AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Teaching English through Drama/Theatre

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

By
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We hereby approve that this design project

By

Manik Minasyan

Entitled

Teaching "English in Mind" through Drama

Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

Committee on the MA Design Project

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December 15,2014

DEDICATION

I dedicate this project to my mom.

I am the happiest person to have her in my life. She has always been and continues being a

perfect role model and number one source of inspiration for me.

Without her continuous support and encouragement I never would have been able to achieve my

goals and be where I`m today.

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EXECUTIVE SUMMARY

Over the years specialists of foreign/second language teaching around the world have been experimenting with various teaching tools and techniques to support variety of learning styles and get students involved in the learning process. Two of the approaches in language teaching; Educational Drama and Content-Based Instruction has long been a part of curriculum worldwide and proved to be valuable educational tools, not only in language pedagogy, but in many different areas and disciplines.

In the frameworks of this paper, design and implementation of drama-based course with integrated skills and content-based elements is presented.

The paper is divided into two main parts. The first part presents the related literature, both on Content-based and Drama-based instructions, the concepts of educational drama, content-based instruction, methods and techniques, and their use in English Language Teaching. Benefits, as well as pedagogical implications of the aforementioned approaches are presented and discussed in theoretical part.

The second part is more of a practical nature. Design, implementation and evaluation of the course are presented. Course deliverables including course syllabus, course goals and objectives, assessment plan, learning plan, detailed lesson plans with practical exercises and materials, as well as final reflections on course and recommendations are also included in the second part.

The course has been designed to offer alternatives to traditional forms of teaching in Armenia, as well as to provide Armenian EFL learners an opportunity to learn in less "artificial"

and more authentic-like learning environment and thus enhance their communicative

competence, as well as creativity, imagination and self-confidence

The course was piloted with intermediate-level students at the Experimental English Classes of

the American University of Armenia. The age of the students ranged between 12 and 16.

 The results of course evaluation showed that, overall, it was a successful course and met the
goals and objectives set during the course design stage.

CHAPTER ONE: SCOPE AND BACKGROUND

1.1 Introduction

This paper concentrates on the principles in teaching English language through drama pedagogy, its benefits and the ways drama is incorporated in EFL/ESL language classrooms. The aim of this paper is to present the processes of designing and implementing drama-based techniques and activities with an integrated skills course, English in Mind.

The paper is divided into two main parts. The first part is theoretical and presents the related literature and the reasons for including drama in EFL/ESL classrooms from different perspectives. The second part of the paper is more practical one. The design project description, needs and environment analysis, goals and objectives, the course syllabus, course materials and evaluation plan and finally reflection and recommendations are included in the second part of the paper. Various drama techniques and methods incorporated into course materials are represented with the aim of showing how drama can be used in language classroom and become a successful tool for both teaching and learning process.

1.2 Problem Statement

Nowadays when English language has spread over various domains of dynamically developing world and became a major means of communication in all areas of our life, it became important as never to think of new ways for teaching English, for designing course materials that will address the needs of English language learners, as citizens of 21st century, as accurately as possible. A whole range of alternative teaching approaches and techniques are put into practice worldwide, that successfully address learners` needs and interests in many disciplines. It is

worth mentioning about Communicative Approach and Content-Based Instruction among the most popular and successful approaches that gain popularity day by day.

Despite all this "agitation" related to English language pedagogies and practices happening worldwide, Armenian ESL/EFL community seems to be "unaware" of new innovative approaches and techniques in language teaching. There is also no apparent evidence that new approaches such as Communicative approach or Content-based Instruction (CBI) are practiced in Armenian EFL/ ESL settings. Although there is no much research about EFL practices in Armenia, it is often claimed that over years the main teaching method used both at schools and universities is the traditional Grammar Translation Method. Textbooks and learning materials, that mostly include grammar drills and or reading texts, seem to lack authenticity and thus are not appropriate and accurate enough to address learners` real needs, that is using language for communicative purposes. Lack of teacher training, limited instructional time dedicated to lessons (40-45 min. sessions) may be reasons for such a situation.

There are very few educational institutions and language teaching programs in Armenia that are taking steps to address these issues and make reforms in language teaching in Armenian contexts. Experimental English Classes program of American University of Armenia is one of the first programs, that embraced new innovative methods for developing communicative language teaching program for Armenian EFL learners. However despite the successful integration and use of communicative approaches in English language teaching, EEC curriculum still misses CBI part.

1.3 Purpose of the project

As a concerned educator and teacher of English as a Foreign Language, I decided to make my little contribution to Armenian EFL community and thus designed a course that would provide students of Experimental English Classes program of American University of Armenia the best practices for developing their communicative skills. The designing of drama-based course aimed at serving not only Armenian EFL learners, but also foreign/second language teachers and specialists by providing the latter guidance on how successfully integrate elements of innovative communicative approaches, such as CBI and Educational Drama, into the curriculum. The last part of the paper presents my take-away from the project, my thoughts, reflections and recommendations for teachers who would like to get insights about drama pedagogy and its possible exploitation in language teaching.

The course has been designed to fulfill the requirements of Experimental English Classes (EEC) program of American University of Armenia to substitute traditional teaching styles with those of modern, communicative approaches by offering a new experimental, non-traditional course to Armenian EFL learners, namely EEC students. The main purpose of designing a drama-based course with integrated skills was to provide a space for students to communicate in meaningful and more authentic contexts by developing both their linguistic; such as speaking fluency and non-linguistic skills, such as confidence and creativity. The integration of diverse drama-based communicative, physical and vocal activities, as well as supplementary materials of authentic nature, such as audiovisual materials into existing EEC curriculum aimed at enhancing learners' communicative competence, creativity, imagination and increasing self-confidence in more efficient and meaningful ways.

The target audience for this course was 11-16 years old intermediate level students of EEC program. Each session lasted two hours, the class met twice a week and the overall course lasted five weeks. The course was piloted at the Experimental English Classes program of American University of Armenia.

CHAPTER TWO: LITERATURE REVIEW

2.1 Defining Content-Based Instruction

Language is means of communication and is used to carry out social interaction. Human communication is not a set of fixed phrases or grammar forms, on the contrary it is rather sophisticated and dynamically developing system used with the purpose of transmitting and exchanging information. Thereby it follows that language teaching should concentrate more the primary function of language, on its communicative nature and as a result to this on developing learners` communicative skills. Moreover foreign/ second language teaching should provide learners as much opportunity for authentic-like communication in target language, as possible.

Many approaches have been developed to address learners` needs and provide them with meaningful communicative practices. One of those successful approaches is Content-based Instruction (hereafter CBI) which derived from Communicative Language Teaching approach and thus adopted the best part of CLT characteristics and elements. The apparent similarity of CBI and CLT approaches lays in the instructional framework, that is both CLT and CBI encourage and at the same time provide learners with opportunities to be engaged in authentic and meaningful communication, provide space for active learning and finally exposure to increased foreign language input (Richards and Rodgers, 2001). .

For the past twenty five years Content-based instruction has been extensively used in various educational contexts. Despite the fact of being a relatively new approach content-based instruction has been claimed to be an effective and motivating teaching tool and gained a great popularity and applicability in the field of language teaching as well.

In earlier stages of its development content-based instruction was practiced in educational contexts such as immersion programs, English for Specific Purposes (ESP) , as well as various second language vocational programs. However during the past two decades content-based instruction has undergone several changes and as a result several contextual transformations took place. Educators started to use content-based instruction for teaching a specific content or subject matter through the use of language other than learners` mother tongue. CBI has been successfully integrated into foreign/ second language teaching as well, and since then this approach has been used in diverse linguistic contexts and settings; most commonly in bilingual education, in academic contexts, etc.

Content- based instruction in its more recent version, that is in foreign/second language teaching contexts , refers to the concurrent teaching of second/ foreign language and subject matter where the language is being the medium for acquiring a particular subject matter and subject matter in its turn serves as a medium for enhancing second language acquisition (Brinton et al, 1989; Bucholz,2008).Thus CBI aims at helping learners to use language rather than to study about it (Leaver & Stryker, 1997).As Richards and Rodgers(2001) state ,in CBI "teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (p.204).

2.2Basic principles and characteristics of Content-Based Instruction

As mentioned earlier, Content-based instruction emerged from Communicative Language approach, thus the instructional framework of CBI is made up of various elements that are specific to Communicative Language Approach also. However there are many other distinctive

features that discern CBI from CLT and other teaching approaches. The main distinctive characteristics of CBI are as follows;

2.2.1 Subject-matter core

The meaning of content has been changed in the course of time based on the implications of various approaches. For instance in Grammar Translation method grammar structures were considered to be the content, in Audio-Lingual Method the content was consisted of sound patterns. In CBI "content" or more specifically "subject matter" refers to topics and or themes that are chosen based on learners interests and needs in specific EFL/ESL context. Subject matter may also refer to very specific topics/subjects that students learn at primary, secondary or tertiary levels. Among those specific subjects could be math, science, art, history, economics, etc. Nevertheless it is not mandatory to have only academic content as subject matter. According to Genesee (1994 as cited in Hardman, 2009, p.23) subject matter in CBI can include also "non-academic topic, theme or non-language issue" that may be relevant to learners` needs and thus arouse learners` interest. The subject matter of CBI can include any type of theme that may be relevant to learners` need and will foster the development of world knowledge.

The choice of right, meaningful subject matter, content or theme or whatever it may be called, has an immensely important role in language teaching and especially in CBI. According to Curtain (1995) when the emphasis is more on meaningful, relevant content, that interests and motivates learners, rather than on language itself, acquisition of second language happens more intensively. Swain (1985) claims that in order to be able to communicate successfully in foreign/ second language learners should have multiple opportunities to express themselves in various

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situations, thus in order to produce meaningful output learners should have meaningful input. Leaver and Stryker (1997:6) indicate that communicative competence is acquired when learners Research in second language acquisition also indicates the importance of comprehensible, meaningful input in language teaching. According to Krashen`s Input Hypothesis (1984) comprehensible input is one of the key factors that enhances second language acquisition.

2.2.2 Use of authentic language and texts

As in case of CLT, in CBI also language is presented through authentic content rather than through forms and or vocabulary. While the main purpose of different teaching approaches, mainly traditional ones(Grammar Translation Method, Direct Method), is to introduce learners the forms, structures and function of the language (bottom-up approach), the instructional framework of CBI aims at providing insights about language usage and concentrates on meaning (top-down approach); that is in which situations and contexts and ,more importantly, how all those linguistic forms and structures, as well as vocabulary of the target language are being used in real life. As Leaver and Stryker (1997) put it "Language proficiency is achieved by shifting the focus of instruction from the learning of language per se to the learning of language through the study of subject matter" (p .5) . Authentic materials or core materials in CBI context are "texts, videos, audio recordings and visual aids that are selected primarily from those produced for native speakers of the language" (Leaver & Stryker, 1997, p.8). Thus authentic materials are the ones that primarily have been produced for speakers of the language rather than for second/foreign language learners and or for specific language unit. The integration of authentic materials aims at providing learners meaningful practices, exposing them to real life situations and thus encouraging the use of language for real purpose. Learners are much more motivated

and engaged in learning process when the selected material is relevant to their needs and interests. Once students realize how to make use of authentic materials they become motivated to use their knowledge in real life, beyond classroom walls (Brinton, 2003). However the selection of authentic materials is not enough to make the content accessible to learners. Careful selection of special techniques and activities will ensure more successful acquisition of second language. As mentioned earlier CBI has many commonalities with CLT and therefore many of the techniques and activities used in CLT are being used in CBI contexts as well. Techniques such as peer/group works, discussions and debates, role plays, use of students` background knowledge, activating of schemata, etc. are techniques that ensure active participation and engagement of students in the learning process (Brinton, 2013). When students refer to their background knowledge to convey the messages, they also develop coping techniques that help them to deal with unknown language in different contexts. This in its turn fosters foreign language proficiency (Leaver & Stryker, 1997).

2.2.3 Appropriate to the needs of specific students

The selection of content and learning activities should be based on learners` cognitive, affective needs, and should be done taking into consideration learners` professional, as well as personal needs.

On linguistic level it is vital to choose content and topics that all of the students in the classroom are more or less familiar with and already posses schemata, that is "relevant linguistic, content and cultural background knowledge" (Leaver & Stryker, 1997, p.9). This will ensure that differences in possessed schemata will not hinder the learning process and all students will successfully comprehend the presented material.

On cognitive and affective levels it is important to take into consideration different learning styles that students use in learning process. Teacher should carefully examine each learner`s learning profile (e. g whether he/she learns better when materials are presented through audio-visuals), his/ her affective needs (e. g whether he/she feels more comfortable working alone or with others), etc. (Leaver & Stryker, 1997). In order to make the materials accessible to all students and for integrating wider range of learning styles teacher can use either combination of "expository " or "experimental" approaches (Mohan,1986). Expository approaches include techniques, such as lectures, readings, presentations. Experimental approaches include role plays, simulations, workshops, etc. In addition to expository and experimental approaches CBI also supports integrated skills approach to language teaching; that is teaching of multiple skills simultaneously.

2.3Models of Content-Based Instruction

Content-based instruction is not a "set in stone" approach and therefore cannot be used in various settings in the same way. Hence a range of CBI programs have been developed with the purpose to address learners` cognitive and affective needs, as well as professional and personal interests appropriately. These models are using the core values of CBI prototype model, but differ by teacher specialization (course is taught by language or subject teacher), content type (academic versus thematic content), by role of content (the amount of emphasis put on either language or content) and finally by intensity (time allocated to carry out the approach) (Tedick & Cammarata,2012). Thereby the "degree" of emphasis that is put on either language or content defined by particular program, defines the nature of CBI model. In this way CBI programs are classified into two continuums; content-driven and language-driven. Richard and Rodgers (2001)

list several types of CBI models and programs emerged from this continuum. Among those programs the most popular ones are theme-based, sheltered, adjunct courses.

In theme-based courses the main focus of the curriculum is on the theme or topic. As Snow (2001) states, the units of the curriculum are organized around certain topics which are selected based on students` needs and interests, as well as on institutional expectations, program goals and resources. Themes used in the course be general may also have subthemes that provide closer look at the topic. Theme-based courses go under language-driven CBI extreme (Met 1999) and thus have explicit language objectives. Thereby much attention is paid to linguistic forms and structures as well. Grammar in theme-based courses is linked to topics, and thus grammar structures are defined and practiced through and or around topic discussion (Leaver & Stryker, 1997).

