaching the following English skills:(listening)	12.150	.001	.024	515	.981
			.025	279.174	.980
Q2. Our kindergarten is doing	14.437	.000	-2.665	498	.000

an excellent job teaching the following English skills: (reading)			-3.152	304.525	.002
Q2. Our kindergarten is doing an excellent job teaching the following English skills:(writing)	51.925	.000	-3.104	488	.002
			-4.510	463.256	.000
Q3. The number of children in the class that my child attends is appropriate for learning English	2.155	.143	-20.735	513	.000
			-20.721	254.469	.000
Q4. The teacher demonstrates sensitivity and individual approach to all children	34.436	.000	-4.451	503	.000
			-3.747	191.520	.000
Q5. I am pleased with teacher's attitude toward my child	54.755	.000	-6.035	508	.000
			-5.117	193.345	.000
Q6. I have an opportunity to voice your opinion about the English program.	12.808	.000	-8.986	472	.000
			-8.330	198.285	.000

Q7. You are well informed about the expected results of the English program that your child attends	19.954	.000	-8.176	486	.000
			-8.055	254.191	.000
Q8. You are informed about your child's achievements on a regular basis	18.689	.000	-6.264	497	.000
			-6.942	327.600	.000
Q9. You are informed about how your child is evaluated in his/her English classes	2.123	.146	-9.215	496	.000
			-10.126	321.496	.000
Q10. You are informed whether the teacher uses any technologies (TV, Computer, Tape recorder) in English classes	23.719	.000	-3.759	505	.000
			-3.942	277.606	.000
Q11. You would like to have your child use some technologies while learning the English language	8.492	.004	-2.907	506	.004
			-2.912	257.523	.004

(TV,Computer, Tape recorder)					
Q12. My child is happy to continue his/her learning English.	15.713	.000	-9.349	505	.000
			-10.072	298.585	.000
Q13. The English classes should be optional in the kindergarten	31.024	.000	-5.340	506	.000
			-5.259	248.944	.000
Q14. My child has access to necessary resources which will help him/her learn English	58.469	.000	-4.331	487	.000
			-4.657	301.851	.000
Q15. The kindergarten seriously considers the views of parents when English language program decisions are made	32.422	.000	-7.262	470	.000
			-6.694	218.945	.000
Q16. I want my child to know English well.	1.617	.204	-5.599	518	.000
			-6.045	298.015	.000

The results revealed from Table 1 and Table 2 show that the level of significance is less than 0.05. This means the difference is statistically significant in parents' average assessment of all the questions included in the tables, respectively, in favor of private kindergartens. The only question which has different result is Question 2 (listening) which shows that there is no significant difference between private and public kindergartens.

Taking into account the fact that there were some items which were to be answered by the choice of the parents and in case of answering their response was encountered, but in case of not choosing the appropriate answer the result was not counted. It was the reason of estimating the percentage of the parents who answered the certain items.

Table 3. The comparison of the average scores of parents' expectations in percentages related to Q17 in public and private kindergartens.

	Table Total N %	
	Public/Private	
	Don't have an answer	Have an answer

Q17.1. If you answered SA or A with the Question 16 above, please choose the reason for your answer (check all that apply). Otherwise move to question 17B (Better learning skills in general)	49.8%/42.2%	50.2%/57.8%
Q17.2. If you answered SA or A with the Question 16 above, please choose the reason for your answer (Better confidence for my child)	58.4%/65.2%	41.6%/34.8%
Q17.3. If you answered SA or A with the Question 16 above, please choose the reason for your answer(.Better tolerance to other cultures)	90.8%/91.1%	9.2% /19.1%
Q17.4. If you answered SA or A with the Question 16 above, please choose the reason for your answer (Better access to info)	49.2%/43.7%	50.8%/56.3%
Q17.5. If you answered SA or A with the Question 16 above, please choose the reason for your answer(Better for future carrier)	63.7%/71.1%	36.3%/28.9%
Q17.6. If you answered SA or A with the Question 16 above, please choose the reason for your answer(Ability to communicate)	23.8%/25.9%	76.2%/74.1%
Q17.7. If you answered SA or A with the Question 16 above, please choose the reason for your answer (Become smarter and		

