ABSTRACT

The current paper presents an original Content Based Course in which learning process in English as a Foreign Language (EFL) classroom is integrated with Arts and Crafts. The course aims to develop students' both productive and receptive language skills. In addition, another goal of the course is to develop such techniques as painting, modeling and paper folding. The main purpose for integrating Arts and Crafts in EFL classroom is to help the learners to be creative and activate their imagination.

This ten-week EFL Arts and Crafts course was implemented with students aging from eight to ten years old who learn English as a Foreign Language. The implementation of the course showed that students' language skills were developed. Besides, the learners changed their overall perception about art and realized its great value.

CHAPTER 1

INTRODUCTION

Art is a wonderful wealth of humanity which decorates almost every sphere of our lives. Art is everywhere – in the beautiful views from our windows, in clothes that we wear every day, in the way we decorate our houses, the way we serve food to our guests. Since art is considered to be a significant part of human life, EFL teachers should start generating new ideas to integrate art in their language classrooms. Art has the potential to make the language learning process creative and enjoyable both for teachers and for students.

In response to a perceived gap in teaching approaches in Armenia, a Content-Based EFL course was designed which aims to integrate Arts and Crafts in the language learning process. Besides recognizing the main techniques of painting, modeling and sculpting the students develop both receptive and productive skills by describing the steps of the craft projects, watching video tutorials produced by native speakers and reading authentic materials about the history and origin of various art forms. The main aim of integrating Arts and Crafts in the EFL classroom is to develop students' creativity which is considered to be one of the critical 21st century skills needed for successful learning.

The course is designed for eight to ten-year-old students whose English proficiency level is at Low Intermediate. It goes without saying that children develop their visual taste starting from early age. This means that they are accepted to be visually "literate" by approximately nine years old. Thus, the main goal of an EFL teacher who aims to integrate art in the classroom should be to turn the visual "literacy" into spoken and written language.

There are two main arguments which support the idea of designing the current course and show its need in Armenia. First, few research studies have been conducted in the area of

integrating arts and crafts with language teaching so far. Thus, this design project might be useful for English teachers who are ready to try something new in their classrooms. Second, this course will be innovative for Armenia and may become a good example for Armenian teachers to develop CBI courses by linking various content areas with language the language learning process.

The deliverables of this design project include a learning plan for ten weeks, a syllabus, detailed lesson plans for each session and all the materials and resources needed by the teachers.

CHAPTER 2

LITERATURE REVIEW

2.1. Content Based Instruction

Many teachers may agree with the statement that the process of learning a language will be much more effective if the language is put in a meaningful context. Brinton, Snow and Wesche (2003) claim that language teachers find it desirable to introduce new items through a meaningful context. However, even those language courses which are assumed to be communicative still use bottom-up approaches where the main focus is on form instead of top-down approaches that are focused on meaning. Swafar (Krueger and Ryan, 1993) presents top-down approach of content-based instruction as a process in which students firstly review the overall meaning of whole works before switching to the sentence level operation of the vocabulary and syntax. In contrast, bottom-up approach which is common in traditional language instruction is focused mainly on the words and syntactic structures on the sentence level (Krueger and Ryan, 1993). As bottom-up approaches are not considered to be motivating for learners, many students become disappointed and "leave the nest before they ever learn to fly" Stryker and Stephen (1997).

Stryker and Stephen (1997) compare the language learning process with riding a bicycle or playing a musical instrument. It comes without saying that the best way to learn these skills is through doing them rather than studying about them. The authors claim that traditional language classes resemble music classes where the students only practice scales and learn theory rather than playing real pieces. Besides, they are allowed to play real pieces only when they become enough proficient to give a recital. In contrast, Content-based learning approach gives the learners an opportunity to play real pieces from the very first lesson by using the language as a means of communication (Stryker and Stephen,1997).

Tedick and Cammarata (2012) define Content-Based language Instruction (CBI) as a teaching approach in which nonlinguistic content is taught through the medium of the language. Brinton, Snow and Wesche(2003) suggest that in this approach particular content and language teaching aims are integrated. Besides, the language is reviewed as a vehicle for learning rather than the focus or object of instruction. The language proficiency level was enhanced by moving the focus of instruction from the learning of language *per se* to the learning of language through the subject matter (Stryker and Stephen,1997). Mohan (1986) considers CBI classroom not only a place where students learn a second language but gain an education. In contrast, traditional methods often disconnect language learning from the rest of the students' day and from cognitive, academic and social development (Genesee, 1994).

Three main features of CBI

Stryker and Stephen(1997) describe the three main features of contend based curriculum. Firstly, in content-based learning language is taught through subject matter. In other words, the language learning process is implemented through learning about specific topics such as math, science, art, social studies, culture, business, history, political systems, international affairs, or economics. Although there is an assumption that focus on content knowledge will lead to some gaps in the development of linguistic skills, the authors claim that "…linguistic development need not be ignored nor taken for granted."(Stryker and Stephen, 1997). Richard Jurasek (Krueger and Ryan 1993) suggests that when students are exposed to meaningful subject matter presented in the second language they are considered to master both language and content.

In addition, Stryker and Stephen (1997) reveal that the curriculum of content-based instruction consists of authentic language and texts. All the videotapes, audio recordings, texts and visuals are taken from those materials which have been produced for native-speakers of

the language. In this case, the way how the teacher use these materials becomes crucial in the teaching process. The teacher should "shelter" the materials and make them relevant to particular students and their level of proficiency.

Finally, the third feature of a content-based curriculum described by Styker and Stephen (1997) is that the needs of the particular students play a significant role in the learning process. All the materials and activities are designed according to the learners' professional needs and personal interests. Although content-based curriculum is considered to meet students' needs from the very beginning of the learning process, it remains fluid and flexible at the same time. The continuous assessment directs the instructors of Content-based courses in their further choice of subject matter, helps with the selection of materials and shows the effectiveness of various activities. Stoler (1997) claims that this feature of content based curriculum gives the instructors an opportunity to teach all four language skills. For example, students can read or listen to authentic materials and then reflect on them either orally or in a written way.

Advantages of CBI

Many authors discuss benefits of Content Based instruction and encourage teachers to use this approach in their classrooms. Brinton, Snow and Wesche (2003) present five various rationales for integrating the teaching of language and content. Firstly, the language syllabus should take into consideration the purpose of using the target language by the learners. Thus, the focus is on those language items which are the most appropriate for the learner. Second, when the informational content integrated with the language learning coincides with the students' needs and interests, the learning process becomes more motivating and effective. Third, CBI takes into account both previous experience of the learner s and their existing knowledge of the subject matter. Another rationale for using Content-Based approach is that

language it is focused on the contextualized use of the language and gives the learner an opportunity to become aware of the larger discourse level features and social interaction patterns. Finally, the strongest argument which supports the use of CBI comes from research conducted in the sphere of second language acquisition. The research suggests that language is successfully acquired when the "input" in the target language is understood by the learner (Krashen, 1885). Brinton, Snow and Wesche(2003) claim that content based learning through the medium of the target language can be an effective way to enhance language proficiency for all age groups.

Nik Peachey (2003) discusses advantages and potential issues of the Content Based Instruction. According to the author, one of the main benefits of CBI is that it makes the learning process interesting and motivating as they use the language as a means for achieving a real purpose. Another advantage presented by Peachey (2003) is that students may get information on the world through CBI which is supposed to help them in their general educational needs. In addition, this approach to learning helps the students to develop such skills as note taking, summarizing and extracting valuable information from texts which then can be used for learning other subjects. Finally, the group works which are usually implemented in CBI may develop students' collaborative skills and have great social value.

Potential Issues of CBI

Whereas, there are many arguments which support CBI, this approach causes some problems which require creative solutions. Peachey (2003) presents the main issues that may arise in Content Based Instruction. First, as this approach is not focused only on language learning, some students may feel confused or assume that their language skills are not being improved. This problem may be addressed by giving them exercises or activities which are focused mainly on language. Second, students may try to switch to their mother tongue during

7

the lesson because it is easier for them to discuss the content in the native language. In this case teacher should explain the students the benefits of using the target language rather than their fist language. Another problem which may occur in CBI is that finding authentic materials that will be appropriate for lower levels seems to be challenging. Moreover, presenting information in the target language to these levels may cause some difficulties for the instructors. For overcoming this obstacle Peachey (2003) suggests to sometimes make use of students' native language. Finally, the students may try to copy information from various sources. The author suggests coping with this problem by giving the students such tasks which will make them evaluate information by drawing conclusions or putting it in a practical use. Another solution for this problem is giving the students materials which present different points of view on the same topic. Thus, students will have to review both and decide on their own position.

2.2. Three Content Based Teaching Models

Brinton, Snow and Wesche (2003) report on the appearance of several content-oriented instructional models on the second language teaching scene. These models present various ways of integrating the language learning and with professional and personal needs of the students. These three models are: *theme-based, sheltered content* and *adjunct* language instruction.

Brinton, Snow and Wesche (2003) claim that in *theme-based* language courses are mainly focused on themes or topics which form the backbone of the whole course. However, these topics should not necessarily be connected to each other. Alternately, the course may consist of one larger topic. The theme-based course may lend itself for teaching both receptive and productive language skills. The authors provide an example of how these four skills may be integrated in this course. Initially the topic is given as a reading material which

is followed by a discussion. Then the instructor provides related audio/video tapes for developing students' listening skills. Finally, the students are asked to complete a writing assignment which aims no synthesize various materials on the topic.