Sheltered courses are very popular in secondary and post-secondary education, especially in United States, and represent specially designed courses that teach various subjects covered in schools; math, arts, science, history, etc. (Leaver & Stryker, 1997).Unlike theme-based models sheltered courses are more of a content-driven nature and are mainly taught by content specialists, rather than by language instructors(Richards & Rodgers, 2001). However this doesn`t preclude the possibility of language teachers with content knowledge to teach content-based course. It should be mentioned that sheltered courses are more specific in second language rather than in foreign language contexts. In sheltered courses language skills are developed in order to fulfill course aims ; that is to develop content knowledge. Although more attention is paid to content, linguistic elements related to the content are also being explained within the frameworks of the course.

Adjunct courses are two different courses, the first being language-driven and the second content-driven. Although these courses are taught separately they tend to complement each other (Richards and Rodgers, 2001). Thus adjunct courses supplement regular subject matter courses. The subject matter is common for both courses and tasks and assignments of both courses are linked to each other. Adjunct courses are being practiced both at secondary and university levels and are taught by different specialists. Language-driven course is taught by language specialist and content-driven course by content specialist accordingly. Continuous cooperation and coordination between two specialists will ensure successful accomplishment of program goals.

Although the balance of emphasis on content and language differ from program to program and each program has different assumptions and practical implications about content, language and learning strategies, one thing is common for all the CBI models; both content and language are treated equally for endorsing purposeful and meaningful communication in class.

2.4 What is ELT Drama?

Throughout years numerous approaches have been developed for effective teaching of English as a foreign/second language, but only few of them "have survived' and thus were considered as more effective and useful for further use in language teaching. Amongst the approaches that stood the test of time the most significant one was Communicative approach. It had been developed in the 1970s and since then it has been widely preached by both the proponents of this approach and by other professionals in the field. The central goal of Communicative approach is "the use of language for learning it" (Howat, 1984, p. 197). According to Hymes (1971), it is a set of beliefs and theories of language teaching that emphasizes language learning as a communicative competence. Communicative competence according to Richards (1985**)** means that teaching and learning of the language should include not only the linguistic forms, that is, structures and vocabulary of language but also knowledge of when, how and to whom it is appropriate to use for. The communicative approach puts the emphasis on meaningful communicative activities rather than on mechanical drills. So the main goal of the teacher is to create realistic situations by giving learners a chance to learn and to use the target language in context and therefore to foster more authentic like communication (Makita-Discekici, 1999; Mattevi, 2005). The main advantage of using such a form in teaching is that it provides an opportunity to teach all four basic language skills; listening/speaking, reading/writing, and communicative competence is thus developed in an integrated way. Above everything the implementation of communicative techniques in teaching process gives learners the opportunity to become active learners, producers, initiators rather than passive respondents.

Drama as a communicative approach is considered to be a powerful teaching tool that completely addresses learners` needs. It is based on communication, meaning and context. Thus the use of drama exposes learners to such situations where real communication is engendered and in real communication ideas, emotions, feelings are involved, learners become more concise and adaptable in such situations (Barbu, 2007).

First of all it would be appropriate to mention what is drama, educational drama and how it differs from actual theatre.

"Drama" is a Greek word which means "action". In educational context drama means any practical and educational activity which stimulates the use of language in everyday life and involves some amount of imaginary situation (Holden, 1981). It is more about the learning process rather than rehearsing performance. Drama activities give students the chance to acquire the language or develop their language competency. Through these techniques learners gain an invaluable experience to learn interactively, to use the target language in context creatively and imaginatively. According to Fleming (2006) drama is a learner-centered approach, which allows students to become active producers rather than passive consumers. Thereby it fulfills the main goal of education; to learn how to learn rather than be taught from the superior position of the teacher as a god.

2.5 Benefits of Using Drama in Language Teaching

Learners' achievements in acquiring and practicing the second language are tightly interconnected with teaching methodology. In the course of time versatile techniques have been employed to address issues in language teaching and classroom management. Among the most essential issues to be solved were and are motivating and engaging students, applying various

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learning styles and providing learners with active and meaningful learning experience. However not all of those methods have proved to be vital and thus were not able to outlive.

Drama was manifested as one of those highly effective instruments that incorporate various learning styles, involves students interactively and fosters linguistic and performing/ acting skills. As mentioned earlier drama is considered as a powerful teaching technique that focuses on meaning rather than forms. It gives the opportunity to use the language in meaningful contexts. Drama is a means of communication, and drama techniques, as learning tools, help us achieve our goals in all school areas and subjects (John Somers, 1995). According to Maley and Duff (2005) "drama activities also help to get rid of the diffidence and boredom that come from being forced to stay passive most of the time" (p. 13). Maley and Duff (2005) also state that drama is appealing to various learning styles. Drama activities are useful for enhancing not only speaking or listening, but also reading and writing. Those activities give learners even those with lack of sufficient vocabulary, a chance to communicate in foreign language in various situations and settings (Aldavero, 2008).

Drama develops both linguistic and non-linguistic skills. When taking part in drama activities, students use all of the multiple intelligences. According to Jacques Delor (1996), the integration of multiple intelligences in activities is a core component of every ELT drama course. He proclaims that four pillars of education and the basic components of Gardner`s Multiple Intelligence theory (Gardner, 1983), serve as a basis for drama in teaching a language. The following statements are evidence to his proclamation.

- Drama allows using our past experiences and background knowledge to understand why certain things are done in a certain sequence.

- Drama develops collaboration, enhances communication and interpersonal relationships

- By simulating real-life situations through role-plays we develop our spatial, kinesthetic, musical, naturalist and linguistic intelligences.

Drama can create entertaining atmosphere, enhance motivation and also serve as a valuable tool in teaching and learning cross-curricular content (Hillyard, 2010; Phillips, 2003). Some research studies were done to found out if drama activities enhance motivation and as expected the studies yielded desired results; it has been drama attested that drama activities increase not only language learners but also teachers` motivation (Maley & Duff, 2001; Philips 2003).

2.6 Defining Drama Activities.

There are various types of drama techniques and activities each playing an important role in particular areas of learning.

2.6.1 Role Plays

Role play activities entail an imaginary or real situation or setting where participants are exposed to spontaneous interaction and are supposed to come up with a conclusion to the problem stated in for that particular setting. Role plays are considered to be one of those crucial tools in ELT drama that provide second language learners with opportunities to communicate in various social and cultural contexts, to use language that is more authentic, language that learners are more likely to use outside of the classroom (Kodotchigova,2001; Livingstone,1983). Role plays play a tremendous role in enhancing creativity, imagination cooperation and collaboration**.** According to O`Neill and Lambert(1982) while role playing students gain more confidence in expressing their ideas, they also adopt different strategies and attitudes to

communicate with others and practice different languages, e. g identify and employ various discourse features, such as turn taking, hedging, as well as gestures and body movements to communicate. There is a wide range of areas that can be practiced through role play activities, among them various language structures and forms, vocabulary, performing and communication skills, etc. According to Sam (1990) role plays and communication games are immense tools for vocabulary building, they help learners increase, retain and reinforce vocabulary. Role playing is an entertaining language learning experience that gives chance to develop fluency, uphold interaction and increase motivation (Ladousse, 2009).

   2.6.2 Improvisation

Improvisation is defined as "unscripted, unrehearsed, spontaneous set of actions" where teacher gives directions or proposes a setting and learner responds by acting out the situation (Landy, 1982). It boosts learners` imagination, gives freedom and ability to communicate with others (McCaslin, 1990).The most significant part of improvisation activities is the level of freedom which gives learners a chance to be initiators rather than passive respondents. As improvisation is done spontaneously, without preliminary preparation, no memorization takes place, therefore learners rely on their imagination and creativity to shape ideas and act appropriately in a given situation.

   2.6.3Mime

   Miming involves the process of acting out of the story or idea without saying a word and is accompanied by body movement, gesture or facial expression (Dougill, 1987). During miming paralinguistic features of communication are put into action. The fact, that miming is done without saying a word, creates a vital stimuli for language learners for whom language builds barriers and hinders communication. However the fact that no language is used in miming

doesn`t mean that language is not developing. On the contrary miming helps to recall and reinforce language items associating them with visuals and images (Rose, 1985)

2.6.4 Simulation

According to Scrivener (1994) simulations are more complex and elaborated types of role plays. When involved in role play game the role of participants/ students is rather simple, acting on a given situation, carry a simple conversations or practice newly learnt vocabulary. In case of simulation more complex and higher order thinking skills, such as analyzing, comparing, problem solving, are put into action.

2.6.5 Non- verbal activities

Maley and Duff (1982) distinguish between two types of non-verbal activities; non-verbal warming up and non-verbal cooling down activities. The role of these activities is to ensure relaxed, comfortable atmosphere for learners, where learners will forget about their worries and concerns connected to learning difficulties. In such environment learners become more receptive and open-minded towards new experiences.

2.6.6 Scriptwriting

As Crockett and Fox(1999) claim, scriptwriting provides a space for learners to demonstrate their talents and use their background, as well as past experiences into classroom and make the learning experience interesting and enjoyable process.

2.6.7 Drama games

There are many types of drama games, such as ice-breakers, warm-ups and cool-downs, verbal and vocal activities, fillers, concentration games, etc. All of these activities encourage active participation, develop imagination and "permit the expression of emotion"

(Wessels,1987). According to Aldavero (2008) drama activities enable even learners with limited vocabulary to communicate successfully in second or foreign language.

2.7 Implications for the design project

The current course which is drama-based course with elements of content-based instruction and communicative language teaching was designed taking into consideration the theoretical and practical implications of the related literature and empirical research on Drama-based and Content-based approaches.

From the literature review it became obvious that both drama-based and content-based approaches to language teaching have many similarities, in a sense that both of these approaches promote the use of communicative techniques in language teaching. Both in drama-based and content-based instruction a great importance is given to the choice of materials, teaching techniques, roles of the learners. The use of authentic materials as comprehensive input is encouraged by both approaches. Thus audio and video recordings representing a particular content, were included in the course. The choice of audio and video materials was done taking into consideration the content (e. g topic or theme) of lesson units existing in English in Mind 2 course book. Cognitive and affective needs of learners have also been taken into consideration thus different techniques, such as discussions, pair/group work, role plays used in CBI and were included in the course to address different learning profiles and develop multiple intelligences along with linguistic skills.

Drama is a unique educational tool that has a whole range of advantages It enhances imagination and creativity through improvisation, it appeals to creative side of students with the help of scriptwriting technique, it gives a sense of reality by using simulation technique, it

reinforces vocabulary and grammar with the help of role plays, it gives students freedom of thoughts, increases physical activity, enables to communicate non-verbally by using body language, eye-contact, non verbal cues. Most of the aforementioned drama activities have been included in the course and adjusted to the course book to tailor them to learners' needs and interest, to enhance their linguistic and non- linguistic skills.

Although the design and implementation of both CBI and Drama-based curriculum can be challenging, I strongly believe that results in both cases are rewarding.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Course description

The course entitled "Teaching English in Mind through Drama" was designed for intermediate level students between 12-16 years old. The primary and the main goal of the course was to provide Armenian EFL learners, particularly the students of Experimental English Classes program of American University of Armenia ,yet another unique opportunity to improve their English language proficiency, as well communication skills by offering them a new, experimental, non-traditional drama-based course with integrated skills. To achieve program goals and to address learners` needs; that is to enhance learners` reading, writing, listening, speaking skills in English, and to foster authentic communication and creative use of the language, various drama activities , as well as some elements of CBI were integrated into the curriculum.

The course designed for intermediate level students of EEC at the age of 12-16, was carried out in   Summer, 2014 at Experimental English Classes of American University of Armenia. The course was a n intensive course and thus lasted 5 weeks with 120-minute class meetings twice a week.

The following phases took place for the realization of the project.

- o Needs and Environmental Analysis- October 2014
- o Finalizing course goals and objectives based on needs and environment analyses and curriculum examination- June 2014
- o Deciding on the evaluation form of the course –June 2014

- Designing course materials and deliverables-March-July
- Piloting of the course –June27 –August 1

3.2 Needs and Environment Analysis

The aim of conducting needs analysis for the course was finding out students` actual knowledge of the language, their strengths and weaknesses, their needs and preference in language learning, their prior experiences and finally their readiness to take the course.

3.2.1 Sampling Procedure and Participants

Needs and Environment analysis for the course consisted of two stages. The first part of the analysis took place in October, 2013 at Experimental English Classes program of the American University of Armenia. As an instrument for collecting the needed information a questionnaire was developed and distributed to thirty seven students of EEC program from five different levels(from pre-intermediate to high-intermediate) between the ages of 11-18 (Male-9,Female-28). The items included in the questionnaires were developed so as to find out students` prior experiences with communicative activities such as role plays, improvisation, etc., their preferences in language learning, their attitude towards a Drama course and their expectations from it.

3.2.2 Needs of the course

From the survey it became obvious that most of the participants were quite familiar with most of the communicative activities mentioned in the questionnaire due to the fact of studying at EEC courses and having a prior language experience with more than 4-5 years. However most of the participants expressed a willingness and interest in taking drama course in order to have

more opportunities to develop specifically their listening, speaking, as well as grammar skills. Besides the survey a meeting with parents of participants was held in order to introduce them the course and its objectives. After the survey and meeting the recruitment of students to take the course based on desire took place.

3.3 Goals and Objectives

Based on the Needs Analysis, Curriculum Examination and Textbook Review, the following goals and objective were developed to meet learners` need and interests.

COURSE GOALS	COURSE OBJECTIVES
	By the end of this course students will be able :
GOAL 1: **Develop communicative skills**	*1.1 Develop both receptive and productive skills.* • Read and demonstrate comprehension of the texts about the given topics (Skill) • Write drama scripts for various purposes and on different topics(SKILL) • Write reflections on their own learning (SKILL) • Improve listening comprehension skills through listening to videos/audios, in class conversations, teacher`s instructions (SKILL). • Speak clearly enough to be understood by others. (pronunciation, intonation, stress) • Formulate, express and support individual ideas on a variety of topics for an extended period of time (SKILL) • Communicate effectively in both imaginary and everyday situations(SKILL) *1.2 Develop grammar skills* • Have a clear understanding of grammar structures covered during the lessons • Identify and analyze the form, meaning and use of various grammar structures • Practice grammar through various communicative drama activities

GOAL 2: **Develop acting and** **performance skills.**	*2. Cope with and manage affective factors that hinder effective communication or performance.* • Increase confidence and self-esteem in their ability to speak/ perform • To manage shyness, anxiety to be able to perform in front of the others/ the audience • To express characters, emotions through body movement and facial expression, miming, voice, intonation • To cope with different situations, and unplanned spontaneous speaking.
GOAL 3: **Develop computer skills and literacy**	*3. Recognize and employ various technological tools and applications to complete different assignments.* • Use blogs to write reflective post for evaluating and following self learning • Use Vocaroo.com online recording tool to create and share short audio recordings. • Use Edmodo.com educational platform to post homework assignments and audio recordings. • To use Edmodo.com to communicate and collaborate in real time .