flexible)	87.1%/80.7%	12.9%/19.3%
Q17.8. If you answered SA or A with the Question 16 above, please choose the reason for your answer (Better preparation for school)	21.8%/8.9%	78.2%/91.1%
Q17b.1. If you answered SD or D with the Question 16, please choose the reason for your answer (check all that apply). (Poor pronunciation of English teacher)	52.0%/28.6%	48.0%/71.4%
Q17b.2. If you answered SD or D with the Question 16, please choose the reason for your answer (check all that apply). (Unqualified English teacher)	58.7%/100.0%	41.3%/.0%
Q17b.3. If you answered SD or D with the Question 16, please choose the reason for your answer (check all that apply). (Partial loss of Armenian)	85.3%/85.7%	14.7%/14.3%
Q17b.4. If you answered SD or D with the Question 16, please choose the reason for your answer (check all that apply). (Threat to Armenian identity)	96.0%/100.0%	4.0%/.0%
Q17b.5. If you answered SD or D with the Question 16, please choose the reason for your answer (check all that apply). (Confusion between 2 languages)	94.7%/100.0%	5.3%/.0%
Q17b.6. If you answered SD or D with the Question 16, please		

choose the reason for your answer (check all that apply). (Costly)	90.7%/100.0%	9.3%/.0%
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Q17.1 shows that the answers from both kindergartens were distributed according to the following results: 50.2 % for public and 57.8% for private kindergartens, respectively. It is worth mentioning that starting from 17.1-17.b7 items in the questionnaire were designed according to the answers of the participants, i.e. the given answer was marked 1 whereas in case of non- answer the item was marked zero. It can be concluded that the parents from private kindergarten have more positive attitude to this question than parents from public ones.

Q17.2 shows that the answers from both kindergartens were distributed according to the following results: 41.6 % for public and 34.8% for private kindergartens, respectively. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Q17.3 shows that the answers from both kindergartens were distributed according to the following results: 9.2% for public and 8.9% for private kindergartens, respectively. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Q17.4 shows observed that the answers from both kindergartens were distributed according to the following results: 50.8 % for public and 56.3% for private kindergartens, respectively. According to the findings the parents from private kindergartens have more positive attitude to this question than parents from public ones.

Q17.5 shows that the answers from both kindergartens were distributed according to the following results: 36.3% for public and 28.9% for private kindergartens, respectively. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Q17.6 shows that the answers from both kindergartens were distributed according the following results: 76.2 % for public and 74.1 % for private kindergartens, respectively. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Q17.7 shows that the answers from both kindergartens were distributed according to the following results: 12.9 % for public and 19.3% for private kindergartens, respectively. According to the findings the parents from private kindergartens have more positive attitude to this question than parents from public ones.

Q17.8 shows that the answers from both kindergartens were distributed according to the following results: 78.2% for public and 91.1% for private kindergartens, respectively. According to the findings the parents from private kindergartens have more positive attitude to this question than parents from public ones.

Q17b.1 shows that the answers from both kindergartens were distributed according the following results: 48.0% for public and 71.4% for private kindergartens, respectively. According to the findings the parents from private kindergartens have more positive attitude to this question than parents from public ones.

Q17b.2 shows that the answers from both kindergartens were distributed according the following results:

41.3% for public and 0.0 % for private kindergartens, respectively. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Q17b.3 shows that the answers from both kindergartens were distributed according the following results: 14.7% for public and 14.3% for private kindergartens, respectively. According to the findings the parents from private kindergartens have more positive attitude to this question than parents from public ones.

Q17.b4 shows that the answers from both kindergartens were distributed according the following results: 4.0 % for public and 0.0 % for private kindergartens. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Q17.b5 shows that the answers from both kindergartens were distributed according the following results: 5.3% for public and 0.0 % for private kindergartens, respectively. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Q17b.6 shows that the answers from both kindergartens were distributed according the following results:

9.3% for public and 0.0 % for private kindergartens, respectively. According to the findings the parents from public kindergartens have more positive attitude to this question than parents from private ones.