According to Brinton, Snow and Wesche (2003) the theme based courses pay a lot of attention to language items and skills. Besides, because of the lack of homogeneity among students who are taking the course there may be themes which are not relevant to the learners' personal interests and professional needs. Instead, in theme-based courses the topics are chose according to their linguistic relevance and its interest for the wide variety of learners.

The second approach presented by the authors is *sheltered* content instruction. These kinds of courses are taught in the second language to a segregated group of learners by a specialist of the content. The name of this approach comes from the feature that the students here are separated or "sheltered" from native-speaker learners. In this case the students are assumed to benefit from adjustments and simplifications made by native speakers while they communicate with second language learners (Krashen, 1981). The instructor may be a university professor who is a native speaker of a language. Sheltered courses may be taught at high schools, community colleges or universities which have content teaching faculty proficient in the target language (Brinton, Snow, Wesche, 2003).

Brinton, Snow and Wesche (2003) present an example of sheltered instruction which was implemented in The University of Ottawa. The course named "Introduction to Psychology" was team-taught by the content professor and a language teacher. During the whole learning process second language speakers and the native speakers had the same professor, lecture content, reading assignments and final multiple-choice examination. Instead, for instructional purposes the second language learners were separated from the native speakers. The majority of time the students were listening to the lectures given by the

content professor. However, 20 minutes of the most lessons were taught by the language teacher who was going over the reading and preparing students for the new topics. Although the teacher helped the students whenever they had any language problems, the course did not include any explicit grammar instructions.

The sheltered program was evaluated in three different ways. The first evaluation of the course has been done based on the questionnaire completed by the students. (Brinton, Snow, Wesche, 2003). The authors claim that according to the questionnaire results the language teachers were very much needed in the course. Moreover, they helped the students to gain confidence. Besides, the students emphasized enjoyed practicing their productive skills with the language teacher rather than with the subject professor.

Another source of information on the effectiveness of the sheltered course was attrition rate and measures of student progress (Brinton, Snow, Wesche, 2003). The class which consisted of nearly 175 students was dropped only by 3 students and only 2 learners failed the course. Besides, the measures of student progress revealed that English language proficiency was either the same or even higher than in well-taught language classes.

Brinton, Snow, Wesche (2003) report that the language teachers who were team-teaching the course were very enthusiastic and supported the course as they noticed the development of students' language skills. The authors conclude that sheltered language courses have demonstrated the successfulness of integrating subject matter teaching with language teaching.

The third content-based model is *adjunct* language instruction. Brinton, Snow, Wesche (2003) claim that in this model the language course and the content course are linked to each other. Whereas in the language course the second language speakers are separated from native speakers, during the content course all the students are together. An adjunct

course was suggested in the UCLA Summer Freshman Program which was designed to help the students successfully switch from school to college. In FSP students are enrolled in a few introductory survey courses (e.g. psychology, history, political science, etc.). Each of these courses was linked to a language course. Snow and Brinton (1988) present the effectiveness of the adjunct model based on a study. The data was collected from the students who completed the evaluation form in order to rate the overall success of the course. The researchers reveal that 80 percent of the learners agreed that they developed their writing skills during the course. Besides, the FSP language course helped them to complete the assignments of the content courses effectively. In addition, students reported that as a consequence of the FSP they became more confident.

This course is an example of the third adjunct model as the language course and the content course are linked to each other. Students are going to develop language skills by learning about various kinds of art and develop such skills as painting, sculpting at the same time.

2.3. Integration of Arts and Crafts in the learning process

Root-Bernstein and Root-Bernstein (2013) present the example of a doctor and physiologist Walter Alvarez who sent scientifically talented son to arts and crafts school. Instead of calculus his son Luis was doing industrial drawing and woodworking. Some people might think that it was a big mistake. However, in 1968 Luis Alvarez won the Nobel Prize in physics. The physician claimed that the secret of his success was his ability to "visualize and build almost any kid of experimental apparatus he could imagine" (Alvarez, 1987).

In addition, Root-Bernstein and Root-Bernstein (2013) bring the example of famous Albert Einstein who was not a brilliant student in his mathematics and physics classes. One of his main talents was the ability to visualize concepts in his mind. This skill was developed by

Aargau Cantonal School in Switzerland, where he completed his secondary education. The main aim of this school was to develop "individual differences, sense perception, visualization, and modeling" (Root-Bernstein and Root-Bernstein 2013). All these skills were developed through a student's self-directed activities. The authors claim that the outcome of such education was Einstein's habit of imagining himself riding a light beam or falling in an elevator at a very high speed, which became a foundation for his further revolutionary insights (Root-Bernstein and Root-Bernstein 2013).

Finally, Root-Bernstein and Root-Bernstein (2013) present the success of Hans von Euler-Chelpin. He was a direct descendant of the Swiss mathematician and physicist Leonard Euler. Hans's family was disappointed with the fact that he focused on fine arts in college. However, his painting classes introduced him to experiments in Ogden Rood's and Wilhelm Ostwald's color theory. These scientists, the authors of the color theory, were amateur painters themselves. With the help of their artistic avocations Rood and Ostwald discovered that "many phenomena concerning the optical and chemical properties of colored materials were complete mysteries" (Root-Bernstein and Root-Bernstein 2013). Root-Bernstein and Root-Bernstein (2013) claim, that motivated by such interactions between arts, crafts and science, Euler-Chelpin started being interested in physics and chemistry and won the Nobel Prize in Chemistry in 1992. The authors conclude that arts and crafts develop such skills as observation, visual thinking, and ability to recognize and for patterns, and manipulative ability.

Furthermore, James Catteral (2009) conducted research which revealed that arts have a great influence on standardized test scores, even when there is not any connection between art-related material and those tests. The research demonstrated the importance of art-related skills for learning in general. Alain Jehlen (2008) interviewed teachers who use art in their classrooms for the National Education Association (NEA) and revealed that arts help the

students to learn more deeply by using different ways of thinking and problem solving. In addition, the teachers observed that drawing helped to engage and motivate students by asking them to make connections and suggest some unique interpretations through an artwork (Jehlen, 2008).

The examples brought above show how arts and crafts may influence the development of other skills and their role in the learning process in general. In the same way the process of learning and teaching a language is assumed to be more effective when it is integrated with arts. Randy Kennedy (2006) reviews the "Learning through Art" program implemented by Guggenheim Museum in New York City schools. According to this program trained teaching artists were sent to public schools for the purpose of working with teachers and students. Research revealed that Learning through Art program developed a range of literacy skills among the participants. The students improved such skills as thorough description, hypothesizing and reasoning unlike those who did not participate in the program. Besides, the same research was conducted for 2 years in a row with the same results. Thus, the finding that art has positive impact on the development of reading and oral communication skills was confirmed (Kennedy, 2006).

In addition, Stanford University conducted a study which aimed to measure the connection between reading and the arts. The participants of the study were children both with arts training and without art education. They were enrolled in an examination where their reading skills were compared over a three-year period. According to the research "differences between strong and weak readers in connection to experiences in the arts were observed" (Wandell, et al, 2008)

The above discussion concerning Content Based Instruction and the significant role of Art in the learning process emphasized the need to design an original Content Based course

by linking Arts and Crafts and EFL teaching. Another strong argument which illustrates the need for this kind of course is perceived gap in using a variety of teaching approaches in Armenia. Arts and Crafts course is innovative for our country and one of its main aims is to encourage Armenian EFL teachers to make the learning process more enjoyable and creative by putting the language in a meaningful context.

Thus, a Content Based course was designed for children ranging from 8 to 10 years old whose level of language proficiency is B1 according to Common European Framework Reference. The duration of the course is 10 weeks with 2-hour sessions per week. During the course students will develop both receptive and productive skills by describing the craft projects which they make both in the classroom and at home, watching video tutorials for making crafts, reading authentic materials about the history and origin of various art forms.

CHAPTER 3

The current design project presents a Content Based course which integrates English language process with Arts and Crafts. A CBI Arts and Crafts EFL course has the potential to fill in the perceived gap in teaching approaches in Armenia. Beside, this design project may encourage Armenian teachers not only to implement Content Based EFL courses in their classroom, but also to design this kind of courses by themselves.

3.1. Needs Analysis

For the purpose of identifying the main needs of potential students of the course questionnaires were distributed to 30 parents and 35 students of Experimental English classes at the American University of Armenia. The participants of the survey were eight to ten-year-old students and their parents. The questionnaire included personal information questions and asked the participants about their (their children's) preferences in Arts and Crafts. In addition, those parents who would like their children o participate in Arts and Crafts course were asked to mention the reasons for their preference.

According to the results 34 of 35 students who participated in the survey would like to attend Arts and Crafts classes in English. Besides, 28 of them were interested in painting. Moreover, all the parents wanted their children to attend Arts and Crafts classes in English and they gave their preferences mostly to painting and origami. The main argument brought by parents as a reason for their children to attend the classes was the potential of the course to develop imagination and creativity.

The course is designed to be implemented at Experimental English Classes of American University Of Armenia. The maximum number of the students in the class should

be eight because during the craft projects the teacher gives a lot of individual instructions to the students with the purpose of developing painting, folding, etc techniques.