3.4 Course Assessment Plan

Deciding on the course assessment plan was the hardest part in the whole project. The project has undergone various alterations and modifications, which in their turn resulted changes in assessment plan. At first task- based assessment was chosen for the evaluation of learners` achievements. But with the change of circumstances, the nature of the course has also changed a little. The course I piloted lasted only five weeks. So doing task-based assessment in such a fast-paced course would have been irrational. Assessing each task separately would be time-consuming for the teacher and embarrassing for students. Thus taking this into account I started to search for a better alternative. Finally after doing good research on different types of assessment, it was decided to use portfolio assessment for the course. There are several reasons why I personally consider portfolio assessment more appropriate for my course. First of all portfolio goes hand in hand with learning goals and objectives. The potential to measure every single skill was of the great importance for me. The nature of the course and integrated drama activities was so that it would be hard to measure drama- performance skills with multiple choice or closed end tests. Unlike the latter portfolio for instance provides an opportunity to measure students' pronunciation through audio recording assignment, to track students` progress by referring to the artifacts in portfolio. These are just subtle examples of benefits that portfolio – based assessment has. In a nutshell portfolio assessment goes smoothly with the course goals and accurately measures students` skills and performance.

It is worth mentioning that course assessment plan alongside with Portfolio assessment included some elements of summative assessment. During the third and the last week students take midterm and final tests. This is due to the fact that the drama was integrated into existing curriculum of intermediate level course held at Experimental English Classes, where summative

assessment is used to evaluate learners` achievements throughout the course. It is usually the results of final and midterm tests that define whether students can continue studying at the next levels of EEC or not. In order to provide stakeholders of EEC a clear image of learners` achievements, it was decided not to exclude the summative part of the assessment plan and thus align it with portfolio assessment.

Acknowledgement; It is noteworthy to mention that the samples of midterm and final tests used in the current course, are not distributed in this paper in order to maintain security and confidentiality of test materials for public at large, and EEC students particularly.

Besides portfolio assessments, graded assignments and midterm/final tests, none graded type of assessment was also used throughout the course. The following types of non-graded assessment took place throughout the course; class discussions around in-class activities after each lesson, peer assessment, mainly done during role plays and miming activities, and finally unanimous grading of each others` audio-recordings and selection of best audio-recording via Edmodo.com.

1. **Portfolio items (40%)**

Assignment
1.Blog reflections(15) For this assignment you will create a blog where you will reflect on your learning. The content of your reflections should demonstrate you understanding and opinion of classroom activities ,as well as homework assignments . You should also reflect on your experiences with those activities. Reflections should be written on a daily basis. By the end of the lesson you are supposed to have written 8 blog reflections.
2.Audio recording(15) For this assignment you will record 5-7 min. stretches of different kinds of discourse by listening to and replicating the original pronunciation of native speakers. By the end of the lesson You should have 4 recordings completed. You are supposed to pick one of your recordings that consider to be the best, and analyze it
3.Homework assignments from "English in Mind 2, Workbook"(10) After each class you will be assigned to complete exercises from the Workbook. By end of the course you should have all exercises completed and submitted on time.

Grading Rubric for Portfolio

Needs Improvement 1-4	Good 5-8	Outstanding	
Posts do not show insight, depth & understanding of topic, or activity. Lack of individual statement of personal learning and experiences showing self evaluation and self-reflection. No self-evaluation and self -reflection	Posts show partial understanding of topic, or activity. Few individual statement of personal learning and experiences are brought showing self-evaluation and self-reflection	Posts show insight, depth & understanding of topic, or activity. Individual statement of personal learning and experiences are brought showing self-evaluation and self-reflection	Self Evaluation-Reflection
1-5	6-12	12-15	
Artifacts don`t demonstrate mastery progress towards required skills, concepts or processes.	Artifacts demonstrate mastery or progress towards most required skills, concepts or processes.	Artifacts demonstrate mastery or progress towards required skills, concepts or processes.	Evidence of Progress
1-5	6-12	12-15	
No evidence of regular posting. No sample / Insufficient samples of evidence for each required category. Most of the assigned items and tasks past due days or weeks	Few samples of evidence for each required category. Some of the assigned items and tasks past due days or weeks.	Evidence of regular posting. Appropriate number of artifacts for each required category. Assigned items and tasks completes by due dates Evidence of Effort	Evidence of Effort
		Total __/40 points	

2. Summative assessment(50% points)

Midterm test (20 points)– During the third week you will write a midterm test based on the covered vocabulary and grammar (Unit 11/12)
Final test(30 points)- During last week you take final test based on the covered vocabulary and grammar(Unit 13, 14)

3. Attendance and participation (10%)
Students are expected to attend all classes and take an active participation in class discussions, activities.

3.5 Final project. Deliverables

The course goals and objectives were defined and had undergone alterations for several times. Selected materials were adjusted to the needs of learners, as well as to course goals and objectives. There are two types of deliverables in my course, deliverables created by me and ''English in Mind 2'' the different series of which are serve as course books at different levels of Experimental English Classes program ,.

1. A detailed syllabus including the course description, course goals and objectives, the assessment plan, the schedule and topics and scoring rubrics

2. Eight lesson plans with all the teaching materials

3. Links to the audio/video materials

4. Link to online resources,

   Edmodo.com

   Link to the Course group- https://www.edmodo.com/home#/group?id=8594815

   Access code to group- tbtn4x

   Teacher`s blog address- http://manuslevante.wordpress.com

5. Course Evaluation Plan

6. Teacher reflections for each class

7. Recommendations for teachers

3.6 The Piloting procedure

Despite on the positive answers of the survey participants to take drama course, very few of the students later agreed and were able to take the course because of several reasons and circumstances. The drama-based course with integrated skills, was carried at Experimental English Classes (EEC) in a slightly different setting and with another group later in summer of 2014.

EEC is a program which provides Armenian EFL learners an opportunity to learn English in a non-traditional, communicative setting in 4 different proficiency levels.

1. Preparation-Beginner,

2. Construction-High beginner,

3. Communication-Intermediate,

4. Information-High Intermediate.

The course was a 5 week intensive summer course aiming at developing and enhancing learners` English language skills and providing them opportunities for meaningful language practice.

By taking this intensive summer course learners aimed at developing their language skills in order to be able to continue studying at the next levels of EEC program. Thus to address learners' needs and wants and at the same time to bring a precise evidence on the productivity and efficacy of drama activities in meeting those needs, it was decided to thoroughly examine the EEC curriculum, and do a textbook review for getting insights on the activities included in the course book. A review and modification of initially chosen materials took place when finally the target group for the course was chosen. This time the course participants were taking the course on a mandatory basis .Hence taking learners` needs and wants into consideration it was

decided to slightly modify the initial drama course by integrating drama activities into the existing EEC curriculum, and adjust them to the textbook as supplementary materials at the same time preserving the main essential characteristics of content- based drama course.

When deciding on the course goals and objectives, several factors were taken into consideration. The first factor was the analysis of survey results..Examination of day-to-day curriculum and course book was the second factor that helped me to figure out which drama activities to integrate in the course. And finally personal observation and students reflections throughout the course were the factors that helped me to figure out the further development of the course materials.

As mentioned earlier, the current course has undergone several changes to ensure participation of students in the course.

The first major change took place within the nature of the course. From stand- alone content-based drama course it turned into a drama-based course with integrated skills and some essential elements of content-based instruction.

The second change was related to the choice of activities. Again the activities were designed around the topics-content included in "English in Mind 2" course book. Drama-based activities were carefully selected and aligned with English in Mind 2 activities either as a supplement to them or stand alone activities.

As mentioned earlier in this paper, the assessment plan also has undergone changes. The task-based assessment was substituted by a mixed-type assessment which integrated elements of both formative; portfolio assessment and summative assessments; midterm and final tests.

The next change refers to the duration of the course. Initially content-based drama course was planned to last ten weeks a with two hour sessions piloted once a week. However after

substantial changes in the course and the course nature (the course was an intensive summer course) it was decided to pilot a course that would last five weeks with two hour sessions twice a week. All the changes that took place in the course before and during the piloting process were for the sake of addressing course goals, as well as learners' needs more accurately and appropriately.

Chapter Four: Reflections and Recommendations

4.1 Reflections

From the very first moment of undertaking the initiative to design ESL Drama it was obvious that there would be a lot of challenges and that a lot of effort should be put into the whole process to have desired results and outcomes.

Notwithstanding the many difficulties that I have encountered so far I really enjoyed the whole process, from the course design to piloting procedure. I got an enormous and valuable learning experience, and more importantly, I learned to take challenges with dignity and go ahead in spite of everything

As an educator I have always been looking for new ways to make teaching- learning process more enjoyable and fruitful for my learners. It was quite clear that sticking to traditional, teacher-centred teaching, wouldn`t yield the desired results. This was the main reason for designing a drama-based course with integrated elements of CBI and drama pedagogy. The empirical research on both CBI and drama pedagogy turn out to be teaching approaches that provide learners numerous opportunities and a space to learn in meaningful and more authentic environment, to carry out multidisciplinary teaching, to develop linguistic, as well as a whole range of important and essential skills.

What refers to the choice of educational drama .When deciding on the theme of design project I tried to choose a topic/ theme that would help to develop and enhance linguistic skills, but will provide Armenian EFL learners an opportunity become more confident, self-determined and autonomous learners in their learning process.

As for the challenges I have encountered so far. There were few of them. When started working on the project several questions were taken into consideration. Among those questions were the following ones; what are the main goals and objectives of designing such a course, who it is designed for and how this course will address learners` needs. When moving forward in my project to find out answers to those questions I realized that there are many important factors to take into consideration.

Deciding on the goals and objectives of the course was the first challenging part of the project. In the beginning it was really hard to do predictions on goals, to choose between various linguistic skills and categories, to include ones and exclude the others. For this purpose Needs analysis was conducted to figure out learners` real needs and wants. Although the survey results were not too informative and precise and didn`t reveal lots of substantial aspects, giving only a general idea about the course ,a thorough examination of EEC curriculum and personal in-class observations helped to finally come up with three main goals for the course.

The toughest and the most tedious part in my design project was deciding upon the assessment plan. The project underwent continuous revisions and changes and every time the course goals, course materials and activities had been changed .It was really hard to create an assessment plan that would perfectly align with course goals and outcomes, and at the same time have a hundred percent accuracy in measuring every single skill .In the beginning it was planned to use task-based assessment, where every single task would be graded separately based on a particular criteria .But the nature of the course was slightly different from that of the traditional courses. Thus a type of assessment was chosen that will track and measure continuous development, a progress rather than a final product.

Another challenge encountered during the designing process was the lack of interest in the course. After face-to face meeting with learners and their parents it became obvious that there was a lack of interest in drama course as a stand-alone, CBI course. It worth mentioning that participation in the course was on a voluntary basis. Based on personal observations and students` responses the main reasons as to why most of the students rejected to take the course during the first recruitment phase are presented below.

Time constraints- The course was planned to pilot in winter, that is during academic year. As mentioned several times the target group of students for Drama course students of EEC program. These students were too busy attending not only their regular classes at public schools, but the courses offered by EEC. So taking another course would mean more workload.

*Student`s perception of the Drama course*- When conducting two demo lessons at two different classes intermediate and high-intermediate levels, I was able to observe that students were not interested in Drama course. Many of the students didn`t even participated in activities I presented to them. I can explain this by the fact that today very limited number of young people are interested in art and culture and see no or very little perspectives in Arts. This kind of thinking is very common especially in Armenia. During the lesson I could also notice that many of students didn`t take drama education in language class seriously, considering that no "serious" learning is happening.

Shyness and uncertainty- It is possible that one of the factors for rejecting to take the course was the fact that most of the students didn`t want to come out of their comfort zone and to appear in embarrassing or funny situations that will make them feel uneasy.

All of the aforementioned factors played an important role in the further development of the course and as a consequence the course has again undergone essential changes. In order to be

able to pilot the course and have practical implications about the drama pedagogy and its effectiveness, as well to ensure students` participation in the course, an agreement between graduate committee was made to change the rationale of the course. It was decided to incorporate Drama techniques into already existing curriculum. Intermediate level communicative course offered by Experimental English Classes was the course where elements of drama and content-based pedagogy were integrated and adjusted to the course book "English in Mind 2".After thorough examination of the day-to-day curriculum and textbook review, materials were designed and adapted to the curriculum. Activities were chosen across the topics, vocabulary and grammar structures included in the textbook. Some of activities were used as "stand-alone" drama activities, while the others used as substitute to textbook exercises.

As a culmination part of the whole designing process piloting has given more insights about the project then all of the preceding phases together. Both self-reflecting and course evaluation questionnaire results gave a valuable feedback about the aspects of teaching that were more successful and the ones that needed to be reconsidered and improved. It was noticeable that compared to the first days of the course students became more and more interested in the course and in drama activities particularly. This opinion is based on the fact that during the last two weeks my students became more active and engaged in activities, they even asked me to include more role plays or miming in the lesson. One important think observed during the piloting process was the fact that students became more confident when performing or presenting role plays, or when making small presentations. Although there were several minor issues, like refusing to write reflections, the results of course evaluation survey proved that the course overall was a successful one and served its purpose.

Piloting procedure provided me a valuable experience and important lessons to apply in my future classes.

4.2 Recommendations:

Based on personal observations during the piloting stage the following recommendations for this current course and for successful implementation of drama in language teaching in general are presented below.