Table 4. The comparison of the average scores of parents' expectations in percentages related to Q18 in public and private kindergartens.

		Total Number N %
		Public/Private
Q18. How much English do you think should be taught to your child?	Never	6.6% / 4.2%
	30-60min	81.7% / 62.7%
	One- two hours per week	11.6% / 33.1%
	More than 3 hours	.0% / .0%

Q18 shows that the answers from both kindergartens were distributed according to the following results: Parents from public kindergartens sorted out 6.6% for never, 81.7% for 30-60 minutes per week, 11.6% for one-two hours per week and 0.0% more than three hours per week. While in private kindergartens 4.2% gave the answer for never, 62.7% for having English classes from 30 to 60 minutes per week, 33.1% for one-two hours per week, and 0.0% more than 3 hours per week. According to the findings the parents from private kindergartens are willing their kids to have more English classes than parents from public ones whereas, the parents of public kindergartens are of the idea that 30 -60 minutes is enough for English classes.

Table 5. The comparison of the average scores of parents’ expectations in percentages related to Q19 in public and private kindergartens.

		Total Number N %
		Public/Private
Q19. What do you think about the fee that you pay for the English class?	I don’t know	2.4% / 11.3%
	Too low	10.8% / .0%
	Reasonable	71.2% / 78.9%
	Expensive	15.6% / 9.9%

Q19 shows that the fee is reasonable for almost 71.2% of parents from public kindergartens. However, 15.6% answered expensive, 10.8% -too low. Meanwhile, according to the findings of Table 19b 78.9% answered reasonable, 9.9% answered expensive. It can be concluded that the average percentage of parents of both kindergartens considered the fee tuition reasonable though the difference between the payments of two kindergartens is significantly different. However, it could be assumed that in spite of the fee price parents of both kindergartens prefer their kids’ attendance to English classes.

Table 6. The comparison of the average scores of parents' expectations in percentages related to Q20 in public and private kindergartens.

		Total Number N %
		Public/Private
Q20.a. Rate the importance of the following factors when choosing a kindergarten for your child? (Reputation)	Not Important	31.5% / 8.5%
	Important	43.1% / 34.5%
	Very Important	25.4% / 57.0%
Q20.b. Rate the importance of the following factors when choosing a kindergarten for your child? (Location)	Not Important	19.6% / 42.3%
	Important	22.0% / 9.2%
	Very Important	58.5% / 48.6%
Q20.c. Rate the importance of the following factors when choosing a kindergarten for your child? (Price)	Not Important	20.6% / 13.4%
	Important	58.2% / 33.1%
	Very Important	21.2% / 53.5%
Q20.d. Rate the importance of the following factors when choosing a kindergarten for your child? (Quality of foreign language instruction	Not Important	36.2% / 11.3%
	Important	54.0% / 57.7%
	Very Important	9.8% / 31.0%

Q20a shows that the reputation of the kindergartens is considered to be very important for 57.0% of parents from private kindergartens, 25.4% of parents from public ones and 43.1% important, 34.5% important of parents from both types of kindergartens, respectively.

Q20b shows that the location of the kindergartens is considered to be very important for 58.5 % of parents from public kindergartens, and 48.6% of parents from private ones.

Q20c shows that the location of the kindergartens is considered to be very important for 21.2 % of parents from public kindergartens and 53.5% of parents from private ones.

Q20d shows that the quality of English language instruction of the kindergartens is considered to be very important for 9.8 % of parents from public kindergartens and 31.0% of parents from private ones.

Table 7. The comparison of the average scores of parents’ expectations in percentages related to Q21 in public and private kindergartens.

