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Teaching English through Social Issues and Digital Storytelling

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

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We hereby approve that this design project

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Entitled

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Be accepted in partial fulfillment for the requirements of the degree

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### Abstract

The purpose of this project is to design a course for intermediate English learners at Armenian high schools. The course is technology-based, which aims to enhance students' social awareness and motivate them to take part in social activities held in Armenia. This course also aims to enhance the students' language skills, with emphasis on speaking. The course consists of five different topics and various activities for assessing students' language skills and understanding of the topics. The course was piloted at Mkhitar Sebastatsi Educational Complex. The class met once a week for three academic hours. At the end of the course the class created a digital movie based on the topics covered and on the trip to one of the boarding schools in Armenia during the course. The final results of the video and the course evaluation showed that the students quite successfully met the goals and objectives of the course. In addition to the course description, materials and assessment rubrics, the paper includes reflections based on the piloting experience and recommendations for teachers and lecturers who want to adopt the materials or repeat the course.

*Keywords:* social issues, digital storytelling, Armenia, technology, four language skills.

# **CHAPTER ONE: INTRODUCTION**

## **Introduction**

### **1.1 Background of the Study**

Because of technological modernization today's teaching system is changing. Prensky (2001) claims that today's children have changed because of the recent development of technologies and their widespread use. He calls them "Digital Natives" and he states that these students are "native speakers" of technologies and the Internet. So if teachers want to be professionals and teach the Digital Natives, they should learn the nature and style of communication of their students, should pay much attention to the context and use various technological tools in order to make their classes more appealing and enhance the students' integration level and the effectiveness of learning. Dreon, et al. (2011) suggest that digital storytelling represents one of the most influential technological instruments in an entertainment-based learning atmosphere. Digital storytelling is becoming more and more popular and is being adopted in EFL classrooms' curriculums to engage learners in meaningful language use. It helps EFL learners to change their attitude towards language learning and think about it more as an appealing and fun experience.

### **1.2 Problem Statement and the Significance of the Study**

Armenia is a developing country and its educational system is more traditional where teachers use inflexible curriculum and ready-made materials, mainly books. Traditional education does not encourage creativity, critical thinking, student-centered approach and active discussions, which affect students' motivation of learning (Tovmasyan, et.al. 2008). Though digital storytelling is wildly spread throughout the world, it is a relatively new educational tool in Armenia, which requires much exploration and improvement. The study aims to inform

Armenian teachers about the potentials of digital storytelling in EFL classrooms, how it can be used as a language-learning tool and empowers them to participate in social activities. Moreover, it informs course designers about the effectiveness of integrating digital storytelling into EFL course curriculum. It also aimed to guide and help teachers to deal with difficulties connected to discussions about controversial social issues and find ways to motivate the students to actively take part in social activities in Armenia. Armenian schools also lack projects or courses about social issues that present in Armenia. It is very important for young people of high school age to be aware of those issues and take part in making Armenia a better place.

### **1.3 The Purpose of the Study**

The purpose of this study is to explore the potential of digital storytelling to enhance students' awareness of social issues globally and in Armenia in the frame of English classes. It aims to motivate students to learn English, gain knowledge about certain social issues, improve critical thinking skills and encourage them to get engaged in social activities in the Armenian context.



## CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter presents an analytical literature review of several articles connected to digital natives, digital storytelling and video production, as well as some studies related to social issues in EFL classrooms. It aims to analyze the use of technologies among digital natives, to discuss what digital storytelling is and how teachers can use it as a technological tool in their language teaching classrooms, as well as the use of video production and the role of teaching social issues in EFL classrooms. The sub-chapters represent definitions and viewpoints of these phenomena discussed by different authors and the results their findings suggest.