1. *Designing Drama-based course*

- When planning to teach Drama course, or any other CBI course, one should have an excellent command of the content is. Having a good command of the content(in the case of this course the content is drama, drama activities and techniques) alongside with linguistic knowledge will guarantee success in designing and teaching a CBI course.
- Not less important than having a good content knowledge, it is important to have rather strong computer literacy skills in order to use new technologies in the course successfully. Try to integrate employ new technological tools in your class even if you are teaching Arts. This will help to link classroom to outside world, to transform practices to real time platforms.

2. *Choice of activities and materials*
    - Always have clear objectives .Provide a clear rationale for the activities. Students perform better when they know what is expected of them. Always explain Ss the connection between drama activity or any other content and language they are learning.
    - When choosing materials or activities it is utterly important to relate students` learning experience to real life as much as possible.
    - Having a range of drama activities "on hand" whenever something goes wrong or does not work for particular situation is always helpful and optimal.

- Using the same activities for several times across the curriculum ensures reinforcement of learners' knowledge of those activities.
- Drama activities need not to be taken "for granted". Many of the activities incorporated into this course have been modified and adjusted to specific situations. Most of the activities are variations of original ones. Demonstrate activities in front of students especially if they are doing such an activity for the first time. From my personal experience I can say that this is encouraging for students. They realize that you are one of them. Be your true self, no need to be afraid to show your emotions, to look funny or silly in front of r students.

3. *Pacing of the lesson*

It is better to have few objectives (1-2) for the whole class and manage to accomplish everything during the class. Drama activities differ from those activities that students are usually involved in within the frameworks of traditional courses. Thus more allocated time and dedication is needed for drama activities to be mastered and for students feel comfortable in drama class.

4. *Evaluation and Assessment*

- Ensure students are clear about their portfolio items. Encourage students to reflect on portfolio items as well.
- Encouraging self-assessment and peer-assessment as well as analytical and constructive reflection among students .Self/ peer assessment will help students to become active producers rather than passive consumers.
- Encourage students to comment each other`s work, performance both orally and in written form, through blogs. If students do not want to give feedback publicly, conduct unanimous evaluation.
- If possible audio- record or video -record students` performances. This will help students to look at themselves from different angle and have a better understanding about what areas to work on more.

5. *Classroom Management*

- Dealing with noise- think of creative ways to deal with the noise and over talkative students, for instance ask everyone freeze in the positions they are at the moment, and continue the class whenever speakers realize they are the only ones that are talking.

- From time to time change the members of groups, so that closer friends who talk too much with each other appear in different groups each time.

- Incorporate all kinds of learning styles, individual, pair /group work. Monitor pair/group work, give advice, provide tips before learners` perform in front of the class. Comment or send individual comments on performance via Email, or other means (such as Edmodo.com)

- Limit the number of students up to 10-12 for the sake of course effectiveness

6. *Assignments*

- Assign fixed due dates for homework submission. Homework should not be accepted if submitted later then the due date. Most probably this approach will increase the sense of responsibility. If this method doesn`t work, Edmodo.com provides an excellent chance to create quizzes. You can use this option to give small quizzes instead of homework assignments. Those quizzes can be part of students` portfolio.

7. *Facilities and materials*

- Drama course should be conducted in a large open space room where the furniture can be easily moved for movement and action to take place. In addition, classroom should be equipped with technological devices, such as computers, projector, etc.

As a conclusion, it should be taken into consideration that like in most of the cases with language courses drama-based course also should be carefully prepared, and drama activities appropriately

selected and conceived. The teacher should have a clear idea of what her/she wants to achieve within the frameworks of a particular course and thus decide on which drama activities will work in particular settings, with particular group of students and for particular curriculum.

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Appendices

Appendix A

American University of Armenia

Experimental English Classes

"Teaching English in Mind through Drama"

Meeting times	Tuesday/Thursday 11.30-13.30
Location	American University of Armenia
Class schedule	5 Weeks, twice a week, 2 hours long classes
Instructor	Manik Minasyan
Contact Information	Email: manik_minasyan@edu.aua.am
Blog address	manuslevante.wordpress.com

Course Description

The course is an integrated skills drama-based course based on "English in Mind" book with some components of content-based instruction related to drama. The course is provided by Experimental English Classes of American University of Armenia to Intermediate level students at the age of 10-15. Throughout the course the students are introduced to such drama techniques, as role plays, improvisation, miming, scriptwriting, etc. This course aims at enhancing not only students` 4 linguistic skills, but also acting and performance skills in order to foster effective, authentic communication, as well as creative use of the language. Technological-digital tools and applications, such as blogs, online portfolios, online audio files and Edmodo.com learning

platform are also part of the course, and serve as a basis to enhance both learner-teacher and learner-learner communication and facilitate the learning process.

Course structure

This is an intensive English Language course that lasts 5 weeks. The class meets twice a week for 2 hour sessions. All the assignments and submissions, including homework from the Workbook, blog reflections, audio- recordings should be done before class by the due date.

Course requirements

Attendance and participation.

Attendance is mandatory. Students are required to attend every session, arrive on time and come prepared for class. Participation in class discussions, as well as in other drama activities is strongly encouraged and expected of all students.

Course Materials

1. English in Mind 2 (Student`s Book, Workbook)

2. Photocopied materials provided by teacher

3. .Links to various video- audio materials and recordings.

4. Accounts on the following websites.

www.edmodo.com
www.gmail.com
www.blogger.com

	TOPIC	VOCABULARY	GRAMMAR	DRAMA ACTIVITIES AND SKILLS
WEEK 1	*Day 1:Getting started General Overview of the course*			Name game (Improvisation/ Miming) Handshakes (Improvisation)
	Day2: A visit to the Doctors`	Medicine	Relative defining clauses	"Zombie game" (Physical warm up) "At the doctors`" (Role play)
WEEK 2	*Day 3:A visit to the doctors*	Medical problems, e. g sore throat, toothache, etc.	"Used to" structure	"Ping-Pong", "Two Truths and a lie" (Improvisation)
	Day,4 Second conditional (Unreal situations)	Giving advice	Second conditional	Miming
WEEK 3		*Day 5:Midterm Test*		
	Day 6: Information technology, Computers	Language of the internet, computers and information technology	Second conditional	" Fruit Bowl" ,"Groupings" (Concentration games)
WEEK 4	*Day 7*:Lost worlds, Mythical cities	Lost civilizations, historical monuments		"Tableaux" (Body movement)
	Day 8 Jobs/professions	Words with noun suffixes –r, er, or,ist Jobs/Professions	Past Perfect	"Scrambled sentence" (Body movement)
WEEK 5	*Day 9*: A stroke of luck (Good luck, bad luck, superstition)	Noun suffixes (- ation, ment-)	Reported Statements Third Conditional	Scriptwriting "Broken Telephone' Improvisation
	Day 10 **Final test** **Course Evaluation**			

Appendix B

Appendix B

<div align="center">Lesson Plan 1

Week 1

Getting started. Introduction to course</div>

Instructional Settings
Duration-120min.
Age of students- 11-16
Number of Students-14

Aids and Materials
  Computer, Projector, Blackboard
  Course Syllabus
  Students` contact information sheet

  Objectives
By the end of the lesson students should be able
- To show an understanding of learning objectives and expected outcomes, as well as course assessment plan demonstrated in the course syllabus
- To identify and distinguish between several drama techniques
- To apply drama techniques (miming and improvisation) to introduce themselves in a creative way.
- To identify important tips for utilizing blogs and Edmodo.com platform in their learning process

Stages/Activities	Aim and Interactions	Time
1. Getting started Introducing the course	**Aim:** To get acquainted. To make sure students have a clear understanding of course goals, outcomes and course requirements. **1. Introduction** T greets and introduces herself. T distributes the course syllabus to students and discusses each item of the syllabus in details; course goals, outcomes, tasks and assignments, course requirements.	25min
2. Warm up "Name game"	**Aim:** To encourage creativity and imagination when introducing oneself. T asks Ss to stand in a circle and explains the rules of the game. Ss take turns and introduce themselves by telling their names and an adjective that starts with the initial letter of their name; mysterious Mary, talkative Tina, etc. Ss should try to pick an adjective that best describes their personality. If they fail to find such an adjective with that particular letter, they are free to choose any adjective that just starts with the initial letter of their name. If a student has difficulty to recall an appropriate adjective, either T or Ss help the student.	10 min.

3. "Name game" (variation)	**Aim.** To introduce Ss miming. To encourage physical movement and non-verbal communication. To enhance imagination and creativity. This time T asks students to tell about themselves a little more, this time through miming. T explains Ss what is miming to makes sure all of the students are clear about it. Ss mime an activity that reflects their personality. They can demonstrate a talent or hobby they have, a sports they are going in for, etc. The other students try to guess what`s their friend is miming. In the end Ss choose the student who has done the best miming.	15min.
4. "Handshakes" (Group work)	**Aim:** To break the ice between students. To encourage physical movement. To enhance collaboration. T explains that Ss have 5 minutes to mile around the room and shake hands with their peers. When greeting their peers Ss are supposed to ask for any information they would like to know about each them; favorite color, book, song, or the school they are studying at, countries they have visited, etc.	25min.

	By the end of the game Ss are supposed to handshake and 'interview' at least 3-4 of their peers. When time is over Ss tell what interesting things they have they found out about their classmates.	
5. Introduction to Blogs	**Aim:** To enhance digital literacy. To identify main features of blogging. To explain the educational perspective of writing blog reflections. To encourage creative and reflective writing. T explains students that as a part of portfolio assignment they will be writing blog reflections to develop not only their writing skills, but also reflect on their learning process, their experiences in and out of class, their opinion about certain aspects, what they like and dislike about the course, particular activity or assignment, what suggestions they have to make the lesson, or course more interesting and useful. T shows some important and basic steps as to how create blog, subscribe to other blogs (RSS subscription), change the privacy of posts, edit or add multimedia to blog posts. As an addition to blogging workshop T sends Ss a video tutorial on how to create a blog in blogger.com **A video tutorial "How to create a blog on Blogger.com"**	15min.

		https://www.youtube.com/watch?v=pwjjHngOsLY	
6.	Introduction to Edmodo.com	**Aim:** To ensure students have a clear understanding what is edmodo.com, how it is used and what for. T introduces Edmodo.com T explains the reason for choosing edmodo.com over Facebook groups. T shows the basic steps of creating an Edmodo.com account. They are as follows; 1. Creating account as a Student(Entering the group code provided by teacher) 2. Joining a specific group(Drama course) 3. Posting, sharing files, 4. Privacy of group and individual posts. As in case of Blog, a video tutorial is sent for Edmodo.com as well **A video tutorial for Edmodo.com** https://www.youtube.com/watch?v=Fcuj4dqntps	15min.
7.	Homework	**Aim:** To enhance creative and reflective writing. T distributes Ss a form and asks to fill out by entering their contact information. *(Appendix B.1)* For homework students are assigned to create a blog and reflect on their experience in their blog posts. For the first blog post T sends reflection questions to Students` emails.	10min.

| | (Appendix B.2)

Ss are also asked to create edmodo.com accounts. | |
|---|---|---|
| | | |

Appendix B.1

Student Information

Student Name	Phone number	E-mail address	Blog address

Appendix B.2

Reflection questions

1. Why are you taking this course?

2. How do you believe it will help you?

3. What would you like to improve most of all?

- Speaking

- Listening

- Reading

- Writing

4. What kind of activities would you like to do besides the ones included in the textbook

5. Which one do you prefer the most?

- Group work

- Pair work

- Individual work

6. Which topics are more interesting for you ?

- Theatre

- Music

- Environment

- Travelling

- Science

- Films

- Culture

- Other, please specify_____

7. Are you familiar with any of the activities listed below? Have you ever had an experience of taking part in any of those activities at class?

- Role plays

- Improvisation

- Impromptu talk (speaking without planning)?

- Miming

- Simulation

- Scriptwriting

8. Would you like to do more role plays/improvisation/presentations during the class?

9. Do you think drama activities would help you to improve your English?

10. What do you think what is the most difficult thing in learning a language for you ?

11. What do you think what should do to improve your English?

12. What`s the easiest way for you to learn the language?

- Through listening

- Through visuals; pictures, graphs

- Through memorizing

- Other, please specify_____

Appendix C

Appendix C

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Lesson Plan 2
Week 1
A visit to the doctor`s
(Unit 11, English in Mind 2)

</div>

Instructional Settings
Duration-120min.
Age of students- 11-16
Number of Students-14

Aids and Materials
　English in Mind 2 (Student` Book, Workbook)
　Computer, Projector, Blackboard
　Handouts (Vocabulary cards, Role play-useful phrases)

Focus
Vocabulary-Medicine
Grammar- Relative defining clauses
Objectives
By the end of the lesson students should be able
- To recall, identify and make a use of new vocabulary to convey the meaning(through miming, role play)
- To cope with affective factors, such as shyness when doing miming and role plays
- To infer an important information by using skimming, scanning, note- taking skills
- To analyze speakers` behavior by relating to their voice, intonation, speaking pace
- To identify and use relative defining clause

| Stages/ Activities	Aim and Interactions	Time
1.Warm up ''Zombie Game" A whole group	**Aim**: To increase physical activity. To help learners remember each other`s name. To increase concentration. To encourage students to cope with shyness in order to be able to get into the role. T greets students and introduces "Zombie" game. T asks S-s to sit as far as possible from each other. T explains that S-s should get into the role of a zombie and choose a victim. One of the S-s starts the game by walking around the room and closing up the victim. To avoid becoming a zombie, the other S who was chosen as a victim, calls out one of her /his classmates` name. The student whose name has been called becomes the next zombie. The student who fails to remember his/her classmate`s name is out of game. The game continues until all of the students except two are eliminated. The Ss who remains in the end is the winner.	5-8 min.
2. Introduction to new topic and vocabulary Map minding	**Aim**: To identify and reinforce new vocabulary. T writes the word "Health vs. Illness" on the blackboard and asks S-s to brainstorm on the topic. Ss call out the first words that come to their minds when seeing/hearing these words. After brainstorming T writes all the words on the blackboard that students has recalled. T in her turn writes new vocabulary making sure all students	10min.