		Total Number N % Public/Private
Q21. What kindergarten in terms of language choice would you prefer for your child?	Armenian speaking	10.3% / .0%
	Russian speaking	6.6% / 10.6%
	English speaking	7.1% / 13.4%
	Armenian speaking	11.4% / 7.7%
	kindergarten with	

	Russian classes	
	Armenian speaking kindergarten with English classes	24.3% / 19.7%
	Armenian speaking kindergarten with English and Russian classes	40.2% / 47.9%

Q21 shows that 7.1 % of parents from public kindergartens prefer English speaking kindergartens for their children and 24.3% of parents prefer Armenian speaking kindergarten with English classes. 40.2% of parents prefer kindergartens with English and Russian classes while parents of private kindergartens prefer English speaking kindergartens for their children and 19.7% of parents prefer Armenian speaking kindergarten with English classes. 47.9% of parents prefer Armenian speaking kindergartens with English and Russian classes.

4.2. Mann-Whitney U Test Statistics

For comparing the results of observations where the groups are public versus private kindergartens, the non-parametric two independent samples Mann Whitney's U test was used. The reason for using the non-parametric Mann-Whitney test was because the number of kindergartens in the study was small and the distribution of scores was not normal. Non-parametric tests are for comparing the average ranks.

Pallant, 2007 stated that the Mann-Whitney U Test is the non-parametric equivalent of post hoc comparison t-test for sets of data where the distribution of scores does not meet the normality assumption of the parametric

tests. This test converts the scores to ranks across the two groups. It also shows whether the ranks for two groups differ significantly (Pallant, 2007, p.220).

Table 8. Mann-Whitney U Test statistics

	Public/ Private N	Mean Rank	Sum of Ranks
I 1. The teacher was well prepared for the lesson.	15/ 7	9.17/16.50	137.50/115.50
I 2. The teacher had a lesson plan for each lesson which she/he followed.	15/7	8.73/ 17.43	131.00/122.00
I3. The dominant use of English as a way of communication.	15/7	9.43/ 15.93	141.50/111.50
I4. The teacher made an eye contact with children.	15/7	9.03/ 16.79	135.50/117.50
I5. The teacher continuously supported children by walking around and assisting them.	15/7	8.67 /17.57	130.00/123.00
I6. The teacher interacted with all the students fairly.	15/7	9.50/ 15.79	142.50/110.50
I7. The children were involved in the lesson actively.	15/7	10.57/13.50	158.50/94.50
I8. The children felt free to ask questions.	15/7	11.00/12.57	165.00/ 88.00
I9. The teacher offered appropriate feedback, praise and encouragement	15/7	10.67/ 13.29	160.00/93.00
I10. The students were treated with respect and love.	15/7	9.30/ 16.21	139.50/113.50
I11. The lesson Instructions were clear, precise and explained at children's developmental level.	15/7	9.50/15.79	142.50/110.50
I12. The teacher managed the class well.	15/7	9.20/16.43	138.00/115.00
I13. The teacher answered questions thoroughly if	15/7	11.50/ 11.50	172.50/80.50

any	15/7		
I14. The teacher was able to see if the kids' misunderstood anything.	15/7	9.03/ 16.79	135.50/117.50
I15. The teacher conducted the lesson showing great enthusiasm.	15/7	8.33/18.29	125.00/128.00
I16. The children were familiar with classroom routines.	15/7	8.00/19.00	120.00/133.00
I17. The teacher used a range of different activities/materials, well sequenced, properly selected and adapted to children needs.	15/7	10.13/14.43	152.00/101.00
I18. The teacher used technologies to enhance her classes.	15/7	11.50/11.50	172.50/80.50
I19. The teacher used mainly authentic activities		11.03/12.50	165.50/87.50

Table 9. Mann-Whitney U Test statistics

	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
I1. The teacher was well prepared for the lesson.	17.500	-3.028	.002	.011 ^a
I2. The teacher had a lesson plan for each lesson which she/he followed.	11.000	-3.622	.000	.002 ^a
I3. The dominant use of English as a way of communication	21.500	-2.531	.011	.26 ^a
I4. The teacher made an eye contact with children.	15.500	-2.968	.003	.007 ^a
I5. The teacher continuously supported children by walking around and assisting them.	10.000	-3.431	.001	.002 ^a
I6. The teacher interacted with all the students fairly.	22.500	-2.345	.019	.032 ^a