3.2. Goals and Objectives

The Arts and Crafts EFL course includes four main goals and related objectives for each goal. First, the course goal is to develop students' productive skills with the emphasis on speaking skills. This goal is very important because during the whole course students' native language is not used and all the craft project are implemented only in Egnlish. Thus, this goal has the purpose to help the students interact and easily share their thoughts in English.

Second, the course aims to development students' receptive skills which are listening and reading. For achieving this goal the students read art related texts and listen to video tutorials made by native speakers. In addition, the learners' input in the target language is provided by teacher's instruction throughout the course and various communicative activities which are considered to develop listening skills.

The next goal includes raising awareness about various kinds of art for the purpose of getting information about subject matter.

Finally, the course aims to raise students' awareness about techniques of painting, paper folding, modeling. The goals and objectives are illustrated in Table 1 below.

COURSE GOALS	COURSE OBJECTIVES **By the end of the course students will:**
Goal 1: raise awareness about techniques of painting, modeling and paper folding for the purpose of developing students' imagination and creativeness.	• use various colors to produce new shades **(skill)** • focus on minor details of paintings **(skill)** • create paintings and other crafts by following only oral instructions **(skill)** • create paintings and other crafts by listening to classical music **(skill)** • use the techniques of painting, modeling and

	making other crafts **(skill)**
	• create hand-made posters based on their own stories **(skill)**
	(skill)
	• identify new vocabulary items with the help of visuals **(skill)**
	• relate abstract nouns to various color shades **(skill)**
	• create various origami models **(skill)**
	• use origami folding techniques **(skill)**
Goal 2: raise awareness about various kinds of art for the purpose of getting information about the subject matter.	• recognize the origin, history and main features of various art forms **(knowledge)**
	• recognize the biographies of both foreign and Armenian artists **(knowledge)**
	• recognize paintings by both foreign and Armenian artists **(knowledge)**
	• identify the main painting genres (knowledge)
	• describe and analyze works presented by different painters, sculptors, etc. **(skill)**
Goal 3: develop productive skills for the purpose of sharing opinion, expressing thoughts both orally and in a written way in the target language.	• describe paintings orally by using art related vocabulary **(skill)**
	• describe paintings in a written way by using art related vocabulary **(skill)**
	• use art related vocabulary for implementing role plays **(skill)**
	• discuss various artists and their works **(skill)**
	• present short reports on various art related topics **(skill)**
	• share information orally with peers **(skill)**
	• identify new vocabulary items through visuals (pictures, videos, etc.) **(knowledge)**
Goal 4: develop receptive skills for the purpose of effectively comprehending speech and eliciting information from various texts.	• use skimming and scanning strategies for eliciting information from the text **(skill)**
	• apply guessing strategy for the purpose of guessing the meaning of unknown words in the text **(skill)**
	• identify history of various arts by reading authentic materials **(knowledge)**
	• identify biographies of various artists by reading authentic materials **(knowledge)**
	• use bottom-up strategies for the purpose of eliciting information from video tutorials **(skill)**
	• use top- down strategies for the purpose of comprehending teacher's instructions **(skill)**

3.3. Assessment

Assessment Plan includes four sections for which students will be graded. First, students are assigned to describe paintings as a homework task for each lesson. These assignments are graded regularly and constitute 20% of the final grade. Besides, the students make a presentation with a hand-made poster at the end of the course which is 30% of the overall grade. In addition, the learners choose the best three craft projects for grading (30%). Finally, the attendance and participation during the lessons are graded and constitute 20 % of the final grade. The Assessment plan is illustrated in Table 2.

Assignment	Description	Objectives addressed
Painting Descriptions 20%	After each lesson students are assigned to describe various paintings (by famous artists, by their peers or their own paintings) by using art related vocabulary. The descriptions are made in a written way.	• describe paintings in a written way by using art related vocabulary **(skill)**
Poster Presentation 30%	Students are assigned to make up a story about imaginary characters whom they created by themselves during Week 5. The story should be presented with a hand-made poster illustrated by paintings or origami models.	• use various colors to produce new shades **(skill)** • use the techniques of painting, modeling and making other crafts **(skill)** • create hand-made posters based on their own stories **(skill)** **(skill)** • create various origami models **(skill)** • use origami folding techniques **(skill)** • describe paintings orally by using art related vocabulary **(skill)** • present short reports on various art related topics **(skill)**

		• share information orally with peers **(skill)**
Craft Projects 30%	The students make craft projects throughout the whole course. At the end of the course they choose the best 3 of their works for grading.	• use various colors to produce new shades **(skill)** • create paintings and other crafts by following only oral instructions **(skill)** • create paintings and other crafts by listening to classical music **(skill)** • use the techniques of painting, modeling and making other crafts **(skill)** • create various origami models **(skill)** • use origami folding techniques **(skill)**
Attendance and Participation 20%	A detailed participation grading rubric will be provided to the students	• all course objectives targeted by attending and participating in lessons

3.4. Learning Plan

The Learning plan for the EFL Arts and Crafts course includes activities which are designed for the purpose of developing all four language skills. Besides, there is are craft projects implemented during each week which aim to develop such techniques as painting, paper folding and modeling.

Table 3 below shows the overall learning plan for ten weeks.

Table 3

	Language Skills					Craft Techniques
	Vocabulary and Grammar	*Listening*	*Speaking*	*Reading*	*Writing*	
Week 1	- vocabulary items for painting description - painting genres	- teacher instructions - drawing dictation	- Discussion about Arts and Crafts - descriptions of paintings - role play "Stolen Painting" -comparison of paintings in pairs		- matching paintings with their genres - written description of any painting	Drawing by following oral instructions Materials needed: - colored pencils - paper
Week 2	- facial expressions	- teacher instructions - video about Mona Lisa	- discussion about famous artists - discussing the facial expressions of artists - Role Play "Sitters" - 4/3/2 activity	- reading painting descriptions - Leonardo Da Vinci's Biography	- written description of a portrait	Making facial expressions from cards with face and body parts Materials needed: - cut outs from magazines - glue - scissors -paper

Week 3	- vocabulary for Painting Description - unknown words from the texts	- teacher instructions	- discussion of paintings by Armenian artists - role play "Ordering a painting" -peer discussions for completing the puzzle	- jigsaw reading (Martiros Saryan, Ervand Kochar, Hovhannes Aivazovsky)	- matching the paintings with their authors - written description of each other's paintings made within classical music	1) Completing a puzzle 2) Drawing with Classical Music Materials needed: - pencils -paper
Week 4	- vocabulary for Painting Description	- teacher instructions - painting instructions from peers	- Supporting Ss' own point of view and bringing arguments - role play "Buying a painting" - giving instructions to peers for drawing	- Reading instructions for drawing	- writing possible names for paintings	Information Gap – Drawing a painting through description in pairs - colored pencils - paper
Week 5		- teacher instructions - painting instructions from peers	- introducing imaginary characters - giving instructions to peers for drawing	- reading instructions for drawing	- creating the imaginary characters	Information Gap – Drawing a painting through description in pairs - brushes -paints -pencil -paper
Week 6	- unknown words from the text	- teacher instructions - video tutorial for painting a landscape	- discussion of quotes by Pablo Picasso	-biography of Pablo Picasso	- description of Pablo Picasso's paintings	Painting a landscape Materials needed: - brushes - paints - paper -sponge

Week						
Week 7	- shades of colors	- teacher instructions - listening to short presentations by peers - video tutorial for painting a tulip	- short presentations on "cubism" style -pair-share during the jigsaw reading - discussion about paintings by Pablo Picasso - speaking about Ss' associations with days of the week, months, numbers	- Jigsaw reading (descriptions of 4 paintings by Pablo Picasso)		Painting a Tulip Materials needed: - brushes - paints - paper
Week 8	- unknown words from the text -action verbs for making origami - names for folding techniques (valley fold, mountain fold, petal fold, etc.)	- video tutorials for making origami crane - teacher instructions	- discussion of origami models	- origami origin and becoming famous	- written description of the main steps for making an origami model	1) Making common origami folds 2)Making origami crane Materials needed: - origami paper
Week 9	- names for folding techniques (valley fold, mountain fold, petal fold, etc.) - action verbs for making origami	- instructions by peers - teacher instructions	- teaching peers to make origami models (both with using visuals and without using them) - discussion of outcomes of the course		- turning visual (pictured) instructions for making origami into written and oral instructions	1) Making common origami folds 2) making origami cat and dog Materials needed: - origami paper

3.5. Deliverables

The EFL Arts and Crafts course includes detailed lesson plans of each session for ten weeks. This subchapter will discuss the activities which are included in the lesson plans throughout the course.

The lesson plans which are presented in the Appendices (see Appendices A-J) include activities which aim to develop students' language skills and craft making techniques. Besides, another purpose of the course as a whole is to help students to be more creative and activate their imagination. Because of this, the activities implemented during the course have the potential to develop both creativity and imagination,

The first seven lessons (see Appendices A-G) of the course are mostly focused on painting. During these lessons students are introduced to famous artists and their works, practice painting description with new vocabulary items, implement role plays which encourage them to use art related vocabulary, complete puzzles with famous paintings. Besides, the most of the craft projects during this time period aim to develop painting techniques.