	comprehend the meaning of the words and phrases. *(Appendix C.1)*	
3. Medicine in the past (Unit 11, p 82)	**Aim**: To enhance reading and listening skills. To check understanding of the text/ listening material. To enhance speaking on a given topic through the use of related vocabulary. 3.1Pre-reading/ listening activity. Before starting to read the text about Ancient Medicine, T asks S-s to get in pairs and talk about diseases and their cures that are common nowadays.	5-8min.
	3.2While Reading/Listening Activity. S-s get in pairs, read and listen to the extract about Ancient Medicine. Ss are supposed to make notes, and also use skimming/scanning skills to infer the main meaning, as well as important details about the text. As a while listening activity Ss complete a True/False exercise from the textbook (Ex 1b, page 82)	25min.
	After reading, listening and discussing the texts S-s complete the vocabulary matching (ex. 3a, p. 83) from the textbook.	10-12min.
	3.3 Follow up- Miming game(A substitute for Ex.3 b Students` Book) T distributes S-s slips of paper with medicine related words written on them	

	Each student is supposed to pick one of those papers, prepare for a minute and mime that word or phrase.(e. g I`ve got a toothache, to be on crutches, etc.) The other students should guess the meaning of the word. S-s are free to use gestures/sounds/ or props. P.S prop is an object that is used by actors/actresses that is used during a play/ film *(Appendix C.2)*	
4.Grammar "Relative defining clause"	**Aim:** To ensure Ss are clear about the structure "Relative defining clause**".** To provide an opportunity for students to practice the structure T presents a Power Point presentation and on personal examples defines the structure "Relative defining clause" *(Appendix C .3)* T reads sentences one by one and draws students` attention to relative pronouns in the sentences; who, that, which, etc. T asks Ss to pay attention to relative pronouns and what they refer to. After explaining the main part T asks Ss to bring their own examples using the structure. To practice the newly explained grammar structure Ss complete ex. 2, p 67(a-c) from English in Mind 2 Workbook.	15min.
5. Wrap up Homework	To wrap up the class T takes some five minutes to discuss the lesson with Ss,. As a homework Ss are assigned to write reflect on the second class. T reminds Ss that an homework assignment will be posted to	5min.

| | Edmodo.com T also reminds Ss the due date for submitting assignments. T will posts new reflection questions to edmodo.com (*Appendix C.4)* T assigns exercises from English in Mind Workbook. | |

Appendix C.1

Mind-mapping
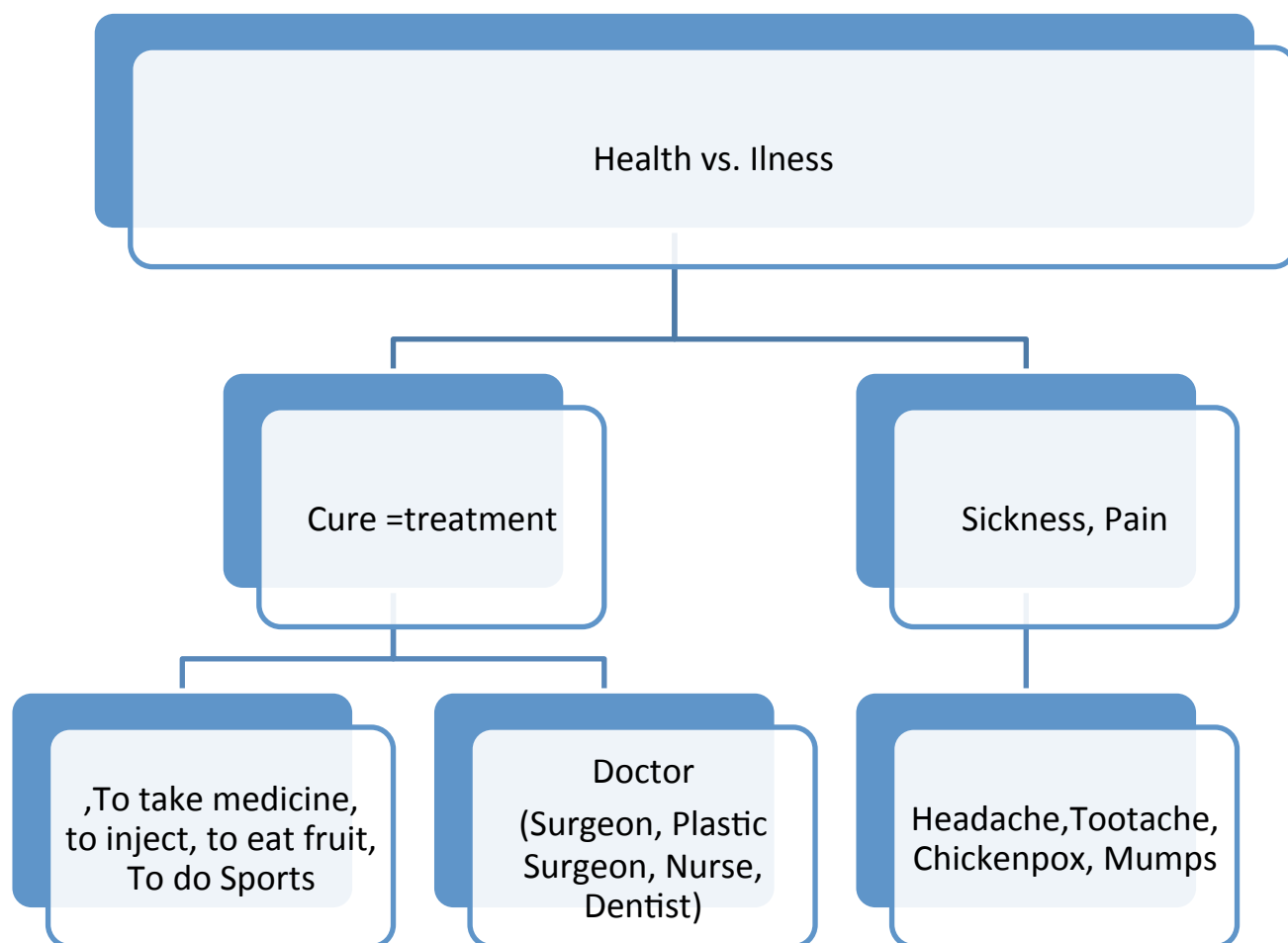
Appendix C.2

Words for miming

An Ambulance, a patient ,a surgeon, an injection, to sneeze, to cough, toothache

stomach ache, backache, chickenpox, mumps, tonsillitis, sore throat, infectious

Phrases for miming

To have a foot in plaster, to be on crutches ,to be on wheelchair, to take temperature, to take

blood pressure, to be allergic to

Appendix C.3

Relative Defining Clause Power Point

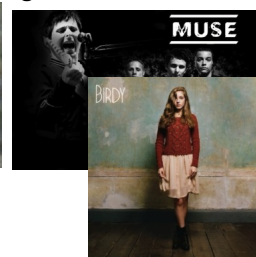The girl who/that has blond hair is my best friend.
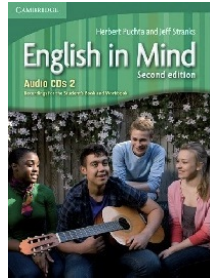

This is the cat **that** belongs to me

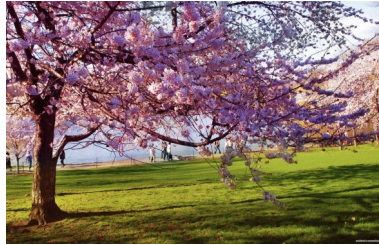The most comfortable place ,**where** I feel relaxed is our home.

Bocelli and Birdy are the singers **whose** songs I like to listen to.

This is the book **which/that** we use during our English classes.	Spring is the time of year **when** I feel like a new born.

Appendix C.4

Reflection Questions

- List the things you have covered during this week.
- What was the topic of lesson?
- What activities have you done?
- What drama/acting techniques were you acquainted to?
- What did you like/dislike about the lesson, a particular activity, and assignment?
- What would you change in the lesson?
- What was your experience with activities, especially acting ones?
- Did you like them?
- Were they easy/ difficult for you?
- Did you notice any improvement in your language in your language/ acting skills during this class?

Appendix D

Lesson Plan 3
Week 2
A visit to the doctors
(Unit 11)

Instructional Settings

Duration-120min.
Age of students- 11-16
Number of Students-14

Aids and Materials
  English in Mind 2 (Student` Book, Workbook)
  Computer, Projector, Loudspeakers Blackboard
  Handouts(Role play useful phrases),
  Props, if available (Some medical instruments-injector, tweezers, pills/ tablets ,prescription
Focus
Vocabulary-Medicine
Grammar – "Used to" structure
Objectives
By the end of the lesson students should be able
  • To recall, identify and make a use of medicine related vocabulary
  • To define *used to* structure, to apply used to structure to express past habits
  • To discuss the role of non-verbal cues, such as voice, gestures, facial expression for
    interpreting and transferring information. To analyze these factors to successfully detect
    the lie.
  • To identify some tips on using Vocaroo.com
  • To employ Vocaroo.com to make audio recordings.

Stages/ Activities	**Aim** and Interactions	Time
1.Warm up Homework discussion	T greets the class and reminds that some of Ss still haven`t created their blogs and thus should now write three reflections for the next class. T again reminds Ss of their portfolios and its grading criteria.	5min.
2.Ping –pong (Improvisation)	**Aim:** To reinforce vocabulary related to medicine. To increase concentration and the ability to effectively cope with unplanned, dynamic situations. T explains students that for this activity they will be playing a table tennis/ping pong/. The only difference is that instead of the ball students will use words "hit" with a racket. Ss are divided into two groups. T tells a particular word and students should tell a word that is most closely associated to that word, e. g illness-> sickness->toothache->dentist->injection, etc. As the topic of the previous lesson has been medicine, Ss tell words associated to medicine. Ss should not hesitate, repeat the word or say a word that is not related to the previous one. Each time one of these happens T eliminates one point from the group score. The group with more points wins.	10min.
3."A visit to the doctor`s" English in Mind Listening	**Aim:** To enhance listening skills, listening to details. To identify new vocabulary. 3.1Ss listen to the recording "A visit to the doctor`s", make notes and in pairs complete the exercise. Ss are supposed to find out what problem each patient has (Ex.3c, p 83)	20min.

	3.2As a while- listening activity Ss are also asked to write down all the phrases they find to be related to the topic of lesson, to medicine, f. ex *sore throat, to get a cold, food poisoning*	
	3.3Follow up- As a follow up activity Ss discuss each situation. T asks students to explain their choice. T asks Ss to brainstorm ideas as to what other aspects, besides vocabulary helped them to identify this or that problem/illness that patient had. To help Ss T writes the following words on the blackboard by explaining what each of them means, voice, intonation, pace. *(Appendix D.1)*	
4. "A visit to the Doctor`s" Role play	**Aim:** To provide learners an authentic environment for practicing vocabulary and structures. T distributes handouts with common and useful phrases for the role play. T also distributes transcripts of sample role plays from listening activity(Ex 3c, p83) This is for helping Ss to get a better idea on how to create a role play. Ss get acquainted with new phrases for the role play. T pairs up students. Ss in each pair agree on the roles. T monitors pair works by providing Ss some tips for preparing a better role play. After preparation students present their role plays in front of the class.	35min.

	T makes some comments on each pair`s performance and provides tips for the next time. In the end Ss choose the best role based on several criterion; vocabulary use, grammar use, speech delivery, preparation and organization**.** *(Appendix D.2)*	
5.Grammar "Used to"	**Aim:** To define the structure "used to". To illustrate the use of the structure**.**

T writes the following sentences on the board; *"When I was younger I used to watch TV a lot, but now I don`t"* *"When I was a schoolgirl I used to go to music school"* T asks Ss the questions "Do I watch TV now" "Am I a schoolgirl now?" trying to elicit that this actions/facts happened in the past (over   some period of time, but are finished now). T also writes two sentences with "used to" and Simple past to show the difference of this two structures :   *I used to go to countryside every summer.(over a period of time)*   *Yesterday I went to countryside on a business. (once)* After T explains the structure and its usage she asks Ss to bring their own examples. For practice Ss complete several exercises from Student`s Book (Ex. 4d,e p84) | 15 min. |
| 6."Two truth and a lie" | **Aim:** To practice the structure "used to". To use the structure to express past habits. To develop guessing skill, to identify and analyze non-verbal cues for interpreting the information. | 25 min. |

	This is another improvisation game that helps students know a little more about each other.	
	T asks students to make a circle so that Ss can see each other, and explains the rules of the game.	
	Ss are supposed recite three facts about themselves, two of which are true and the one is false/is a lie.	
	When telling about themselves Ss are supposed to employ *"used to"* structure to tell about past actions/ facts that were true or false in the past or vice versa; e. g I used to keep a dog, I used to go to musical school, I didn`t used to listen to rock music.	
	Ss are encouraged to manipulate their voice and gestures to "fool" the others.	
	The rest of the students should guess which one of the listed statements is a lie.	
	T and Ss analyze several non-verbal cues (e. g body language, gesture, voice,) to detect the lie.	
7.Introduction to Vocaroo.com	**Aim:** To raise learners` awareness on various online tools.	5-8min.
	T introduces Ss an online recording tool called Vocaroo.com and explains that they will be using it for audio recording assignment.	
	T demonstrates basic steps on how to use vocaro.com for making a recording and posting the link of recording to Edmodo.com	
8.Wrap up Homework	For homework Ss are assigned to write their third blog reflection.	5min.
	For this week students also have a audio recording	

	assignment (first one out of four). For this assignment Ss are supposed to listen to the recording and replicate the speaker. For this time Ss will listen to Martin Luther King`s inspirational speech "I have a dream" *(Appendix D.3)* The audio file of the recording and transcript will be posted to Edmodo.com	

Appendix D.1

Definition of vocal terms

Vocal terms and definitions

1. Pitch - the highness or lowness of a sound

2. Pace - the rate at which word are spoken

3. Pause - where sound stops

4. Articulation- clarity of voice

5. Inflection-the rise and fall of word

6. Tone - The feeling, emotion in the voice

Appendix D.2

"A visit to the doctor`s"

Speaker 1= Doctor, Speaker 3, 5= Patients

1.Mrs. Jones has got a sore throat

Speaker 1: And you have been like this since last week

Speaker 3: That`s right, doctor.

Speaker 1: Do you smoke, Mrs. Jones?

Speaker 3: Me? No doctor, I don`t smoke.

Speaker 1: Ok, well let me have a look, please.

　　　　　Open your mouth- that`s right. Now say "Aaaaah"

Speaker 3 :Aaaah

2.Mrs. Smith has got a cold

Speaker 1 : And how long have you been like this, Mrs. Smith ?

Speaker 5: About a week, doctor. I stayed in bed yesterday and the day before.