I7. The children were involved in the lesson actively	38.500	-1.155	.248	.332 ^a
I8. The children felt free to ask questions.	45.000	-1.464	.143	.630 ^a
I9. The teacher offered appropriate feedback, praise and encouragement.	40.000	-1.203	.229	.407 ^a
I10. The students were treated with respect and love.	19.500	-2.638	.008	.017 ^a
I11. The lesson Instructions were clear, precise and explained at children's developmental level.	22.500	-2.719	.007	.032 ^a
I12. The teacher managed the class well.	18.000	-2.767	.006	.014 ^a
I13. The teacher answered questions thoroughly if any.	52.500	.000	1.000	1.000 ^a
I14. The teacher was able to see if the kids' misunderstood anything.	15.500	-2.806	.005	.007 ^a
I15. The teacher conducted the lesson showing great enthusiasm.	5.000			.000 ^a
I16. The children were familiar with classroom routines.	.000	-3.643	.000	.000 ^a
I17. The teacher used a range of different activities/materials, well sequenced, properly selected and adapted to children needs.	32.000	-4.583	.000	.162 ^a
I18. The teacher used technologies to enhance her classes.	52.500	.000	1.000	1.000 ^a
I19. The teacher used mainly authentic activities.	45.500	-.606	.545	.630 ^a

The results revealed from Table 8 show that there is significant difference between public and private kindergartens in favor of private ones (Item 1-7;11-12).

The results revealed from Table 8 show that there is no significant difference between public and private kindergartens (Items 7-10,Item 13, Item 17).

Thus, the analysis of the data collected through the questionnaire revealed that in general, private kindergartens have more advantages in comparison than those of public ones.

Chapter 5: Discussions and Conclusions of the Study

This chapter presents the summary of the findings and discussions related to the current issue. Furthermore, the chapter presents the limitations encountered while conducting the current study. It also discusses the implications and applications as well as provides suggestions for further research.

The research survey was guided by the following research questions:

- *What are parents' expectations of their children learning English in the public and private kindergartens?*
- *How is English taught private and public kindergartens of Yerevan?*

5.1 Summary of the Findings to Research Question 1

The results of the questionnaire show that parents from both public and private kindergartens show

- The parents of private kindergartens pay more attention to the development of language skills such as speaking and listening, keeping in the center the quality and proficiency of the English teacher. According to the results, contemporary parents are of the opinion that any teacher should not only be an expert in teaching language but also have appropriate qualities of a psychologist acting on the stage, whereas the parents of Public kindergartens have the neutral attitude to all the teachers of the kindergarten.
- The parents of private kindergartens are aware of the English program in the kindergartens. It gives them an opportunity to voice their opinion related to some learning and teaching issues. Therefore, the parents' expectations and demands for the quality of the English classes are highly noticeable and taken into account. In comparison, the parents of public kindergartens do not have an opportunity to be informed about the English programs.

- The parents of private kindergartens pay attention to the current evaluation of their kids and their overall achievements while the parents of public kindergartens are of the opinion that learning English from preschool age promotes their kids' better learning skills, enhances confidence and prepares them for future career. They also choose the English language as the tool for the development of communicative skills of kids who are entering the new environment, getting closer to other cultures through the language.
- The parents of private kindergartens don't pay attention to the price or the location of the kindergarten; they considerably prefer private kindergartens specialized in teaching foreign languages and they take into account the reputation of the kindergarten; while the parents of public kindergartens give greatest importance to the price and the location of the kindergarten.
- The parents of the private kindergartens give importance to the number of the English classes and the number of the students integrated in the English group; whereas the parents of public ones don't attach any importance to the quantity of the English classes and are not even interested in the number of the students in the English language group.
- The parents of the private kindergartens take into account new teaching methods and approaches of the English language as well as giving importance to the integration of modern technologies into the language classroom as an important tool of teaching language.

Approximately the same results from the parents of both private and public kindergartens were gathered according to which:

- The parents of both private and public kindergartens are of the opinion that learning English is a good precondition for their kids' preparation for school

- The parents of both private and public kindergartens are of the opinion that learning English may not cause any confusion for kids while learning two or more languages, as well as learning English can't be considered as a treat, or partial loss of the kids' native language identity.