In addition, the next two lessons (see Appendices H and I) are devoted to a famous Japanese art Origami. During these two lessons the students are introduced to the origins of Origami art and the main vocabulary items related to the process of making origami models. Moreover, the students practice making origami models both during the class and as part of

their homework assignments with the help of authentic video tutorials presented by native speakers.

Finally, during the last week (see Appendix J) students present their own stories which they started creating at Week 5 (see Appendix E). The stories are presented with hand-made posters.

The activities implemented during the course are presented below.

Speaking Activities:

- oral painting description

- role plays

- 4/ 3/ 2 activities

- discussions

- presentations

Writing Activities:

- written painting description

- description of imaginary characters

- creating written instructions for making origami models

Reading Activities:

- skimming the texts for the main point

- scanning the texts for details

- jigsaw reading

Listening Activities:

- drawing dictations

- watching video tutorials

- watching art related videos

- peer-peer instructions

- listening to teacher's instructions

3.6. Timeline for major steps/ tasks in the project

Table 4 gives information about the main steps and tasks which were implemented during the process of designing EFL Arts and Crafts course.

Table 4

Steps	Dates
1. Searching for books, articles and other resources related to Arts and Crafts in EFL 2. skimming through all resources 3. creating a grid which include the main points of the materials 4. summarizing and synthesizing the resources and materials for the literature review 5. identifying the main goals and objectives of the course 6. sending the first draft for committee feedback	October - November 2013

7. proposal presentation	December 2013
8. making appropriate changes according to committee comments and suggestions	
9. designing and finalizing the course materials (lesson plans, learning plan, assessment plan, activities, etc.)	December-February 2013-2014
10. Implementation of the EFL Arts and Craft course	February-April 2014
11. finalizing the whole work and sending the final draft for the committee feedback	March-April 2014
12. defense	April 2014
13. submitting final paper	May 2014

CHAPTER 4

4.1. Reflection on Project

The process of finalizing the topic for my capstone project was quite difficult but interesting. I was too much influenced by the "Technologies in classroom" course which we started in the Fall 2014 semester and the idea of technology related topic was in my mind. Because of this I decided to implement the methods of "flipped" classrooms in Armenia and make research in this field. However, this method turned out to be not applicable for EFL classrooms.

After that I decided to make connections between Political Science which is my first profession and teaching English. This should have been English for Specific Purposes (ESP) course which will teach Political Science through English language. However, I was not satisfied by this idea either because I was not who exactly would like to take this kind of course.

Finally, my supervisor advised me to design a course which will integrate English language learning with Arts and Crafts. The sphere of Art and hand-made works has been my passion since childhood. I am very thankful to my supervisor for helping me to understand that I have to make the final decision based on my own interests and personal features.

Staring from that day I have been enjoying every minute of my life that I contributed to designing "English through Arts and Crafts" course.

The process of designing the current course helped me to understand that each student (regardless of age) is individuality with his/ her own preferences, taste, imagination, etc. Besides the development of language skills, the main aim of the course is to develop students' imagination and creativity. I was doing my best to design such activities which will help the students think differently, develop critical thinking, look at things from various angles and create their own. Finally, they managed to understand that the only limit for what they create is their imagination.

Subsequently, I started to treat my students as individualities by giving them freedom of choosing which activities to do, which songs to sing, which games to play. In other words, I started taking into consideration students' needs.

The implementation of the course was the most interesting part. The process of giving "life" to the project that I had been designing was very interesting and made me feel proud about myself. There is nothing more pleasant than seeing the motivation and excitement of the students who look forward to the next lessons of "English through Arts and Crafts" course. The sense of ownership about my course was a great motivation for me as a teacher and gave me many ideas to design new courses and implement them in future.

During the course implementation I noticed that the students enjoyed not only making craft projects but also getting information about subject matter by reading texts about famous artists, their paintings, etc. At the beginning of the course it was difficult for the students to use action verbs and provide correct words in English for describing the paintings and listing

the steps of the craft projects. Subsequently, they started using art related vocabulary and became more proficient in English in general.

Besides, the development of students' language skills and craft techniques I noticed a very interesting change in their perception of art. During our first lessons the students' perception about a good painting was limited to those works which were more like photos. They considered these paintings beautiful because they looked like copies of the real views. However, the process of reading about meaning of various paintings, the origin of different painting genres and styles helped the students to realize the whole value of Art. Thus, the students started to appreciate even those paintings in which people were illustrated with asymmetric proportions or had animals' body parts.

4.2. Recommendations

There are some recommendations for teachers who would like to implement the current course:

- This course should be taught by teacher who is competent both in language area and in Arts and Crafts. Co-teaching of two instructors responsible for these two areas may be a good solution.
- Encourage students to think critically and share their own opinion. Try to decrease the amount of anxiety when students talk to minimum.
- Encourage the students paint without being ashamed of their works. Help them understand that none of them is a professional artist and the important thing is to activate imagination and create.
- Avoid using L1 in the classroom. The course activities include so many visuals which are assumed to be a great help to avoid translation.
- Many of the activities implemented during the course should be printed which may cause problems for some teachers. Implementing the course in a classroom equipped with a computer and a projector will decrease the amount of printed materials.
- Ask students to bring aprons with them in order to avoid having paints on their clothes.
- Make sure you have materials which will help you to clean up the classroom after the lesson.

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APPENDICES

Lesson Plan 1

Level: Low Intermediate

Subject: English Through Arts and Crafts

Topic: Time: 2 hours

Number of Students: 8

Class Objectives: During the lesson Ss will

- identify new vocabulary items
- Identify the main painting genres
- use vocabulary items for describing paintings
- develop critical thinking

Procedures/stages	Time	Interaction	Purpose

Warm-up Greeting students Knowing their names	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Introduction to the Course T starts a discussion with students about art. T explains the meaning of the concept "visual literacy" and leads the students to the thought that almost all of us are "Visually literate" and Art is present almost in all spheres of our everyday life. **APPENDIX 1**	20 min	T ↔ Ss	- Identify the main steps of becoming visually literate - Develop speaking skills
Vocabulary for description T distributes worksheets with vocabulary which will help students to describe a painting. T explains each word and gives examples with the help of one painting. **APPENDIX 2**	10 min	T ↔ Ss	- identify new vocabulary items - use new vocabulary items
Descriptions T shows students various paintings and asks them to describe by using the new vocabulary items	10 min	T ↔ Ss S ↔ S	- use new vocabulary items - develop speaking skills
Role Play "Stolen Painting" Ss are divided into group. One of the groups is police and the others are artists. T shows the painting which is considered to be stolen only for a	15 min	S ↔ S	- develop speaking skills - identify the small details in the painting by using the new vocabulary items

few seconds and the students should memorize as many details of it as possible. After that each group of painters should answer detailed questions prepared by the police group concerning the painting in order to persuade that they are the real owners. The group which answers the most questions wins.			
Painting Genres T introduces the main painting genres by showing examples for each of them. After that T shows various paintings and Ss guess what painting genre it is.	10 min	T ↔ Ss	- identify the main painting genres - develop listening skills
Matching Activity T gives Ss worksheets with different genres of paintings in it. Ss should match the paintings with genres. **APPENDIX 3**	10 min		- identify painting genres - develop critical thinking
Drawing Dictation T dictates the Ss short instructions by using the new vocabulary items. Ss listen carefully and draw	20 min	S	- develop listening comprehension - develop creativity and imagination -practice new vocabulary items
Comparing Paintings In pairs students present their paintings to the class. They compare each other's paintings and discuss what they did in the similar/different way.	15 min	S ↔ S	- use art related vocabulary - develop imagination

Assigning homework Answering students' questions	5 min	T ↔ Ss	- identify unclear areas

APPENDIX 1

Questions for the discussion:

- What is art?
- Where can we see art?
- Do you have special preferences for clothes, furniture, cars?
- What is visual "literacy"? Are you visually "literate"?
- What do you think about modern art?
- Are classic arts and modern arts of the same value for you?
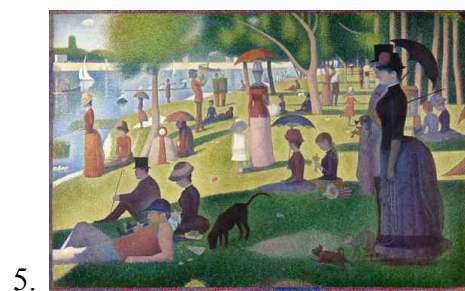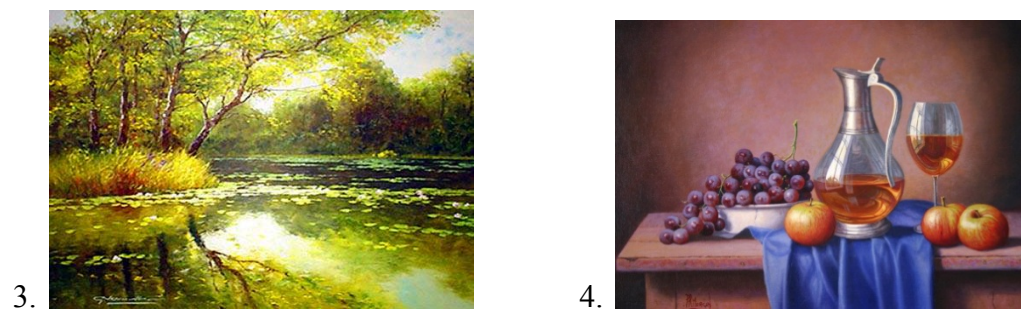
APPENDIX 2

Vocabulary

- The author of the painting/statue is…

- In the foreground you can see…
- In the background you can see…

- In the center there is/are…
- In the left there is/are…
- In the right there is/are…
- At the top there is/are…
- At the bottom there is/are…

- Bright/ vivid colors
- Pale/soft colors

- Wonderful
- gorgeous
- great
- touching
- powerful
- provoking

- awful
- ugly

APPENDIX 3

Worksheet

Match the following paintings with their genres.