Speaker 1: Have you taken any tablets?

Speaker 5: No, I haven`t

Speaker 1: Do your eyes hurt? Have you got a temperature?

Speaker 5: Yes, and I sneeze a lot too.

Speaker Yes, well, nothing much to worry about, I think. It is just a cold, I think though. It is a bad one isn`t it . Take this medicine which should help…

Appendix D.2

"A visit to the doctor`s" useful phrases

Phrases used by doctor.	Phrases used by patient
How are you /doing, feeling/ today ?	I don`t feel well.
What`s the matter?	I feel terrible/awful.
What`s  wrong ?/ What`s the matter with ___ ()	I feel sick.
	It hurts a lot/It really hurts/ a little
Do you feel sick ?	I`ve got a...
Does it/ knee, stomach/hurt ?	• headache
Do you feel weak/ dizzy?	• stomach-ache
Tell me about it	• sore throat
How long has it been like this?	• toothache
Any other symptoms?	My knee/ ankle is injured
Have you taken any tablets?	I`m allergic *to... (flowers, medicine, dust, etc.)*
It is sounds like you have	To cough
• caught a cold,	To sneeze
• got a fever	To throw up
• got a temperature, etc.	To get poisoned
Hmm, I see	Thank you, doctor.
Let me have a look at it.	I feel better now.
Let me take your …	I have some eyesight problems.
• temperature.	What would you recommend?
• blood pressure	Thank you, doctor.

Your temperature is 39 C degree. Your temperature is … • quite low • normal • very high Open your mouth, please (You should) take (this) medicine/ pills. Take this prescription to the chemist. Get some rest. Take care of yourself. Nothing much to worry about. Don`t worry. Get well soon/ Recover soon/	

Appendix D.3

The link to the video "I have a dream"

https://www.youtube.com/watch?v=V57lotnKGF8

The script

Retrieved from http://www.americanrhetoric.com/speeches/mlkihaveadream.htm

I have a dream that one day this nation will rise up and live out the true meaning of its creed:

"We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of

former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of

injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom

and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together.

Appendix D.4.

Some tips in order to have a good quality recording.

1. Do the recording in a quiet place, so that none interferes or disturbs you..

2. Check the microphone, all the software, already recorded audio. Is there much noise? Try once more.

2. Record yourself as many times as you wish until you`ll get used to your voice.

3. When listening to the speaker try to pay attention to his/her voice, the pace (speed),the pitch (low, medium or high voice), the inflection(rising or falling tone), the tone (the feeling , the emotion in the speech).

Appendix E

Appendix E

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Lesson Plan 4

Week 2

If I had…

(Unit 12)

</div>

Instructional Settings

Duration-120min.

Age of students- 11-16

Number of Students-14

Aids and Materials

  English in Mind 2 (Student` Book, Workbook)

  Computer, Projector, Loudspeakers, Blackboard

  Handouts-If you were a sailboat- song lyrics, Simulation game interview questions

 Focus

Vocabulary- Giving advice

Grammar- Second conditional

Objectives

By the end of the lesson students should be able

- To demonstrate an understanding of new vocabulary
- To demonstrate an understanding of second conditional, its form , meaning and usage
- To use second conditional to give advice, and talk about unreal situations.
- To cope effectively with change and unplanned situations

Stages and Activities	Aim and Interactions	Time
1.Warm up Groupings	**Aim:** To increase concentration, to develop collaboration. To increase physical activity. T explains the rules of the game. Ss will form groups depending on the information that T calls out. T starts with simple statements and then continues with difficult ones. *(Appendix E.1)*	5min.
2."If you were a sailboat"	**Aim**: To develop listening skills. To enrich vocabulary. **Pre-listening** T asks Ss if they know Katie Melua and her songs and then provides some information about her. T distributes text of the song and explains that Ss should listen and fill in the gaps in the text. **While-Listening** T plays the song two times. Ss listen to the song and work in pairs to complete the exercise. *(Appendix E.2)* After everyone completes the exercise the whole class participates in checking the exercise. **Post listening** As a post listening activity Ss do vocabulary matching activity to demonstrate an understanding the new vocabulary.	3min. 15 min. 5-7min.

	(Appendix E.2.1)	
3.Introducing second conditional	**Aim**: To help learners identify and distinguish second conditional. To illustrate situations where second conditional is used. T asks Ss to read through the text of the song once more. T asks students to pay attention to the usage of verbs in "If " sentences. T asks also asks questions like "Is it possible for man that to become a house, a sailboat, or a river" By asking these questions T tries to elicit the answer "No" and thus conclude that those statements in "if " sentences are not real. T explains that second conditional is used to show imaginary, unreal situations. T asks Ss to read through the text, to pay attention to the verbs in "if" sentences to underline them, to pay attention to their forms. Ss are asked to come up with a formation rule of second conditional. T also draws Ss attention to the sentences in the song where the verb ***"to be"*** in the second conditional has been changed into "***was".*** T explains that the use of was in second conditional colloquial, and in most of the cases and in formal settings " **were"** is used.	20min.
4. Miming the song.	**Aim :** To help learners to use gestures, voice and body language to transmit the meaning of the song. To increase imagination and creativity.	15min

Dubbed miming	T distributes Ss slips of paper with song lyrics. (lines with "if sentences) Ss get in pairs and come to pick a slip of paper one sentence/ line is distributed to each pair. Ss should think of how to mime the sentence to help their peers to guess the right sentence. After everyone finishes miming their sentences, T plays the song once more and all of Ss present the song by miming the lines in the right order. *(Appendix E.3)*	
6. "What would you do if __" Video watching Listening part	**Aim** : To provide a chance to practice Ss watch the video by Real English channel entitled *"What would you if you won ten million dollars"*. While watching the video Ss make notes on the responses that passer-byes give to reporters. After listening to all of the answers Ss select and present the most interesting answers. Ss also pay attention on the structure of second conditional The link to Real English video. Retrieved from : https://www.youtube.com/watch?v=kOSNTqHHXPA	10 min.
	Simulation game Aim: To provide an authentic learning environment for students. To give them a chance to practice grammar structure (second conditional) in real-life situations. To	20-25min

| | enhance improvising skills. To help learners to cope with rapidly changing situations.

T distributes Ss handouts with several questions and tells that they will be used for a simulation game.
 Ss are divided into three groups, reporters and passer-byes
Reporters will conduct the survey by approaching to people in the street/ passer- byes.
The rest of students will be common people walking in the street, rushing home, or to workplace .They will respond to the reporters` questions.
After completing the students present their "findings" and choose the most interesting and creative answers**.**
Appendix E.4) | |
|---|---|---|
| 4. Second conditional for giving advice | T writes several sentences on the board and explains that second conditional is used also to give advice.
 If I were you, I`d go to bed earlier. It is Monday tomorrow.
To practice second conditional for giving advice Ss to exercises from Student`s Book (E 4, p 89) | 15 min. |
| Wrap up Homework | For homework Ss write their fourth blog reflection
Exercises related to second conditional from the English in Mind 2 workbook | 5min. |

Appendix E.1

Groupings

Groups of people who have the same hair color, height, Groups of people who have only

sister(s), brothers, both of them/neither of them,

Groups of people who are under / upper 14 years,

Groups who like autumn/winter/spring/summer

Groups of people who have ever had toothache, stomachache, mumps, chickenpox, headache

Groups of People who have read Hamlet, Harry Potter, Alice`s Adventures in Wonderland, The

Little Prince, etc.

Appendix E.2

If you were a sailboat

(Katie Melua)

If you_____ a cowboy I would   trail you, (**were**)

If you _____a piece of I would nail you to the floor **(were)**

If you ____ a sailboat I would _____ you to the shore. **(were), (sail)**

If you were a river I _____ _____you, **(would),(swim)**

If you _____ a house I _____ ____in you all my days.**(were), (would live)**

If you were a preacher I _____ ____ to change my ways.**(would), (begin)**

Sometimes I believe in fate,

But the chances we create,

Always seem to ring more true.

You took a chance on loving me,

I took a chance on loving you.

If I _____in jail I know you_____ spring me **(was), (would)**

If I _____ a telephone you _____ ring me all day long **(was), (would)**

If _____ in pain I know you _____ _____ me soothing songs. **(was), (would sing)**

Sometimes I believe in fate,

But the chances we create,

Always seem to ring more true.

You took a chance on loving me,

I took a chance on loving you.

If I was hungry you _____ feed me **(would)**

If I was in darkness you _____lead me to the light **(would)**

If I was a book I know you ____ ____ me every night **(would read)**

If you were a cowboy   I ____ ____ you, **(would trail)**

If you were a piece of wood I _____ ____ you to the floor.**(would nail)**

If you were a sailboat I _____ _____ you to the shore. **(would sail)**

Appendix E.2.1

Definitions retrieved from Merriam-Webster online dictionary

1To trail   2. A jail   3.To nail   4.Soothing   5. Fate

    A. having a calming effect, producing feelings of comfort and relief

    B. a place where people are kept when they have been arrested and are being punished for a
       crime

    C. to hit or bring down, as with a shot

    D. the things that will happen to a person or thing : the future that someone or something
       will have

    E. to walk or move slowly as you follow behind (someone or something)

 Answer key

1	E
2	B
3	C
4	A
5	D

Appendix E.3

1.If you're a cowboy I would trail you

2.If you're a piece of wood I'd nail you to the floor.

3.If you're a sailboat I would sail you to the shore.

4.If you're a river I would swim you,

5.If you're a house I would live in you all my days.

6.If I was hungry you would feed me
7.If I was a book I know you'd read me every night

Appendix E.4

What would you do if __?

If you had a week to live ?

If you had million dollars?

If you could fly?

If you could become invisible ?

If you met a famous person ?

If you became a president?

If you got lost in a foreign country ?

If you knew perfect English ?

If your friend betrayed you ?

If you found yourself in an inhabited island

Appendix F

Lesson Plan 5

Week 3

If I had…

(Unit 12)

Instructional Settings

Duration-120min.

Age of students- 11-16

Number of Students-14

Aids and Materials

  English in Mind 2 (Student` Book, Workbook)

  Computer, Projector, Loudspeakers, Blackboard

  Handouts-Pictures of computer devices, handouts with useful debating phrases

  Focus

Vocabulary- Information technologies and Computers, the language of internet

Grammar- Second conditional (Revision)

Objectives

By the end of the lesson students should be able

- To identify and use vocabulary related to computers, informational technologies.
- To use skimming/scanning to listen to the main idea, as well as to details.
- To formulate, express and support individual ideas when discussing the advantages and disadvantages of computers.
- To demonstrate a confidence in speaking and expressing their opinion.

Stages/ Activities	Aim and Interactions	Time
1.Warm up Introduction to new topic	**Aim:** To activate schemata. To enhance prediction. To introduce new topic and related vocabulary. To enrich vocabulary. T starts drawing pictures of computer devices(mouse, loudspeakers, keyboard) on the board and allows Ss to guess the topic of the lesson. After Ss guess the topic of the lesson T tries to elicit as much related vocabulary, as possible. Ss also do vocabulary matching activity from Student`s Book. At first Ss carefully listen to the pronunciation of new words and then do vocabulary matching activity. They match pictures of computer items to corresponding word. (Ex.6a, p91 Student`s Book)	10-12min..
1.2. Gap filling	T asks Ss to look at the new words written in the box asks to pay attention to the ones that may seem familiar to them (e. g download, password, log on). Then Ss work on the text, reading carefully and in pairs filling the gaps with the words provided in the box. When everyone has finished T plays the recording for students to check their answers. (Ex. 4b,p 91)	10-15min.

1.3 The language of internet	Ss in pairs complete an exercise matching word with their definitions. Ss compare their answers in pair before a whole class check.	5min.
2. Brainstorming on the topic.	**Aim:** To enable Ss to speak on a given topic. T pairs up Ss and distributes them sheets of paper with several questions related to the topic of the lesson. Ss in pairs ask each other those questions. In the end Ss present what they have about their partners. *(Appendix F.1)*	5-8min.
3. "Fruit bowl"	**Aim:** To reinforce newly learnt vocabulary. To develop cooperation. To develop spatial awareness. This is a variation of "Fruit bowl". The original theme for this game is fruit/vegetables. Ss make a circle(chairs also can be used) T labels student with a type of computer device/ part, e. g mouse, loudspeaker, printer, USB stick, keyboard, etc. (approximately 5-6 items). T repeats the sequence until every student is labeled with a particular device. Then explains that she will call out a name of a device and those who are that device must If T calls out fruit ball everyone moves. As a variation to this game, instead of labeling students with a particular name. T distributes	5-7min.

	the pictures of those devices to Ss. And when T calls out the device, Ss who have the picture of that device change their places. Each time different set of vocabulary can be demonstrated. Each cycle should last no more than 1min. This will reinforce the newly learnt vocabulary change their places.	
4.Listening	**Aim**: To develop listening skills. To enhance listening to main details. To develop note-taking skills. *4.1Pre-listening* Before listening to the recording answer to teachers questions as; "Approximately how many hours/ minutes do you in front of the computer daily?" "Have you ever had health/ eyesight problems because of spending much time in front ot computers?" *4.2While listening* T plays the record. Ss take notes and also write down some key words to do with computer problems. *4.3Post listening* Ss read through questions and check their answers in pairs. As a follow up Ss answer to the following questions; "Have you ever had a problem with your" "If the answer is yes, what measures did you	20 min.

	take to fix those problems". (Ex 7. , p.91Student`s Book)	
1. "The advantages and disadvantages of computers"	**Aim :** To enhance speaking on a given topic in an extended period of time. To increase student`s confidence to share opinions. To enhance collaboration Ss read through the sentences. Each sentence comprises a statement about the benefits or disadvantages of computers. After carefully reading the sentences Ss in pairs or in groups decide who they think said the sentences (a teacher, a doctor, a parent, a teenager). Ss may also share their opinion about particular statement. e. g *Computers aren`t good for your concentration-* Who said- *Doctor/Teacher* *Computers are a really positive part of sour lives.* Who said-*A student* Ss should support their ideas and give good reasons for their choice. Ss may agree or disagree with each other. To help students to better express their agreement or disagreement, T distributes handouts with useful phrases. *(Appendix F.2)*	25-30min.
2. If I had…	**Aim:** To help students to practice second conditional. To develop creativity and	15min.