5.2. Summary of the Findings to Research Question 2

Some observations were carried out in both private and public kindergartens' to draw a line between the methods and programs of teaching English in preschool setting and parents' expectations of exposing their kids to the English language learning.

The results show that there is a significant difference in teaching methods and materials between the private and public kindergartens. It is worth mentioning that all the observed private kindergartens were equipped with modern technology; the lessons were conducted with the use of a variety of didactic materials; the English teachers used a lot of listening activities during the class as well as the lessons were enriched with the implementation of games and craft projects. In addition, it can be concluded the English teachers of private kindergartens had an access to new methods and approaches as the lessons were implemented with various authentic materials which encompasses teaching songs, poems, and tales. The English teachers mainly used the books and additional materials published by Oxford, Macmillan and Cambridge publications. Nowadays modern technology offers a variety of sources for any field of teaching; therefore, it was obvious to notice that the teachers of private kindergartens mainly used digital technology (songs, poems and tales) during the classes. The dominant language of instruction used during the classes was the Armenian language. However, the language of interaction was mostly English in private kindergartens. Taking into account the small number of the students in the English classes in private kindergartens the teacher managed to have an individual approach to every child being able to carry a lot of

activities during the class. Moreover, it gave the children the opportunity to use the target language not only while accomplishing this or that task, but also they had a chance to get into interaction with peers.

However, it should be mentioned that both in private and public kindergartens the kids were willing to participate in classes; the teachers created a warm and friendly learning environment where every kid was treated with love and respect. Moreover, the important thing for this age is the fact of encouraging and motivating the kids which was highly noticeable in both kindergartens.

5.3. Limitations and Delimitations of the Study

The delimitation of the study could be considered the fact of conducting it only in EFL settings. Therefore; it could be narrowed down to a more specific area.

There are some limitations of the study that need to be addressed. The first limitation was the restriction of the access to some kindergartens whose headmasters objected to conducting the research in their kindergartens without giving any explanations. The second limitation was the distribution of the questionnaires not to the parents of the whole kindergarten group; i.e. the teacher took the whole responsibility to distribute the questionnaires, however, they were not distributed to all the parents of the group in public kindergartens. The reason was irresponsibility of the parents to answer the questionnaire.

In the frame of assumed limitations related to the observations the first limitation was the short period of class observation both in private and public kindergartens. It should be mentioned that the observations could not give a clear picture as the researcher had a limited period of time. The second limitation was the awareness of the English teachers of observations which resulted in well prepared English lesson which was mainly based on the revision of the course.

5.4. Applications and Implications

There may be implications that can be drawn from the research findings.

First, the findings may suggest that Armenian EFL kindergarten teachers could use the results of the study for creating programs for preschool education. Taking into account both advantages and disadvantages of both types of kindergartens, particularly in the field of learning and teaching English, it could be beneficial for preschool teachers as well as the headmasters of the kindergartens give importance to nowadays demands and requirements to meet the educational needs. In comparison with private kindergartens, public ones have no tendency to improve their programs and arrange trainings for their teachers to make them aware of the current issues and methods of language teaching. The policy of public kindergartens is completely different from that of the private ones which could be explained by the factor that due to the increasing demands and educational needs of the population the market is competitive which makes private kindergartens do their best to get popularity. However, taking into account the fact that parents from public kindergartens give more importance to their children awareness of foreign culture and tolerance as well as they attach great importance to developing their children's communicative skills and strengthening confidence for future career through teaching a foreign language, it would be applicable for teachers of private kindergartens to form the same approaches for teaching a language.

Secondly, taking into account the fact that the program of teaching English as a foreign language in the Armenian kindergartens is not designed and supported by the Ministry of Education, the results revealed from the observations may be used as a guideline for preschool teachers to implement their language lessons with a variety of activities, authentic materials, modern techniques and approaches to innovate the current curriculum.. Moreover, it would be reasonable for public

kindergartens to make preconditions for their teachers to keep up with modern methods and approaches and get closer to the programs of private ones in order not to make so much gap among parents while choosing the kindergarten .Therefore, it would be beneficial for parents not to spend so much money on their children's education having a better picture of the current situation in preschool settings. Along with this, it will result in teachers' better understanding of teaching a foreign language irrespective of the fact whether they are employed by the private or the public kindergartens.