**2.1 Use of Technologies among Digital Natives** Prensky (2001) calls today's generation "Digital Natives" and claims that "students today are all "native speakers" of the digital language of computers, video games and the Internet" (p.1). The present Net Gen students who are also called Digital Natives, are born in the times when PC was presented, so they have actually grown up with technology. 20 percent of these students started using computers at the ages of five and eight. Almost all Net Gen students were using computer devices when they were 16 or 18 years old. Using computers have become more widespread among children in our days. 96 percent of children from 8 to 18 years have gone online. 61 percent of children use the Internet every day and 74 percent use computers at home. 94 percent of students use the Internet for doing school research and 78 percent of them are sure, that it helps them to do their homework. Oblinger and Oblinger (2015) mention in their article that in students consider technologies to be part of their world, rooted in their society, are helpful tools for education, help them to learn fast, stay connected and communicate easily.

The discussions about the effectiveness of using computers in classrooms remain up-to-date and at the same time students go on using developing technologies in their lives,

though many educators haven't found solutions how to integrate them into their classrooms yet. If we ask the young what technologies they usually use, we will see that they do not limit themselves by using only popular Web sites like MySpace and YouTube. The list contains blogs, Wikis, podcasts, and social bookmarking tools as well. Teachers are mostly unaware of most of these technologies, though their students largely use them for information-gathering as well as information-creating purposes (Robin, 2008). Ito et al. (2008) suggest that the young use online networks for various public communications, where they can stay in touch with their friends and at the same time do not be monitored by their parents or teachers. Online networking helps young people to obtain knowledge from their peers, which is not locally accessible to them. It introduces them to novel values and types of participation in communities and encourages collaboration.

At the same time, Earle (2002) claims that technologies should be pedagogically safe. Technologies should provide opportunities to turn the process of information gathering into problem solving, permit novel learning experiences, stimulate deep managing of ideas, raise students' interaction with subject matter; and encourage both faculty members and students' motivation in teaching and learning, —in short, develop pedagogy.

## **2.2 Digital Storytelling**

Lately, technologies and multimedia components have been included into teaching and learning process because of their recent development. With the help of entertainment-based learning atmosphere, teachers can make their subjects more appealing, which will lead to the learners' effective participation and simplify the learning process. Today digital storytelling represents one of the most influential teaching and learning tools. It is a flexible and simple tool, which can be used for various purposes and can be included in nearly all the subjects we teach

(Signes, 2008; Dreon et al., 2011). Digital storytelling is a novel model of the old art of storytelling. For the presentation of the story we add multimedia components, such as pictures, sound, music and videos. Commonly we create digital storytelling with software such as Windows Movie Maker, Apple iMovie, and Adobe Premiere (Robin 2008; Xu et al., 2011). Robin (2008) defines digital storytelling as a technology-integrated presentation, which gives learners the opportunity to represent stories created by them and helps teachers to use new technologies in their classrooms in an effective way. Digital storytelling permits learners to develop their skills for creative storytelling through the traditional methods of choosing a topic, doing some research, writing a script and creating an attractive story.

Robin and McNeil (2012) claim, that while writing the script for their story, students should always keep in mind whom they are addressing their story. They should take into account the age, gender, cultural background and other factors about their audience, to get assured that the story is proper for them and what they want their audience to learn from those digital stories. For this purpose, they should pay much attention to preparation and organization before the actual story-creation procedure begins. The factors that are important in the process of creating a digital story are the topic choice, script development, usage of high-qualified medias and also keeping students involved in a constant evaluation procedure. The authors suggest from their experiences that every single part of the process of creation of a digital storytelling, starting with the primary design and concluding with the final development, are all very important, and each of them may increase or weaken the final digital storytelling project that students create.

Robin (2008) suggests, that digital stories can be categorized into the following three main groups: personal or narrative stories, stories that inform or educate, and stories that re-tell historical events. Probably the most widespread type of digital story is one in which authors tell

their personal stories Lambert (2010) suggests the following types of personal stories: character stories, memorial stories, adventure stories, accomplishment stories, the story about a place in one's life, the story about what one does, love stories, recovery stories, discovery stories.