1.

2.

3.

4.

5.

a) Still life ___

b) Landscape ___

c) Religious

d) Real Life ___

e) Portrait ___

APPENDIX 4

Drawing dictation

It is morning and the sun is shining.

There are mountains in the background

There is a small house in the right.

The house has two windows.

There are three trees in the left.

APPENDIX 5

Homework

Ss are assigned to choose one painting (by Google search or from books about art that they may have. The painting should be brought to the next class) and describe it in a written way. The description should include the name of the artist and the painting. During the next lesson Ss will read his/her descriptions in front of the class.

After that T will search the painting in the internet and show it to the whole class. Ss are considered to make comparisons between what they imagined while their peers were describing and the real painting.

Lesson Plan 2

Level: Low Intermediate

Subject: English Through Arts and Crafts

Time: 2 hours

Number of Students

Class Objectives: During the lesson Ss will

- identify famous painters
- identify paintings of famous artists
- identify facial expressions
- identify new vocabulary items
- use facial expressions for portrait description
- activate imagination in order to make various facial expressions

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check Ss were assigned to describe one painting in a written way. Each of them reads his/her description after what the painting is shown to the class. The Ss compare what they were imagining while their peers' were reading the descriptions with the real picture.	15 min	S ↔ S S → T	- develop imagination - use new vocabulary items
Discussion about famous artists **APPENDIX 1**	15 min	T ↔ Ss	- raise awareness about famous painters - activate schemata
4/3/2 activity Ss are assigned to skim and scan the text about Leonardo Da Vinci. After that T asks the Ss to mention the main points of the text and writes them on the board**.** Ss are given time to read the text again. After that each of them is assigned to retell the text in 4, 3 and then 2 minutes. The content of the text should not be reduced for any of the steps.	30 min	S	- Use skimming and scanning strategies - Develop speaking skills - develop fluency

APPENDIX 2			
Vocabulary Ss are divided into groups of 2-3. T writes 10 facial expressions on the board. There are pictures for each facial expression. Students look at them and try to guess which facial expression the people in the picture have. **APPENDIX 3**	5 min	S ↔ S	- recognize facial expressions with the help of visuals
Portrait Description Ss continue working in the groups. Each group receives one portrait. By examining the person in the portrait carefully they should try to recognize the facial expression, try to guess the age, economical situation, profession of the person, etc. Ss should bring as many as possible arguments to support their opinion.	10 min	S	- use these vocabulary items for portrait descriptions - use guessing strategies - develop imagination - focus on minor details of the portrait
Mona Lisa Description Ss watch a video in which the famous portrait of Mona Lisa by Leonardo Da Vinci is described http://www.youtube.com/watch?v=mPee7biTPCU	5 min	S	- develop listening comprehension - identify more details about the famous "Mona Lisa" portrait
Sitters T distributes various portraits to Ss randomly. Ss are given time to look at the portraits. Then they are asked to imagine themselves instead of the person	20 min	S ↔ S	- use new vocabulary items - develop speaking skills

in the portrait and share their opinion about the painting. (E.g. *"I think the artist made my eyes bigger than they are"*). T encourages other Ss to ask questions like *"Why do you look so happy/ sad in the portrait? What was the reason of your being happy/ sad?"*			41
Craft Project (Making Faces) T gives the Ss various cards with face and body parts. Ss are assigned to stick them together and get various facial expressions and moods. Whenever all the students are ready they start describing people they "made".	15 min	S	- use new vocabulary items - develop creativity - activate imagination for making various facial expressions
Assigning Homework and Answering Questions	5 min	T ↔ Ss	- identify unclear areas

APPENDIX 1

Questions for discussion
- Which famous artists do you know?
- Which paintings are they famous for?
- What do you like/dislike about these paintings?
- Which museums have you been to?
- Do you enjoy attending museums? Why?
-

APPENDIX 2

Leonardo Da Vinci

Leonardo da Vinci (1452-1519) is considered to be one of the greatest and most influential artists of all times. His artworks, characterized by extraordinary lively yet harmonic composition and technique of shadowing had an enormous influence on the following generation of artists.

Da Vinci used a painting technique called *sfumato*. He described it as "without lines or borders". The subject of the painting is blended into the background so that it becomes one with the background. We see this in the Mona Lisa. If two objects were side by side, he would blur the line between them.

Probably of greater importance than his paintings are the contributions Leonardo made in the areas of engineering and architecture. He along with Michelangelo, Raphael, and Bramante designed St. Peter's Church in Rome as well as other buildings in the Vatican.

Besides, Da Vinci studied human anatomy and drew sketches of the body. He had ideas for inventions that would not be developed for hundreds of years. He had an idea for a flying machine, a propeller, and for weapons of war. He designed and built bridges, canals and locks to carry water and move ships. He built a helicopter which wouldn't take off and a glider which injured one of his pupils who was trying to fly it, so he quit trying to build the flying machines he was designing.

In addition, he could write with both his right and left hands. We say such a person is ambidextrous. He wrote his notes backwards with his left hand. Those who read Italian can hold them up to a mirror and read them. It took people years to figure this out. Nearly 7,000 pages of his notes still exist today.

APPENDIX 3

Facial expressions:

- confusion -

- shame -

- surprise -

- exhaustion -

- anger -

- fear -

- sadness -

- happiness -
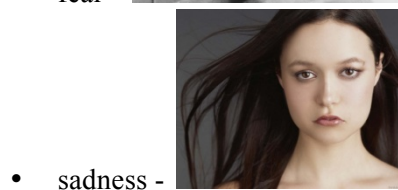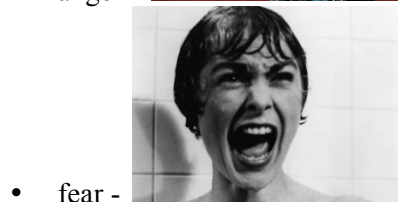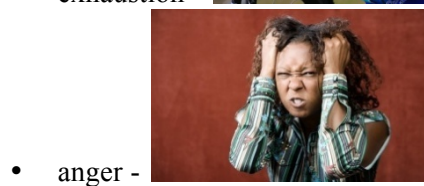
Lesson Plan 3

Level: Low Intermediate

Subject: English Through Arts and Crafts

Time: 2 hours

Number of Students: 8

Class Objectives: During the lesson Ss will:

- identify Armenian artists and their paintings
- identify and practice new vocabulary items
- practice painting accompanied by classical music
- focus on minor details of the paintings
- develop imagination and creativity

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check Each student presents homework which was assigned during the last lesson	15 min	S → T	- revise vocabulary items
Armenian Artists T shows various paintings by famous Armenian artists. Ss share their opinion about paintings.	10 min	T ↔ Ss	- raise awareness about Armenian art - recognize Armenian artists and their paintings
Jigsaw reading Students are divided into 3 small groups. Each group receives a biography of one painter which they have to read. After that one student from each group joins another group and presents the information from the text to peers. Students' talks are being recorded. **APPENDIX 1**	20 min	T ↔ Ss	- raise awareness about Armenian art - apply skimming strategies - develop speaking skills
Matching Activity **T distributes** worksheets with paintings by three Armenian artists. Ss should match the paintings with their authors.	10 min	S	- recognize the paintings by famous Armenian artists

APPENDIX 2			
Puzzle Ss are divided into groups of 2-3. Each group receives a puzzle of one painting. They are given the opportunity to look at the original painting only once for a few seconds. Ss should complete the puzzle as soon as possible.	10 min	S ↔ S	- develop imagination - focus on minor details of the painting - develop speaking skills
Role Play Students work in pairs. One of them is a painter and another one is a customer who orders a painting. The "Customer" has to describe what kinds of painting he/she wants. The interlocutors should negotiate with each other and come up with the final decision.	15 min	S ↔ S	- use art related vocabulary items - develop speaking skills
Painting T plays classical music. Ss are assigned to draw the first thing that comes to their mind. As a follow-up for this activity Ss are given questions concerning the process of painting. They should answer the questions at home in a written way. **APPENDIX 3**	30 min	S	- develop imagination and creativity - develop painting skills - practice painting accompanied by classical music - develop writing skills

APPENDIX 1

Biographies of Artists for Jigsaw Reading

Yervand Kochar (1899-1979)

Artist and sculptor Yervand Kochar's (1899-1979) paintings are one of the most interesting phenomena of the 20th century Modern Art.

Kochar is the founder of Painting in Space or "Peinture dans L'espace" – a new expression including time as the fourth dimension. European art claim that Kochar changed people's perceptions about art in a few years and overturned the world.