5.5. Recommendations for Further Research

Taking into account the limitations mentioned above it would be wise to suggest

- Conduct a survey on the language teachers' perception of language teaching in preschool settings
- Conduct extensive and thorough teacher observations
- Conduct a research and explore how English is taught with the implementation of modern technology in both private and public primary schools based on the English program of kindergartens for thorough analysis of English program in preschool settings
- Investigate the materials and curriculum used in public and private kindergartens
- Conduct the lessons in the target language engaging children into daily activities

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APPENDICIS

APPENDIX 1

Parents' interview questions

1. What are your expectations of the course?
2. Are you well informed about the final results of the English program that your child attends?
3. Are you informed about your child's achievements on a regular basis?
4. Do you attend the English classes?
5. Do you have an opportunity to voice your opinion about the English program?
6. Are you involved in creating the course your kid is taking?
7. Are you informed about how your child is evaluated in his/her English classes?
8. Are you are pleased with teacher's attitude toward your child?
9. To what extent do you prioritize your child learning English?
10. Are you informed whether the teacher uses modern technologies in English classes? (TV, tape recorder, computer)
11. Would you like to have your child use some technologies while learning the English language?
- 11 How many hours per week do you think English should be taught?
12. Do you think the fee for English class is reasonable?

13. Is the location of the kindergarten important for you?

14. What will your choice of the kindergarten depend on: Reputation, location, price, quality of foreign language instruction?

Appendix 2

Rubric for observation

	Never	Rarely	Sometimes	Often
<ol style="list-style-type: none">1. The teacher was well prepared for the lesson.2. The teacher had a lesson plan for each lesson which she/he followed.3. The dominant use of English as a way of communication.4. The appropriate number of kids in a group.5. The teacher made an eye contact with children.6. The teacher continuously supported children by walking around and assisting them.7. The teacher interacted with all the students fairly.8. The children were involved in the lesson actively.				

<p>9. The children felt free to ask questions.</p> <p>10. The teacher offered appropriate feedback, praise and encouragement.</p> <p>11. The students were treated with respect and love.</p> <p>12. The lesson Instructions were clear, precise and explained at children's developmental level.</p> <p>13. The teacher managed the class well.</p> <p>14. The teacher answered questions thoroughly if any.</p> <p>15. The teacher was able to see if the kids' misunderstood anything.</p> <p>16. The teacher conducted the lesson showing great enthusiasm.</p> <p>17. The children were familiar with classroom routines.</p> <p>18. The teacher used a range of different activities/materials, well sequenced, properly selected and adapted to children needs.</p> <p>19. The teacher used technologies to</p>				
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<p>enhance her classes.</p> <p>20. The teacher used mainly authentic activities.</p>				
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Appendix 3