Robin (2006) suggests that there are many ways that Digital Storytelling is used in education. First, instructors should decide whether they will use Digital Stories by themselves for presenting new materials or they should have their students use it as a language-learning tool. Digital storytelling is a great tool to express preferred information about a topic or a subject area by the teachers as well as an influential instrument that has a positive effect on students and their performance. The teachers, who used digital storytelling for their classes noticed an improvement in certain skills of their students such as technical, collaborative, presentation, research, organizational, problem-solving, writing skills and media literacy. It also increased their students' motivation and engagement level (Bumgarner, 2012; Dogan & Robin, 2007; Hung et al., 2012; Ohler, 2006; Sadik, 2008). Generally, digital storytelling is a useful and appropriate instrument for improving the four skill areas of English language competency (Brenner, 2014). Ohler (2006) suggests that like other art forms, digital storytelling continues to progress to adapt new technologies, purposes, and creative ideas.

Since 1990s there has been a great revolution in digital technology related to television, language laboratories (LL) and computer technologies that were full of various opportunities for language teachers (Vanderplank, 2010). Video-based procedures are closely related to second language teaching. With the development of digital video and computer technologies, today there are several ways that teachers can use videos in their classrooms to help their students learn the second language (Shrosbree, 2008).

Student-created video projects are brilliant ways to develop communicative tasks that will help them to form and practice unplanned or spontaneous talks and conversations. When the students choose what to videotape and then create videos, it becomes an encouraging activity, since it develops students' creativity. The teacher's role is to guide and help the students with different linguistic and sociolinguistic structures. The teacher helps the students when something does not work well, but mainly it's a student-controlled process. Therefore, it is a practice during which students focus on language forms and language use. For instance, grammar can be practiced through writing scripts, getting feedback from peers and instructors and redrafting. In a communicative classroom the process of video creation is a valuable and motivating experience. It is a very effective way to combine language skills. "Teachers who decide to try it should not, however, think that the quality of material produced will rival Lucas Film. As yet, there is no category in Hollywood or Cannes for work produced in an EFL classroom" (Biegel, 1998, p. 3).

### **2.3 Social Issues in EFL Classrooms**

In the 21st century we live in critical times. There are serious global issues, which need attention such as terrorism, sexism, ethnic conflicts, social inequality, gender discrimination, environmental damages, and migration. "Global Education" suggests answers to the questions such as how to help students deal with migration problems and after all what is the role of teachers in the world full of poverty, prejudice, pollution and other social issues (Hulbert & Totten, 1992; Cates, 2002).

Cates (2002) suggests that there are several reasons why we take care of world problems. They can be both moral and personal. Many language teachers think that they should not hide behind their textbooks pretending that these problems do not exist at all. Another reason is

connected to our ambitions about a language teaching "profession." There is an idea that the professions have a moral responsibility towards society and this idea goes back to the Hippocratic Oath in ancient Greece where doctors swore to be useful and helpful to the society by using their professional skills. During the last 20 years there has been noticed a quick growth in the number of professional groups which aim is to solve world social problems through research in their fields, education of the public and political actions. There are similar groups for scientists, lawyers, psychologists, and other fields' professionals. Hence, to prove the process of language teaching as a "profession" in the real sense of the word, language teachers should consider the part of social responsibility. Another motive for touching upon global issues in language teaching is connected to our position inside the field of education. Teaching, which goal is to educate people and to share knowledge is particularly responsible for encouraging peace, justice, and an active participation in solving the world's problems.