	imagination.	
	T writes the following sentences on the board	
	If I had a chance to travel through time I would go to... (where/when)	
	Why?	
	If I had a chance to meet either your younger or older self, what would you tell?	
	Why?	
	T tells Ss to choose one of these, or both questions and write their answers on the paper. After everyone finishes writing, T collect the slips of papers, scrambles them and each time pick one slip of paper.	
	T read aloud the response. Ss should guess the author.	
	In the end the most interesting response is chosen.	
3. Wrap up	Ss are supposed to write the 5th blog reflection	5min.
	Audio Recording no 2.	
	Aim; To note the difference in tone of voice , and other cues that influence meaning. Appropriately use tone of voice, intonation and pace to transmit the message.	
	This time listen to the poem "Look up". The poem presents the effects of social media on modern life, on people who day by day become anti-social and forget about the real value of face-to-face communication. Thus the author of	

| | the poem calls everyone to look up from their smart phones, gadgets and start living in a real life. As part of audio recording assignment Ss are supposed not only replicate the character, but also share their thoughts on the poem. *(Appendix F.3)* | |

Appendix F.1

Discussion Questions

1. How often do you use a computer?

2. What do you use it for?

3. What do your friends or family members use it for?

4. What programs do you often use?

5. Which websites do you visit most frequently?

6. What computer programs or application are you familiar with?

7. Is your computer PC or laptop?

8. What other new technologies do you use?

9. Do you have a smart phone?

10. What`s your favorite technology company?

Appendix F.2

Useful phrases for

Expressing personal point of view	Agreeing with opinion	Disagreeing with an opinion
I think To my mind In my opinion/In my point of view Personally I think I believe that	I completely agree with you(with your point of view)/ I agree with you entirely You are absolutely right. I think so too. So do I . Neither do I . That`s true Of course Exactly	I don`t agree with you. I`m afraid I can`t agree with you I think you`re wrong I`m not sure about that That`s different

Appendix F.3

"Look up" poem
A link to the video; https://www.youtube.com/watch?v=Z3o4lnGFQjY

I have four-hundred-and-twenty-two friends, yet I'm lonely

I speak to all of them every day, yet none of them really know me

The problem I have sits in the spaces between

Looking into their eyes or at a name on a screen

I took a step back and opened my eyes

I looked around and realize

That this media we call social is anything but

When we open our computers, and it's our doors we shut

All this technology we have is just an illusion

Community companionship a sense of inclusion

Yet when you step away from this device of delusion

You awaken to see a world of confusion

A world where we're slaves to the technology we mastered

Where information gets sold by some rich greedy bastard

A world of self-interest, self-image, self-promotion

Where we all share our best bits, but, leave out the emotion

We're at our most happy with an experience we share

But is it the same if no one is there?

Be there for your friends and they'll be there too

But no one will be if a group message will do

We edit and exaggerate, crave adulation

We pretend not to notice the social isolation

We put our words into order and turn our lives a-glistening

We don't even know if anyone is listening

Being alone isn't a problem let me just emphasize;

If you read a book, paint a picture, or do some exercise

You're being productive at present not reserved to recluse

You're being awake and attentive and putting your time to good use

So when you're in public, and you start to feel alone

Put your hands behind your head, step away from the phone!

You don't need to stare at your menu, or at your contact list

Just talk to one another, learn to coexist

I can't stand to hear the silence of a busy commuter train

Where no one to talk for the fear of looking insane

We're becoming unsocial, it no longer satisfies

To engage with one another, and look into someone's eyes

We're surrounded by children, who since they were born

Have watched us living like robots, who now think it's the norm

It's not very likely you'll make worlds greatest dad

If you can't entertain a child without using an iPad

When I was a child, I'd never be home

Be out with my friends on our bikes we'd roam

I'd wear holes on my trainers, and graze up my knees

We'd build our own clubhouse, high up in the trees

Now the parks so quiet, it gives me a chill

See no children outside and the swings hanging still

There's no skipping, no hopscotch, no church and no steeple

We're a generation of idiots, smart phones and dumb people

So look up from your phone, shut down the display

Take in your surroundings, make the most of today

Just one real connection is all it can take

To show you the difference that being there can make

Be there in the moment when she gives you the look

That you remember forever as 'when love overtook'

The time she first hold your hand, or first kiss your lips

The time you first disagree and you still love her to bits

The time you don't have to tell hundreds of what you've just done

Because you want to share this moment with just this one

The time you sell your computer, so you can buy a ring

For the girl of your dreams, who is now the real thing

The time you want to start a family, and the moment when

You first hold your little girl and get to fall in love again

The time she keeps you up at night, and all you want is rest

And the time you wipe away the tears as your baby flees the nest

The time your baby girl returns, with a boy for you to hold

And the time he calls you granddad and makes you feel real old The time you've taken all you've

made, just by giving life attention

And how you're glad you didn't waste it, by looking down at some invention

The time you hold your wife's hand, sit down beside her bed

You tell her that you love her and lay a kiss upon her head

She then whispers to you quietly as her heart gives a final beat

That she's lucky she got stopped by that lost boy in the street

But none of these times ever happened, you never had any of this

When you're too busy looking down, you don't see the chances you miss

So look up from your phone, shut down those displays

We have a final act existence a set number of days

Don't waste your life getting caught in the net

'Cause when the end comes nothing's worse than regrets

I'm guilty too of being part of this machine

This digital world, we are heard but not seen

Where we type as we talk, and we read as we chat

Where we spend hours together without making eye-contact

So don't give into a life where you follow the hype

Give people your love, don't give them your 'like'

Disconnect from the need to be heard and defined

Go out into the world, leave distractions behind.

Look up from your phone

Shut down that display

Stop watching this video

Live life the real way

Appendix G

Lesson Plan 6

Week 4

Lost worlds(Unit 13)

Instructional Settings

*Duration-*120min*.*

Age of students- 11-16

Number of Students-14

Aids and Materials

  English in Mind 2 (Student` Book, Workbook)

  Computer, Projector, Loudspeakers, Blackboard

  Handouts- Pictures of historical monuments, Scrambled sentences worksheet.

  Focus

Vocabulary- Mythical cities and related vocabulary

              (e. g pyramids, temples, ancient civilization, archaeologist, etc.)

Grammar- Past perfect

Objectives

By the end of the lesson students should be able

- To acquire new vocabulary
- To demonstrate an understanding of the text they read and listen
- To demonstrate an understanding of Past perfect form, meaning and use. To practice past perfect with the help of various activities.
- To demonstrate an understanding of Tableau.
- To use body movement to illustrate a scene or a character, or to convey a particular message.

Stages/ Activities	**Aim** and Interactions	Time
1.Warm up Loosening up	**Aim:** To create a relaxed atmosphere. To loosen up bodies. Ss make a circle. T stands in the middle of the circle, gives directions and shows how to do them. Ss follow the teacher and copy her movements. *(See appendix G.1)*	5min.
2. Lost worlds Introduction to new topic	**Aim: To** *Pre- reading/ Listening* Before Ss read and listen to the text T asks some questions to brainstorm ideas and predict the topic of the lesson. T asks Ss several questions, like; "Do you know who any ancient civilizations?" "Who were Mayans, Aztecs?" "Where were the ancient cities of those civilizations" "What ancient cities and tourist destination do you know?" "What ancient monuments do you know"? "Do you think there are still cities that haven`t been discovered?" *While reading/listening* Ss are divided into three groups, each group consist of four students. Each group listens and reads about one lost-mysterious city. (Tikal, El Dorado, Atlantis, Shambhala). T divides the board into four parts and writes down the words, she thinks will hinder the comprehending of the text. She explains the meaning of words and brings examples of their usage. Post listening- reading Each group presents their city to the whole class. Ss listen carefully to each others` presentation in order to be able of later answer to the questions about those cities.  (Ex. 1, p 96,ex. 7, p.100, Student`s Book)	35 min.

3. Introduction to "Tableaux"	**Aim;** To introduce tableau .To develop physical awareness. To develop cooperation. T o enhance creativity and imagination. T presents "Tableaux" to students. T explains that through tableaux Ss use their bodies to illustrate or set up different scenes. T puts students into in groups of four and gives some directions. T tells Ss that in this type of activity collaboration and mutual trust is very important. T also explains that tableaux can be At first T tells Ss to make geometrical shapes (circle, square,) out of their body. Then T calls out names of geometrical figures. Once students are familiar with technique they are ready to illustrate character or T suggests a topic for the next tableaux, by linking this activity to the current lesson.	10-15 min.
4.Tableaux	**Aim:** To develop physical awareness. To develop cooperation. T o enhance creativity and imagination As the topic of current lesson is Mythical cities and ancient civilizations and historical monuments Ss are supposed to create tableaux of famous historical monuments. Students at first brainstorm on what historical monuments and wonders of Ancient world they know. After it T distributes a handout with the list of monuments students should build up out of their bodies. Here is the list of those monuments. Coliseum The Great Wall of China Pisa Tower Eiffel Tower Garni pagan temple It is not necessary that all the students engage in building up the monument. Some of them can represent surrounding of the monument, people	15min.

	around them; like in case of Pisa tower one or two of the students can represent the tower, while the others will be tourists who pretend to hold up the leaning tower.	
5.Past Perfect Detective story	**Aim;** To explain Past perfect. Compare past events to show the difference between past and earliest past (past simple and past perfect respectively). Ss read a detective story from English in Mind Workbook. A short outline of story outline is as follows. The *police finds and arrests the robber who got asleep in the house where he had carried out robbery.* Ss are supposed to read the story, and with the help of pictures show the order in which events happened. After checking the exercise, T starts explaining grammar structure "Past Perfect" T draws Ss attention to the verbs used in sentences, trying to elicit that the past forms of the verb differ . Ss compare the verbs in the sentences based on the following actions and conclude that some of the past form verbs are have the particle *had*. Thus the second part of the sentence is not in past simple. Ss also compare the actions that two kinds of past form verbs show. They examine which verbs show earlier past actions and which type of verbs show actions that happened a bit later. T concludes explaining that Past Perfect shows earlier actions in the past.	15min.
6.Scrambled sentences	**Aim;** To practice past perfect forms through physical movement T distributes slips of paper with scrambled words . Ss are supposed to make past perfect sentences out of those words. *(Appendix G.2)*	10min.
8.Wrap up	For homework Ss are supposed to write the 6th blog reflection	10-15min.

Homework.		

Appendix G.1

Loosening up directions

1.Slowly turn your head to the right then to the left

2. Do this two more times and return your head to the center

3. Slowly look up then down

4. Now roll your shoulders forward/ backward ten times making circles

5. Now keep your arms loose at you sides

6. You hands are relaxed and your fingers are loose.

7. Now breath through your mouth

8. Take a deep, relaxing breath (inhale)

9. Let out a deep relaxing exhalation

Appendix G.2

The Scrambled sentence

First group	Second group	Third group
1My friend	2The Test	3Slept
1A prize	2Was / Were	3I
1He	2Not	3Was/Were
1Was/Were	2Angry	3I
1Won	2Because	3 Not
1In	2For	3Had
1Excited	2We	3Tired
1Competition	2Had	3For a long time
1Because	2prepared	3Because
1Had	2The teacher	
1 the		
My friend was excited because he had won a prize in the competition	*The teacher was angry because we had not prepared for the test*	*I was tired because I had not slept for a long time*

Appendix H

Lesson Plan 7

Week 4

Lost Worlds

Instructional Settings

Duration-120min.

Age of students- 11-16

Number of Students-14

Aids and Materials

English in Mind 2 (Student` Book, Workbook)

Computer, Projector, Loudspeakers, Blackboard

Handouts-

Focus

Vocabulary- Words with noun suffixes – r, er, -or, - ist

Professions, Jobs

Job skills

Grammar- Past perfect (Revision),

Objectives

By the end of the lesson students should be able

- To acquire new vocabulary
- To demonstrate an understanding of the text they read and listen
- To demonstrate an understanding of Past perfect form, meaning and use
- To demonstrate an understanding of Tableau.
- To use body movement to illustrate a scene or a character.

Stages/ Activities	Aim and Interactions	Time
1. Introducing noun suffixes	**Aim**: To help learners to t comprehend the meaning of –suffix- , to help learners identify noun suffixes and help them create new, job-related words using particular suffixes. T writes noun suffixes – *r, er,or, ist,* on the board on on right side and job related words (teacher, actor, artist) on the left side. T draws Ss attention on the words and what they category they present, "jobs, professions". T draws Ss attention on how these words are made by underlining the suffixes –*er, or, ist,* in the words. T explains the role of suffixes in word formation and tells that there are different types of suffixes, like noun, verb, adjective suffixes. Ss conclude that new words related to jobs, professions can me made by adding –r, er or ,ist to the verb. After coming up with formation rule Ss are asked to elicit as many jobs as they know for each suffix. T writes all the words on blackboard.	5 -8min.
2. Matching	**Aim**: To enrich vocabulary. Ss read through the list of jobs and job definitions. In pairs or individually Ss match jobs to their definitions. (Ex. 6a, p 99 Student`s Book)	2 min.
3. Word formation	**Aim**: To help learners to make new words. T divides Ss into two groups. The first group is called "Words". The second group is called "Suffixes". T distributes badges to each student from two groups. Ss from each group two have either a word, or a suffix badge, respectively	10 min.