The Armenian artist's work was displayed along with those of Picasso, Braque, Arp, Brancusi, Leger, Kiriko and others.

"Ecstasy" (1960), "The Disaster of War" (1962) "The Eagle of Zvartnots"(1955) the "Melancholy"(1959), the "Muse of Cybernetics" (1972), "Vardan Mamikonian" (1975), the "David of Sassoun" (1959) are the most valuable and famous paintings by Yervand Kochar.In 1984 Yervand Kochar museum was opened in Armenia on the base of his studio. His masterpieces are on display in different museums of the world but it is only in these halls that one can know everything about the creative path of his life. It is only here and at the Pompidou Center in Paris that the miracle of Kocharian art which is called "Painting in Space" is exhibited.

Martiros Saryan (1880-1972)

Saryan is one of the major cultural figures of Armenia. He was born in 1880 and dead in 1972. In the course of his long life, Saryan experienced much sorrow and much joy. He witnessed the two World Wars and the tragedy of genocide in Armenia in 1915. He suffered the destruction of many of his paintings, and the death of his beloved son.
"I do not know when the artist was born in me. It was probably in those days when I used to listen to my parents' stories about our mountainous, enchanted country, when I used to run as a small boy over the land around our home, and was filled with joy at the many colors of the butterflies, insects and flowers. Color, light and day-dreaming fired me".
Saryan received training in painting at the Moscow School of Painting, Sculpture, and Architecture (1897–1903). Soon Saryan became a member of a group of Moscow Symbolist artists, and he began exhibiting his brightly colored paintings. He continued to paint during his travels to Constantinople (1910; now Istanbul), Egypt (1912), southwestern Armenia (1913), and Persia (1914; Iran); these trips inspired a series of large works in which he attempted to communicate the sensuousness of the Middle Eastern landscapes.
In 1921 Saryan moved to Yerevan, where he became director of the museum of archaeology, ethnography, and fine arts now called the National Gallery of Armenia.
In addition to painting, Saryan illustrated books, including *Armenian Folk Tales* (1933), and he designed sets and costumes for the theatre. Among his awards were three Orders of Lenin.

Hovhannes Ayvazovsky (1817-1900)

Hovhannes (Ivan) Aivazovsky is the most interesting phenomenon of 19th century art. He gained international fame at the age of 25, was elected a member to five European Academies and was awarded the medal of the French Legion of Honor.

Aivazovsky was born to an Armenian family in the city of Theodosia in the Crimea. The Artist's ancestors were called Aivazian. His father called himself Haivazosky. The Artist and his brother decided to call themselves Aivazian or Aivazovsky. Some of the Artist's work bears the signature Hovhannes Aivazian, in Armenian

At the age of twenty he graduated from the Art Academy of St. Petersburg with a gold medal. He went to Italy to continue his studies and returned as an internationally accepted seascape painter. Neither financial security nor life in Palace interested him. He returned to his native land, built a workplace/home on the seashore and, until the last days of his life, dedicated himself to the work that he loved. Aivazovsky's name is always associated with the sea.

In Aivazovsky's works there are so many aspects of Armenian culture and national temperament that it becomes impossible to separate his art from his native people.

APPENDIX 2

Match the following paintings with their names and write the names of the authors.

a)   b)   c)

d)   e)   f)
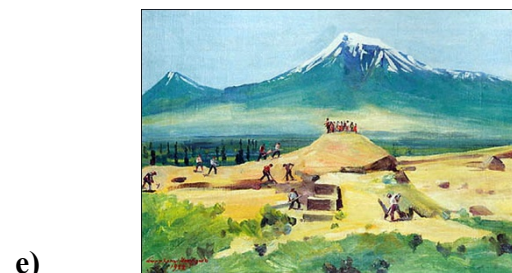
1. On the Storm __   **2. At the well__**

3. The ninth wave __   **4. Shipwreck __**

5. Dvin Excavations __   **6. Mountains __**

APPENDIX 3

Homework

As a follow up for drawing with and listening to the classical music activity students are assigned to answer the following questions in a written way:

- What were you thinking about when the music started?
- How did you make a decision on what to draw?
- Would you draw the same thing if there was no music?
- Do you associate the colors that you used with music?

Lesson Plan 4

Level: Intermediate Low

Subject: English Through Arts and Crafts

Topic: Time: 2 hours

Class Objectives: During the lesson Ss will:

- Develop imagination and creativity
- practice producing arguments
- develop negotiation skills
- practice painting description
- recognize painting techniques
- focus on minor details of the paintings
- produce paintings based on written descriptions

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check T collects the writing assignment from the Ss	5 min	S → T	- identify Ss perception towards painting with classical music
Matching Paintings with titles T asks Ss to brainstorm 10 possible titles of paintings. Ss are divided into groups of 3-4. Each group receives a set of 10 paintings. They are asked to distribute the titles between these 10 paintings (the title should fit the painting as much as possible). After that each group presents arguments for why they have chosen the particular title for the painting.	30 min	T ↔ Ss S ↔ S	- develop imagination and creativity - develop speaking skills - produce arguments for the made decisions
Role Play Ss are divided into groups of 2-3. T hangs print outs of paintings on the wall. Each group of students should make a mutual decision on what painting to buy. Group members convince each other to buy a particular painting by bringing arguments	20 min	T ↔ Ss	- develop speaking skills - produce arguments for choosing a painting - - develop negotiation skills

Information Gap For this activity Ss should work in pairs. Both Ss receive worksheets with instructions which state what they have to draw. **APPENDIX 1** However, student A is assigned to draw objects in the background and Student B is assigned to draw the foreground objects (the shape, color, size of the objects is mentioned in the instructions). Ss are not allowed to see each other's paintings. After that T takes the worksheets and asks the students to describe orally what they have in their paintings. While Student A is describing Student B should add these object to his/her painting. Then they change roles. At the end both Students A and Student B have the same paintings. They show paintings to each other.	45 min	S ↔ S	- Develop speaking skills - Recognize painting techniques - Produce paintings based on written instructions
Puzzle Ss are divided into groups of 2-3. Each group receives a puzzle of one painting. They are given the opportunity to look at the original painting only	10 min	S ↔ S	- develop imagination - focus on minor details of the painting - develop speaking skills

once for a few seconds. Ss should complete the puzzle as soon as possible.			54
Assigning Homework Students are assigned to describe a painting which they completed as a puzzle.	5 min	T → Ss	

APPENDIX 1

Student A

- you should draw the background of the painting

- there is a pale yellow wall

- there is a window with a brown frame on the right

- there are light blue curtains on the window

- there is a round brown clock on the left which shows 3 PM

-

Student B

- you should draw the foreground of the painting

- there is a brown table in the middle

- there is a blue vase on the table

- there are 7 bright yellow tulips in the vase

Mariam Davtyan

Lesson Plan 5

Level: Low Intermediate

Subject: English Through Arts and Crafts

Time: 2 hours

Number of students: 8

Class Objectives: During the lesson Ss will:

- Develop imagination and creativity
- practice producing arguments
- develop negotiation skills
- practice painting description
- recognize painting techniques
- focus on minor details of the paintings
- use vocabulary items for describing paintings
- produce paintings based on written descriptions

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check T collects the writing assignment from the Ss	5 min	S → T	- identify Ss perception towards painting with classical music
Imaginary Characters T asks Ss questions to which they have to answer in a written way. The answers should not be true of themselves because the main aim of the activity is to create in imaginary character. **APPENDIX 1** **The activity is taken from:** Grundy, P., Bociek, H., & Parker, K. (2011). *English through art: 100 activities to develop language skills ; [with CD-ROM]*. Rum: Helbling Languages.	15 min	T ↔ Ss S ↔ S	- develop imagination and creativity - develop writing skills
Drawing tha characters Ss are assigned to draw their imaginary characters. After that each S comes and introduces his/ her character to the class.	30 min	S ↔ S	- develop paintings techniques - develop speaking skills
Information Gap For this activity Ss should work in pairs. Both Ss receive worksheets with instructions which state what they have to draw.	45 min	S ↔ S	- Develop speaking skills - Recognize painting techniques - create paintings based on

However, student A is assigned to draw objects in the background and Student B is assigned to draw the foreground objects (the shape, color, size of the objects is mentioned in the instructions). Ss are not allowed to see each other's paintings.

After that T takes the worksheets and asks the students to describe orally what they have in their paintings. While Student A is describing Student B should add these object to his/her painting. Then they change roles.

At the end both Students A and Student B have the same paintings. They show paintings to each other. | | | written instructions

- create paintings based on oral instructions from peers |
| **Assigning Homework**

Ss are assigned to create 3 more imaginary characters.

After that they should made up a story about them and write it on a hand-made poster. The poster should be illustrated with paintings made by students.

Ss will present the posters during Week 10.

Ss are given time to ask | 15 min | T → Ss | - identify unclear areas |

questions about the project.			

APPENDIX 1

Questions:

- Are you male or female?
- What's our name?
- How old are you?
- Which country are you from?
- What do you do? What's your occupation?
- What do you like?
- How do you like to dress?
- What's your favorite food?
- What sort of person are you – patient, impatient, sad, happy, etc?