Many students go through various conflicts in their lives. The reality is changing the way teachers think of classroom discussion, consequently, the ways teachers use discussions in their classrooms about social issues are changed, too. The teachers who took part in the study conducted by Sostre et al (2008) changed their opinions referring to discussions and debates of social issues in the classrooms because of the resources available. Levinson et al (2001) suggest, that while having discussions about social controversial issues, it is important to be unbiased, fair and accept the various opinions that students might express. Another study done by Byford et al (2009) suggest that though teachers find that discussions about controversial issues may lead to conflicts and misunderstandings between students or between teachers and students, they still think that they play a significant role in educating informed citizens. Sostre et al (2008) claim

that the classroom environment should inspire students to voice their stories and see social issues with the willingness to actively solve the issues, which they might also be going through.

## Conclusion

To sum up, today's teachers should be familiar with the concept "Digital Natives" which means, that all our students are considered to be "native speakers" of digital language, that is computers, video games, the internet. This means that students are fond of technologies and mostly use them as a learning tool in their learning processes. Digital storytelling is one of those technological tools, which helps teachers and students to make the teaching-learning process more appealing and fun. Digital storytelling develops certain skills in students such as technical, collaborative, presentation, research, organizational, problem-solving, writing skills and media literacy (Bumgarner, 2012; Dogan and Robin, 2007; Hung et al., 2012; Ohler, 2006; Sadik, 2008).

"Global Education" suggests answers to the questions such as how to help students deal with migration problems and after all what is the role of teachers in the world full of poverty, prejudice, pollution and other social issues (Cates, 2002; Hulbert & Totten, 1992). Cates (2002) suggests that there are several reasons why we take care of world problems. They can be both moral and personal. Teaching, which goal is to educate people and to share knowledge is particularly responsible for encouraging peace, justice, and an active participation in solving the world's problems. Sostre et al (2008) claim that the classroom environment should inspire students to voice their stories and see social issues with the willingness to actively solve the issues, which they might also be going through.

The literature review helped me to get familiar with digital storytelling and social issues in language classrooms and gave me some clues how to effectively use the content of social issues in teaching-learning process.



### **CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES**

The purpose of the following course is to integrate digital storytelling into Armenian EFL classrooms and to encourage students to learn about current social issues and participate in various social activities. The course is specially designed for tenth-grade students of regular classes at Mkhitar Sebastatsi Educational Complex in Yerevan, Armenia. The number of students in the classroom is fifteen and their level is B1. The course is designed to last 6 weeks with 3-academic-hour classes meeting once a week.

#### **Needs and Environment Analysis**

One of the main parts of my teaching philosophy is dedicated to my students' needs and requirements. I strongly believe, that modern education should be more focused on learners rather than on teachers and that great emphasis needs to be given to what the students' needs and perceptions are.

For the course to have real value and to accomplish students', parents' and teachers' requirements and expectations, needs and environment analysis was conducted. The tools of the analysis included two questionnaires designed for the students and for the parents and an interview with the students' current English teacher.

The aim of the questionnaire (see Appendix A) conducted with students was to find out the students' level, age, their needs, interests in social issues and their technological skills. The results of the questionnaire showed that all of the students have B1 level of English, most of the students are interested in social problems and they particularly mentioned the following social problems: people with disabilities and their place in society, orphans, gender discrimination, low salary and low level of the educational system in Armenia. The students

have had some experience of creating digital videos, though they did it in their other classes (not in their English classes) and used different software.

The aim of the questionnaire conducted with parents was to reveal the parents' attitude towards the course, their preferred topics that the course might include and any limitations that they would like to mention. The results of the questionnaire showed that all of the parents wanted their children to attend an English course the topic of which is social issues. The suggested topics from the parents were poverty, unemployment, environmental problems and educational system in Armenia. Some parents mentioned that they would not like their children to talk about any type of abuse and sexual issues.