	Ss are supposed to mile around the room, read each other`s badges and find their partner; the exact suffix, or the word to create a new noun (job- profession). Here are the list of words and suffixes *Words* - plumb, journal, present, cycle, art, farm, invent, juggle, decorate, reception. *Suffixes*- r, er, or, ist T checks if Ss created new words in a correct way and then explains the meanings of newly created words-professions. 4.1As a continuation to this activity Ss complete one more exercise from the book. This time they are supposed to use the newly created nouns in context. (Ex. 6C, p 99 Student`s Book)	
4.Role play "Job interview"	**Aim**: To reinforce vocabulary. To provide an authentic-like environment for learners to develop and apply interviewing skills. To provide tips on how to behave in interview and how cope with anxiety and uncertainty when being interviewed. As the topic of the lesson was nouns suffixes and nouns representing different professions and jobs Ss are going to do a role play "Job interview". Brainstorming. Before starting the mock interview T asks Ss to brainstorm ideas on what are the most important factors for a having successful interview. T may elicit answers such as being confident, sincere, coming on time, dressing appropriately, or even preparing answers beforehand, etc.	10min.
5.Role play	T divides Ss into groups of three, so that there are two interviewers/ employers and an interviewee/ employee in each group (depends on the number of your students). Ss randomly pick up a card which tells them who they are. T distributes two types of handouts for employers, the first one with common questions that are asked during most of the job interviews. The second one a job profile form for each employee the employers	30min.

	should fill in T distributes handouts with a list common job skills for employees. *(See appendix H.1)*	
6.Introduction to Scriptwriting	T brings a short exact of a film script to the class. Ss read through the text and try to answer what kind of a text it is. As students are not familiar with scriptwriting techniques, their answers may include responses like ''This is a text of a film, a role play, a text for actors". T tells Ss that these kind of texts are called *scripts.* Ss brainstorm on where and how these script are used and what`s their main purpose. Based on the example they have student`s responses may be like "they are used in films, theatre" and are used to help actors memorize their lines. T explains that scripts are used to give directions to the people, to act or perform better in a particular situations. She also explains that there are different kinds of scripts and that scripts can be even used for writing a role play dialogue.	10
7.Scriptwriting. Brainstorming	T tell students that they will develop their own scripts based on pictures in Ex 4b,p 98 (Student`s Book) Before starting to write the script T provides some tips on how to write a good script. Ss brainstorm about the following categories. 1. Who are the characters of the story? 2. How do they look like? 3. What is the setting; where do the events take place? 4. What are the events. 5. What happens first 6. What happens next 7. Is any conversation taking place? Who are the carriers of conversation? 8. What are they talking? 9. How does the story finish?	10min.
8.Scriptwriting.	**Aim** :T tells students that they will develop their own script based on pictures. (Ex 4b, p 98).	30 min.

	At first Ss put the pictures in order to show the order in which events the events happen. After it Ss get into groups of three, each working on one picture. After groups finish working on their part ,all of the groups class now gathers to present and discuss their parts. If needed Ss make some change to ensure a logical sequence of events and agreement.	
9.Wrap up Homework	Blog Reflection Audio recording **Aim**: To convey the meaning though the use of tone of voice, intonations, emotion. For this time Students listen to and watch a scene from "The Eldorado" cartoon. The choice of the listening material is connected to lesson topics "Lost worlds, Ancient Civilizations". Eldorado was one of them. What refers to the choice of the scene, there is a lot of authentic vocabulary, it gives students to express characters and convey the messages using various vocal and dramatic skills. *(See Appendix H.2)*	5-7min.

Appendix H.1

Job Interview questions
Hello. How are you?
Nice to meet you!
Please have a seat.
Tell me about yourself.
What`s your name?
How old are you?
What did you study in the university/ college
What`s your major?
Do you have special skills?
What kind of experience do you have?
Tell me, about your experience.
How long have you been working as… (f. ex a teacher) ?
What are/ were your job responsibilities?
Tell me about your strengths/ weaknesses?
What are your good/ bad points?
What are you career /future plans?
Why do you want to work in our company?
(Can you tell) Why should we hire you?
What salary range are you looking for?
Useful phrases
Interviewer
Thank you very much for your time.
We`ll be in contact with you.

Job skills
Hardworking
Sociable
Organized
Reliable
Assertive
Creative
Dedicated
A good team player
To have good computer skills
To have a good knowledge of….. (f. ex English)
To be good at….(f. ex solving problems)

Appendix H.2

The link to Video; https://www.youtube.com/watch?v=Tj4YTFqV-Ts

-Today, we sail...

to conquer the New World...

-for Spain, for glory, for gold!

- Viva Cortes!

Altivo, eyes forward.

-Seven! -All right!

-Yes! -Partner! Hee-hee!

-Tons of gold for you -Hey!

-Tons of gold for me -Hey!

- Tons of gold for we -Hey!

-One more roll!

Uh, guys, you're broke!

-You got nothin' to bet with! -Oh, yeah? I got this!

-A map! -A map? -A map!

A map of the wonders of the New World.

-Wow! Let's have a look.

Uh, Tulio!

-Excuse us, for one moment, please. -Tulio, look!

-El Dorado, the city of gold.

This could be our destiny, our fate.

Miguel, if I believed in fate,

I wouldn't be playing with loaded dice.

-Hmmm. -Not with the face. No, no, no, no, no.

-No! No! No!

I said one more roll!

My map against your cash.

-Hmm?

-All right, peewee. You're on! -Not with those!

This time we use my dice. Ehh, got a problem with that?

No.

I'm going to kill you.

Come on, baby. Papa needs that crappy map.

Stop that!

Show me seven!

-Seven! -All right!

-Seven!

There it is! Well, nice doing business with you.

- I knew it!

Your dice are loaded!

What? You gave me loaded dice?

-He gave me loaded dice!

-Guard, arrest him! -You dare to impugn my honor?

He was the one who was cheating!

Arrest him! He tricked these sailors and took their money!

-Oh, now, I'm the thief? -Yes.

Take a look in the mirror, pal!

Oh, you better give them that money back, or I'll-

-En garde! -En garde, yourself.

I will give you the honor of a quick and painless death.

But not with that. Ha! I prefer to fight fairly. Aha!

-Well, any last words?

I will cut you to ribbons,

-fool! -Such mediocrity.

Let your sword do the talking.

-I will. It will be loquacious to a fault! -Ha! Take that!

-You... mincing, fencing, twit. -Ah, you fight like my sister.

I fought your sister. That's a compliment.

-Braggart! -Heathen!

- Kill him! -Not the face. Not the face.

Ladies and gentlemen, we've decided it's a draw.

Thank you all for coming.

-You've been great. See you soon. -Adios!

-Congratulations. You're very good. -No. That was good.

-Very-

-We should have kept our swords, I think. -Y-Yeah.

-Yeah, I've got a plan.

-What is it? -Uh, well-Uh, you...

-pet him, and... I'll... -Yeah. Run!

Appendix I

Appendix I

Lesson Plan 8

Week 5

Stroke of luck

(Unit 14)

Instructional Settings

Duration-120min.

Age of students- 11-16

Number of Students-14

Aids and Materials

English in Mind 2 (Student` Book, Workbook)

Computer, Projector, Loudspeakers, Blackboard

 Focus

Vocabulary- Noun suffixes - ment, - ation

Grammar- Reported statements

Third conditional

Objectives

By the end of the lesson students should be able

 To identify nouns suffixes –ment and - ation and use them to make new words

 To identify the main changes (related to verb tenses, pronouns)that take place in speech during direct-indirect speech transition

 To pass on the information of one speaker to another by using reported speech

 To demonstrate an understanding of third conditional, its form, meaning and usage

 To use third conditional to talk about imaginary situations in the past.

Stages/ Activities	**Aim** and Interaction	Time
1.Warm up Introduction to suffixes –ment, -ation	T introduces noun suffixes –ment, ation- and elicits as many nouns with this suffixes as students can recall, such as invitation, movement. T draws Ss attention on the connection between verb and the noun that are made from the verb+ suffix Invite+ation=invitation After the explanation Ss complete the exercise 4(page 104) from Student`s Book	5-7min.
2."The man with seven ives"	**Aim:** To enable students to use predicting skills. To develop discussion to help students to talk about a given topic , to express individual ideas. *Pre- reading* Before listening to/reading the text T asks Ss some regarding to good and bad luck and superstitions, such as; "Do you believe in luck?" ""Do you consider yourself to be lucky person?" "What makes you to think that you are a lucky/ or unlucky person?" "Are you superstitious?" "Do you believe in coincidence" "What do you think the expression stroke f life means ?	5-7 min.
	Aim: To encourage students to use skimming/scanning t *While- reading*	10-12 min.

	Ss read the text and in pairs find answers to follow up questions. (Ex. 1, p 102 Student`s Book) As a follow up Ss share their ideas, as to whether they consider that man to be lucky or unlucky. T asks Ss to tap into their memory and tell whether they know such a lucky person in real life**.	
3.Reported speech	Students read four reported statement statements and then try to find their equivalents in the text. After they find those statements in the text the they report on the changes that occurred in reported sentences; *"You were lucky" the doctors said(*reported statement*)* *"The doctors told him he had been lucky- he`d landed in a haystack"*(original sentence) T draws Ss attention to changes that happened to verb tense and pronouns. Thus Ss conclude that a change of verb tense and pronouns occur when transition from direct speech to indirect speech happens. T explains that each tense in direct speech moves back a tense in reported speech. To check understanding T provides a table with verb tenses *(Appendix I.1)*. T makes one important remark about past perfect tense explaining that it remains the same and is not changed. T also provide a table of pronouns and modals that undergo changes in Reported speech*(Appendix I.2)*	25 min.
4.Handshakes	T tell Ss they will do one of the activities they have done in the beginning of the course; "Handshakes". The only difference this time is that they will report on	15 min.

	their findings using Reported Speech.	
	Here are some questions that Ss will ask to their peers.	
	1. Can you remember the first day at your school?	
	2. Where have you been last Saturday?	
	3. What musical instrument can you play?	
	4. What did you have for breakfast this morning?	
	(Variation to Ex. 3, p 103 Student`s Book)	
5.Third conditional	T writes the following sentence on the board.	15min.
	"If I hadn`t become a teacher, I would have become a a"	
	Then T asks Ss the following questions such as,	
	"Did I become a teacher ?"- Students respond "Yes"	
	"Did I a become an actress" –Students respond "No"	
	Then teacher asks Ss which sentence is real and which one imaginary.	
	Then teacher asks whether she was talking about present/past/future events eliciting the answer "past" .	
	Thus T concludes that the third conditional is used to talk about imaginary, unreal events that could have happen in the past, but didn`t happen because of some circumstances.	
	T draws students` attention to the formation of third conditional.	
	At first Ss look at two parts of the sentence separately.	
6.Third conditional Practice	Ss complete several activities from the textbook. The first activity is a matching exercise. Ss are supposed to match the beginnings of the endings (Ex. 6c, p 105 Student`s Book)	15min.

	The second activity is a gap filling activity. Ss fill in the gaps with appropriate forms of verbs (Ex. 6d, p105 Student`s Book)	
7.Broken Telephone	T tells Ss that they will be playing a game "Broken telephone". The game is played in the following way. T writes two sentences on the board *If ever I could have time travel, I would have…* *If I had lived in 19th century, I would have….* The first student writes down the sentence and continues the sentence, like "*If ever I could have time travel, I would have travelled to Ancient Egypt.* The next student continues from the sentence that his/her peer has made, e. g *"I would have trav.elled to Ancient Egypt, if there had been Wi-Fi*". Ss are free to use their imagination, to create funny or even bizarre sentences.	20min.
8.Wrap up Homework	Students are supposed to write their final reflection on the class and on the course at large. The last audio-recording This time Ss listen to and watch a scene from the film "The Curious case of Benjamin Button" The video is chosen based on the lesson topic "Bad luck, good luck; coincidences " and besides the scene contains a grammar part "Third conditional" *(Appendix I. 3)*	5min.

Appendix I.1

Verb tenses

Direct Speech	Indirect Speech
Present Simple -→ Past Simple Present perfect Past Perfect Future Simple	

Appendix I.2

Time markers Pronouns and

Today	*that day/then*
tomorrow	*the next* *the following day*
yesterday	*the day before*
this *week*	**that** *week*
next month, day	*The following month* *now, day*
I	*She/he*
you	*She/he/they*
He/she/it	*He/she/it*
we	*they*
they	*They*
us	*them*
our	*theirs*
His/her/its	*His/her/its*

Appendix I.3

Audio recording assignment.

The link to the video; https://www.youtube.com/watch?v=2hdGgKaoJvE

"The curious case of Benjamin Button"

Sometimes we're on a collision course, and we just don't know it. Whether it's by accident or by design, there's not a thing we can do about it. A woman in Paris was on her way to go shopping, but she had forgotten her coat - went back to get it. When she had gotten her coat, the phone had rung, so she'd stopped to answer it; talked for a couple of minutes. While the woman was on the phone, Daisy was rehearsing for a performance at the Paris Opera House. And while she was rehearsing, the woman, off the phone now, had gone outside to get a taxi. Now a taxi driver had dropped off a fare earlier and had stopped to get a cup of coffee. And all the while, Daisy was rehearsing. And this cab driver, who dropped off the earlier fare; who'd stopped to get the cup of coffee, had picked up the lady who was going to shopping, and had missed getting an earlier cab. The taxi had to stop for a man crossing the street, who had left for work five minutes later than he normally did, because he forgot to set off his alarm. While that man, late for work, was crossing the street, Daisy had finished rehearsing, and was taking a shower. And while Daisy was showering, the taxi was waiting outside a boutique for the woman to pick up a package, which hadn't been wrapped yet, because the girl who was supposed to wrap it had broken up with her boyfriend the night before, and forgot.

When the package was wrapped, the woman, who was back in the cab, was blocked by a delivery truck, all the while Daisy was getting dressed. The delivery truck pulled away and the

taxi was able to move, while Daisy, the last to be dressed, waited for one of her friends, who had broken a shoelace. While the taxi was stopped, waiting for a traffic light, Daisy and her friend came out the back of the theater. And if only one thing had happened differently: if that shoelace hadn't broken; or that delivery truck had moved moments earlier; or that package had been wrapped and ready, because the girl hadn't broken up with her boyfriend; or that man had set his alarm and got up five minutes earlier; or that taxi driver hadn't stopped for a cup of coffee; or that woman had remembered her coat, and got into an earlier cab, Daisy and her friend would've crossed the street, and the taxi would've driven by.

But life being what it is - a series of intersecting lives and incidents, out of anyone's control - that taxi did not go by, and that driver was momentarily distracted, and that taxi hit Daisy, and her leg was crushed.

Appendix J

Course evaluation questionnaire

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
.My English improved because of this course					
.This class helped me practice speaking in English					
.This class helped me practice writing in English					
This class helped me practice listening in English					
This class helped me practice grammar					
This class helped me improve my pronunciation					
This class helped me practice grammar					
This class helped me develop my acting skills (f.ex role playing, miming, concentration, voice, etc.)					
This class helped me develop new computer skills					
I liked working in online platform.					
This class helped me get off my shyness					
The activities in class were useful					

The activities in class were important					
The activities were difficult for me					
The activities were easy for me					
Blogging was useful/ important					
Audio recording was useful/important					
The topics of the course were interesting					
Lessons were relevant to my needs					
The teacher was helpful and answered my questions					
The teacher knew her subject well					
.I liked this class					
I would recommend this class to my friends					