APPENDIX 2

Student A

- Draw mountains in the background of the painting
- draw clouds in the sky
- Draw a river going down through mountains

Student B

- Draw a house made of wood in the foreground. It is on the right side of the painting.
- The house has two windows and one door
- The roof of the house is red
- Draw 3 trees on the left side

Lesson Plan 6

Level: Intermediate Low

Subject: English Through Arts and Crafts

Time: 2 hours

Number of students: 8

Number of Students: 8

Class Objectives: During the lesson Ss will:

- develop skimming strategies
- recognize painting techniques
- focus on minor details of the paintings
- use vocabulary items for describing paintings
- produce paintings based on oral descriptions

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check T collects the writing assignment from the Ss	5 min	S → T	- identify Ss perception towards painting with classical music
Pre-reading (Appendix 1) T writes on the board the most challenging vocabulary items which are in the text that student are going to read. T provides definitions and visuals for each word. Ss are asked to read the words loudly.	10 min	T ↔ Ss S ↔ S	- identify new vocabulary items - develop pronunciation
Reading (Appendix 2, 3) Ss receive Worksheets with texts about Pablo Picasso. They are assigned to skim and answer dichotomous questions below.	20 min	T ↔ Ss	- develop skimming strategies - test the comprehension of the text
Discussion Ss discuss the quotes by Pablo Picasso in pairs. After that the class has a discussion together.	10 min	S ↔ S	- Develop speaking skills - Develop listening skills
Video tutorial Ss watch a tutorial by native speaker which explains how to draw a basic landscape with a brush. **http://www.youtube.com/watch?v=**	5 min	S ↔ S	- Develop listening skills - Recognize basic landscape painting techniques

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Painting a landscape T plays the video again and stops it after each step. Ss paint a landscape with brushes by listening to teacher's instruction.	40 min	S T ↔ S	- Develop painting skills - Develop listening comprehension - Develop creativity
Assigning Homework Students are assigned to describe the landscape they have painted during the class.	5 min	T → Ss	

APPENDIX 1

New vocabulary items

- Baptism   n.   (baptize   v.)-
a ceremony in which someone is touched or covered with water to welcome theminto the Christian religion

- Calaboose - jail

- sketch   pad   -
a book with blank pages (=with nothing printed on them), used for drawing

- collage - a picture made by sticking pieces of different materials together ona surface

- tapestry   -
a thick heavy cloth that has pictures or patternswoven into it. Tapestries are often hung on walls.

- rug - a small carpet that covers part of a floor

- etch - to make marks on a hard surface by cutting into it

- etching - a picture printed from a piece of metal that has been etched

Tapestry   Etching on a metal

APPENDIX 2

Pablo Picasso (1881-1973)

Pablo Picasso was born in Málaga, Spain. When he was **baptized**, he was named after various saints and relatives: Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Martyr Patricio Clito Ruíz y Picasso. His father, Jose Ruiz Blasco, was an artist and art professor who gave Pablo art lessons. His mother was Maria Picasso y Lopez. According to his mother, his first word was "piz" when he was trying to say "lápiz," the Spanish word for pencil.

Picasso was not a good student. He often had to go to detention. Here's what he said about it. "For being a bad student I was banished to the "**calaboose**"– a bare cell with whitewashed walls and a bench to sit on. I liked it there, because I took along a **sketch pad** and drew … I could have stayed there forever drawing without stopping "

When he was nine, Picasso finished his first painting, Le picador. He began to experiment with different techniques and styles. When he was 13, he was admitted to the School of Fine Arts in Barcelona, Spain. When he was 16, Picasso's father and uncle decided to send him to Madrid's Royal Academy of San Fernando. This was Spain's top art school. He did not like formal instruction and soon stopped going to classes. He loved Madrid and enjoyed going to The Prado museum to see paintings by famous Spanish painters.

In 1900, Picasso went to Paris. He met Max Jacob, a journalist and poet. Max helped Picasso learn to speak French. He also met many of the famous artists who lived in Paris. In 1905, American art collectors Leo and Gertrude Stein began to collect his work and helped to make him famous.
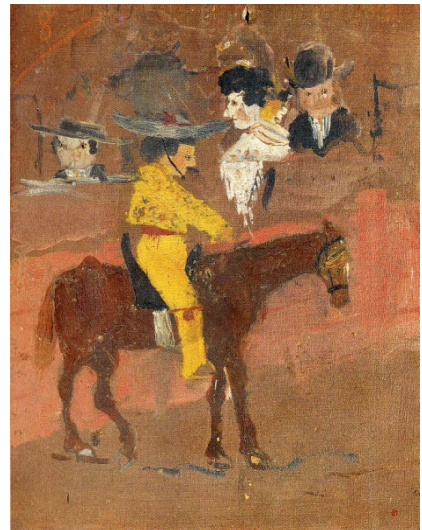
He and Georges Braque invented Cubism, a form of painting that featured simple geometric shapes. He is also known for making **collages** – gluing previously unrelated things together with images. He created oil paintings, sculpture, drawings, stage designs, **tapestries**, **rugs**, **etchings**, collage, and architecture. No other painter or sculptor was as famous while he was still alive. It is estimated that Picasso produced at least 50,000 works of art: 1,885 paintings; 1,228 sculptures; 2,880 ceramics, roughly 12,000 drawings, many thousands of prints, and numerous tapestries and rugs. He also wrote plays and poetry. He became very wealthy.

Some of his famous paintings include: The Old Guitarist; Asleep and Seated Woman, which portray Marie-Therese Walter, one of the women he loved; Guernica, a mural about the Spanish Civil War; and Three Musicians.

Picasso quotes:

"I paint objects as I think them, not as I see them. "
"All children are artists. The problem is how to remain an artist once he grows up. "
"Action is the foundational key to all success."

APPENDIX 3

Are the following statements TRUE or FASLSE according to the text?

1.	Pablo Picasso's father was one of his teachers.	
2.	Picasso enjoyed spending time in an empty room with only a bench in it.	
3.	At the age of 13 Picasso was admitted to the best art school in Spain.	
4.	Pablo Picasso did not enjoy his studies at Madrid's Royal Academy.	
5.	Max Jacob helped Picasso to become famous.	
6.	Pablo Picasso was the most famous painter and sculptor during the period of his life.	

Lesson Plan 7

Level: Intermediate Low

Subject: English Through Arts and Crafts

Time: 2 hours

Number of Students: 8

Class Objectives: During the lesson Ss will:

- develop imagination and creativity
- identify various shades of colors
- recognize paintings by Pablo Picasso
- recognize "cubism" painting style developed by Pablo Picasso
- recognize painting techniques
- practice new vocabulary items
- develop critical thinking

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check Short presentations by Ss about "Cubism"	15 min	S → T	- recognize the painting style developed by Pablo Picasso - develop speaking skills - develop listening skills
Jigsaw Reading Ss work in pairs. Each pair receives one painting by Pablo Picasso with its descriptions. **APPENDIX 1** Ss read the descriptions in pairs and then change their partners. After changing the new partners retell each other the information they read.	30 min	T ↔ Ss S ↔ S	- develop reading skills - develop speaking skills - recognize the paintings by Pablo Picasso and their descriptions
Discussion about paintings T and Ss start a short discussion about paintings by Pablo Picasso. Ss are encouraged to share their opinion about paintings. Besides, they are assigned to identify which paintings may be referred to "cubism" style.	10 min	T ↔ Ss	- develop speaking skills - develop critical thinking
Associating Colors T gives the SS a list of various color shades and their names. The list of colors is available at	10 min	S T ↔ Ss	- develop imagination - identify new vocabulary items - recognize various shades of

this following webpage: http://www.colorhexa.com/color-names Ss are assigned to read the questions written on the board. **APPENDIX 2** They are given a few minutes to think before answering the questions. After that Ss present their answers to the class.			colors - use the names of various shades of colors - develop speaking skills
Video Turotial Ss watch a tutorial by native speaker which explains how to draw a tulip with a brush. http://www.youtube.com/watch?v=V6KNNRmmUR4	10 min	S	- develop listening skills - recognize basic tulip painting techniques
Tulip Drawing T plays the video again and stops it after each step. Ss paint a tulip with brushes by listening to teacher's instruction	40 min		- develop painting techniques - develop listening skills - develop creativity
Assigning Homework Students are assigned to describe their own paintings made during the class.	5 min	T → Ss	

Painted in 1903, the Old Guitarist features an old man hunched over his guitar on the streets of Barcelona, Spain. The Old Guitarist is an example of a work in what is referred to as Picasso's "Blue Period." During this time, roughly 1901-1904, most of Picasso's works were painted in shades of blue or blue-green with solitary, suffering figures and sad themes such as poverty and despair. The Blue Period is thought to represent a time in Picasso's life when he suffering from depressionbecause of the suicide of his close friend Carlos Casagemas.
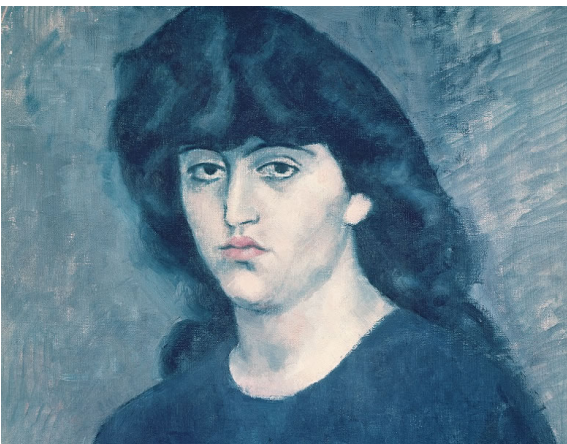
Portrait of Suzanne Bloch was painted by Picasso in 1904, at the end of his "blue period." The painting, with blue-green shades, is characteristic of his works during this period. Suzanne Bloch was a singer and sister of a French violinist. Bloch herself owned the portrait, but her family sold it after she died. It eventually made its way to the Sao Paulo Museum of Art in Brazil where it was stolen in 2007. Sao Paulo police recovered the undamaged portrait, estimated to be worth over $50 million dollars, in 2008.