Survey

	Strongly Agree □□□□□□ □□□□□□ □□ □□	Agree □□□□□□ □□ □□	Disagree □□□□□□ □□ □□□	Strongly Disagree □□□□□□□ □□ □□□□□□□ □ □□□	I don't know □□□□□ □
1. The English Program in our kindergarten is of high quality □□□ □□□□□□□□□□□□□□ □ □□□□□□□□□ □□□□□□□ □□□□□ □□□□□ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Our kindergarten is doing an excellent job teaching the following English skills: □□□ □□□□□□□□□□□□ □□□□□□□□ □ □□□□□□□□ □□□□□□□□ □□□□□□□□ □□□□□□□□□□□□□□ □□□□□□□□□□ □□□ □□□□□□□□ □□□□□□□□					
Speaking □□□□□□□ □□□□□ □□□□□□□□□□□□□	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening □□□□□□ □ □□□□□□□□□□□ □□□□□□□□□□□□□	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading □□□□□□□□ □□□□□□□□□□□□□	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing □□□□□□□ □□□□□□□□□□□□□□	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The number of children in the class that my child attends is appropriate for learning English □□□□□□, □□□□□□ □□ □□□□□□ □□□□□□□□ □	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>4.The teacher demonstrates sensitivity and individual approach to all children</p> <p>□□□□□□□□□□ □□□□□□□□□□□□ □□ □□□□□□□□□□□□□□ □ □ □□□□□□□□□□ □□□□□□□□□□ □□□□□□ □□□□□□□□□□ □□□□□□□□□□</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5 I am pleased with teacher’s attitude toward my child</p> <p>□□ □□□ □□ □□□□□□□□□□ □□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □ □□□□ □□ □□□□□□□□</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6.I have an opportunity to voice your opinion about the English program.</p> <p>□□ □□□□□□□□□□□□□□□□ □□ □□□□□□ □□□□□□□□□□□□□□ □□ □□□□□□□□ □□□□□□□□□□□□ □□□□□□□□□□□□</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7.You are well informed about the expected results of the English program that your child attends</p> <p>□□□□ □□□□□□□□ □□□□□□□□□□□□ □□ □□□□□□□□□□</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>8. You are informed about your child's achievements on a regular basis</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. You are informed about how your child is evaluated in his/her English classes</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. You are informed whether the teacher uses any technologies (TV, Computer, Tape recorder) in English classes</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>15.The kindergarten seriously considers the views of parents when English language program decisions are made</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□ □</p> <p>□□□□□□□□</p> <p>□□□□□□ □</p> <p>□□□□□□□□</p> <p>□□□□□□□□</p> <p>□□□□□□ □□□□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□□□□□□</p>	<p>□</p>	<p>□</p>	<p>□</p>	<p>□</p>	<p>□</p>
<p>16.I want my child to know English well.</p> <p>□□ □□□□□□□□□□□□</p> <p>□□ □□ □□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□</p>	<p>□</p>	<p>□</p>	<p>□</p>	<p>□</p>	<p>□</p>

17 A. If you answered SA or A with the Question 16 above, please choose the reason for your answer (check all that apply). Otherwise move to question 17B.

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1. Better learning skills in general

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2. Better confidence for my child

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3. Better tolerance to other cultures

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4. Better access to info

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5. Better for future carrier

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6. Ability to communicate

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7. Become smarter and flexible

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8. Better preparation for school

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Other.....

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17 b. If you answered SD or D with the Question 16, please choose the reason for your answer (check all that apply).

1. Poor pronunciation of English teacher

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2.Unqualified English teacher

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3.Partial loss of Armenian

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4.Threat to Armenian identity

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5.Confusion between 2 languages

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6.Costly

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Other

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18. How much english do you think should be taught to your child?

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30-60 min per week □□□ □□□ <input type="checkbox"/>	One -Two hours per week □□□□□ □□□ <input type="checkbox"/>	More than two hours per week □□□□□□□ □□□□ <input type="checkbox"/>	Never □□□□□ <input type="checkbox"/>
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19. What do you think about the fee that you pay for the English class?

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Expensive □□□□ □ <input type="checkbox"/>	Reasonable □□□□□□□□□□ <input type="checkbox"/>	Too Low □□□□ <input type="checkbox"/>	I don't have any opinion □□□□□□ <input type="checkbox"/>
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20. Rate the importance of the following factors when choosing a kindergarten for your child?

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	Very important □□□ □□□□□□	Important □□□□□□	Not important □□ □□□□□□
a.Reputation □□□□□□	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.Location □□□□□□□	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.Price □□□□			
d.Quality of foreign language instruction □□□□□□□□ □□□□□□	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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21. What kindergarten in terms of language choice would you prefer for your child?

,

<p>1. Armenian speaking</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Russian speaking</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>3. English speaking</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>4. Armenian speaking kindergarten with Russian classes</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>5. Armenian speaking kindergarten with English classes</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>6. Other</p> <input type="checkbox"/> <input type="checkbox"/>

If you have any other comments, please feel free to leave them here