Picasso painted Family in Saltimbanques in 1905. It is considered the masterpiece of the period of time in Picasso's life known as the Rose Period or Circus Period. The Rose Period followed his "Blue Period," and is characterized by the use of bright colors such as pink and orange, in contrast to the sad blues and greens of the Blue Period. Picasso paintings of the Rose Period often feature clowns or circus performers.

The Three Musicians was painted by Picasso in 1921. In fact, The Three Musicians is the name of two very similar paintings made that year. These paintings each feature a harlequin (jester-like character) with a guitar, a pierrot (a mime) playing a clarinet and a signing monk with sheet music. The harlequin represents Picasso himself; the pierrot represents French poet and novelist Guillaume Apollinarie; and the monk represents French writer Max Jacob. The painting's jigsaw-like composition is a perfect example of the Cubist movement of the time.

APPENDIX 2

- Think of days of the week…

  What color is Monday, Tuesday, Wednesday, etc in your imagination?

- Think of months…

  What color are they in your imagination?

- Think of numbers?

  What color are they in your imagination?

Mariam Davtyan

Lesson Plan 8

Level: Intermediate Low

Subject: English Through Arts and Crafts

Time: 2 hours

Number of students: 8

Class Objectives: During the lesson Ss will:

- use origami folding techniques
- use scanning strategies
- use guessing strategies
- identify new vocabulary items
- identify new origami models

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check T collects the writing assignment from the Ss	10 min	S → T	
Pre-reading T shows Ss different origami objects and starts a discussion about them. Ss are divided into groups of 2-3. T gives each group one origami object and paper. Ss are assigned to unfold it and try making the same thing from paper.	15 min	T ↔ Ss S ↔ S	- activate schemata - develop origami folding techniques develop speaking skills
Reading (Appendix 2, 3) Ss receive Worksheets with texts about origami. Ss work in pairs. They are assigned to scan the text and match the highlighted unknown words with their definitions by guessing their meanings from the context.	20 min	S ↔ S	- Use scanning strategies - use guessing strategies - develop reading skills - identify new vocabulary items

|			
Folding Techniques T opens a webpage with instructions for various origami techniques. (E.g. mountain fold, valley fold, square fold, petal fold, etc.) T asks various students to read the instructions loudly. All students make the folds by following to the instructions. T writes the unknown words on the board. http://www.origami-make.com/howto-origami-fold.php	30 min	T ↔ Ss S ↔ S	- identify origami folding techniques - develop origami folding techniques - recognize new vocabulary items - develop speaking skills
Making Origami Crane T screens a video tutorial which teaches how to make origami crane. Ss and T start making the origami crane by following the instructions in the video. After each step the video is paused. T gives explanations of unknown words (mainly action verbs) by making appropriate actions. http://www.youtube.com/watch?v=FSijU52XJ7w	20 min	T ↔ Ss S	- Develop listening comprehension - Identify new vocabulary items - Practice new vocabulary items - Develop origami folding techniques
Assigning Homework T opens the website with origami instructions. Each S chooses one origami model and makes it at home. During the next lesson SS should come and teach the rest of the class how to make that origami model by giving oral instructions. http://www.origami-make.com/index.php	5 min	T → Ss	- Identify new origami models

APPENDIX 1

Scan the text and match the highlighted words with the following definitions based on the cotext:

- to suggest that someone does something that you believe would be good __
- the act of creating something __
- to give money, goods, or your time and effort in order to achieve something __
- very interested in something or excited by it __
- to give information to many people __
- to make somebody stop thinking or worrying about something __
- to finish something __
- to deliberately let something fall __
- to bend a piece of paper or cloth and press one part of it over another part __
- to make something better __
- the words that someone says when they are speaking to God __
- to give someone something that they want or need __
- a situation in which there is no war between countries or groups __
- to fall into __

ORIGAMI

Origami is the Japanese word for paper folding. *ORI* means to **fold (1)** and *KAMI* means paper. Together, they form the word, "origami." Origami involves the **creation (2)** of paper forms usually entirely by folding. Animals, birds, fish, geometric shapes, puppets, toys and masks are among the models that even very young children can learn to make in just one sitting.

One of the most well known origami model is the crane. It has become the international symbol of **peace (3)**. In Japan every child learns to make the crane. This origami model became very famous in Japan due to the book *"Sadako and 1,000 Paper Cranes" by Eleanor Coerr.* This book tells a true story of a young girl named Sadako who developed leukemia because of the radiation from the atomic bomb that the U.S., **dropped (4)** during the World War Two.
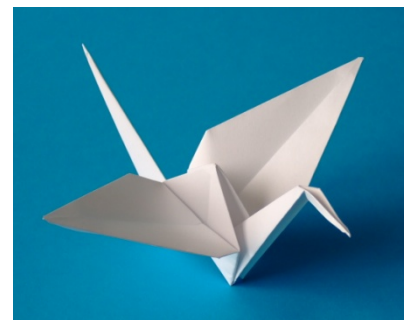
Her friend visits her in the hospital with an origami crane. She tells Sadako that the crane is a symbol of health and if she makes 1,000 origami cranes she will get well soon. Although the crane making process was not easy, the girl decided to follow her friend's advice. As Sadako starts making the cranes they **take her mind off (5)** her illness. The hospital staff and other visitors **provide (6)** her with magazines and other papers for her project. Sadako was so

enthusiastic (7) and that other patients become interested in folding origami-cranes. She teaches all the patients in the hospital to make cranes too.

Learning that her illness came as a result of war Sadako makes the origami cranes as a symbol of peace. She decided to **encourage (8)** people all over the world to live in peace with each other. Soon she has folded hundreds of cranes. Her health improves (9) and she is allowed to come home. Unfortunately, her illness returns and she is not able to **complete (10)** her project. With less than 700 cranes completed, Sadako **lapses (11)** into a coma and dies. When her classmates realize that she had not been able to complete her dream they all decide to learn how to fold the origami cranes. Soon the 1,000 cranes are complete.

The children decide to write to other children all over Japan to tell them of the story of Sadako and ask them to **contribute (12)** money for a monument in her name to **spread (13)** her message of peace. The statue of Sadako holding up a giant crane is situated ar a park in Heroshima which was named "Peace Park". Her classmates were given the honor of deciding what to write on the base of the statue. This is what they chose:

"This   is   our   cry
*This   is   our   **prayer**   (14)*
Peace in the world"

Lesson Plan 9

Level: Intermediate Low

Age: 8-10

Number of Ss in the group: 8

Subject: English Through Arts and Crafts

Time: 2 hours

Class Objectives: During the lesson Ss will:

- use origami folding techniques
- identify new origami models
- practice making written instructions for origami models
- producing origami models based on oral instructions

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Homework check T collects the writing assignment from the Ss. After that each Ss come and teach their peer how to make the origami model that they chose during the last lesson.	20 min	S → T	- develop origami folding techniques - develop speaking skills - develop listening skills
Making written instructions Ss are divided into groups of 3-4. Each group is given a set of pictures which illustrate the steps of making an origami model. Groups should not see each other's pictures. **(APPENDIX 1)** Ss are assigned to make written instructions which will describe the actions for each picture. After that each group helps the rest of the students to make the origami model that had by giving only oral instructions.	30 min	T ↔ Ss S ↔ S	- develop writing skills - develop speaking skills-develop imagination and creativity
Sharing opinion T starts a discussion with students about the course. Ss are encouraged to share their emotions and opinion concerning the course.	45 min	T → Ss	- identify students' perceptions about the course - develop speaking skills
Poster presentations Ss are given time to ask questions concerning the poster presentations which will be made during the next lesson.	15 min		- identify the unclear areas which may occur while making a poster presentation

APPENDIX 1

Group A - Set of pictures from the following webpage: http://www.origami-instructions.com/origami-frog.html

Group B - Set of pictures from the following webpage: http://www.origami-instructions.com/origami-ladybug.html

Lesson Plan 10

Level: Intermediate Low

Age: 8-10

Number of Ss in the group: 8

Subject: English Through Arts and Crafts

Time: 2 hours

Class Objectives: During the lesson Ss will:

-develop presentation making skills

Procedures/stages	Time	Interaction	Purpose
Warm-up Greeting students and discussing today's lesson	5 min	T ↔ Ss	- warm up the students - identify the steps of the lesson
Poster Presentations Ss present the poster presentations which were assigned during week 5. While one S is making a presentation other are writing short comments regarding the presentation on small pieces of paper.	120 min	T ↔ Ss S ↔ S	- develop speaking skills - develop listening skills - develop writing skills -develop presentation making skills - develop imagination - practice painting techniques - practice craft making techniques