The aim of the interview with the teacher was to confirm the students' level of English proficiency, the materials they use for their English classes and the ways their classes are held. The interview showed that the proficiency level of the students is B1, that they use Destination B1 and B2 as their regular books and have various handouts delivered by the teacher. So the findings of the needs analysis helped me to choose the social issues that my classes will contain. It also helped me in finding and choosing materials (reading, listening and watching) to be included in my classes. In general, needs analysis assisted me in creating and finalizing my course curriculum. **Goals and Outcomes**

The results of the needs analysis, the aim of the course and the private research were the main basis for formulating the goals and outcomes of the following course. The course has four main goals, each of which has multiple objectives. The first goal is connected to the students' technological skills, the second one is connected to the social awareness, the third goal is related to their collaborative, group work and the fourth one is related to the students'

four language skills, with the emphasize on speaking skill. Refer to the Syllabus (see Appendix B) for the complete list of goals, outcomes and assessment forms.

### **Assessment Plan**

Considering the factor that this course is going to be the students' regular course I have decided to have an alternative assessment with certain points and percentages. The assessment plan is also based on the students' proposals and perceptions. Bellow you can see the table for the evaluation method.

**Table 2**

<b>Assignment</b>	<b>Weight (%)</b>
Attendance	10%
Video Project	20%
Participation	30%
Reflection	40%

#### **Attendance (10% of final grade)**

Attendance is required, as absences will impact on students' understanding of new materials and technological skills. Attendance is also very important, as the course is going to be a regular course, not an afterschool program.

#### **Class participation (30% of final grade)**

The grade for participation will be based on students' active and meaningful participation in discussions, debates and in-class activities. Examples of in-class activities include role-plays, discussions, brainstorming, technology-based activities, self-recordings, video production, etc.

Critical analysis of related information from the reading or listening materials, as well as personal experiences are also required.

### **Reflection (40% of final grade)**

For this assignment, students will reflect on their learning experience and knowledge related to social issues based on their classes, class materials and their personal research. They will write briefly about each class, their attitude towards the classes and the way the classes are held according to them. They are also encouraged to give some advice or suggestions to the teacher to improve the gaps, hence, increase the quality and usefulness of the classes.

### **Video Presentation (20 % of final grade)**

As one big group the students will create a digital story about a certain social issue. The assessment of the video will be based on the rubric provided beforehand.

### **Learning Plan**

The following course represents a mixture of different teaching methods with the emphasize on the Communicative method, which mainly focuses on collaborative work and on speaking skills, thus is highly connected to the course goals number three and number four (To utilize skills that enable them to work cooperatively. To practice the four English language skills, with emphasize on the speaking skill, to understand and discuss target social problems.).

Throughout the course you can see that some activities and strategies are used several times. The purpose of it is to provide consistency and efficient learning results. These include discussions and debates, reflections, listening activities, comprehension-checking and general questions.

The learning plan (see Appendix B) provides the scope and sequence of the course. It includes the names of the main activities that are designed to enhance the students' language,

as well as technological skills, raise their social awareness and encourage them to take part in social activities in Armenia. In the scope and sequence the themes and topics of the lessons are also provided. Every unit is one class lasting three academic hours.

### **Timeline of the Project**

The timeline for major steps in my project is the following:

- Needs analysis – October 2014
- Literature review – November 2015
- Finalizing course goals, objectives and assessment – November 2015
- Proposal presentation – December 2, 2015
- Writing up the learning plan – December 2015 – January 2016
- Piloting the course – March-April 2016
- Course evaluation – April 2016
- Capstone Defense – May 17, 2016

## CHAPTER FOUR: REFLECTIONS & RECOMMENDATIONS

### 4.1 Reflection on the Project

I wanted to use technologies in my classes as I am fond of technologies and am certain that reasonable usage of technologies makes classes more efficient, attractive and practical. After consulting with my instructor, we came to the conclusion that we can have a course “Social Issues through Digital Storytelling”. Regarding the theme of my course we chose “Social Issues”, as in Armenian curriculum there are no courses devoted to such an important topic and I am highly assured that students, especially at the age of 13-16 should have a subject related to it to enhance the students’ knowledge and awareness of social issues. So after several discussions and research, the decision was made to design a course, which would:

1. Raise students’ awareness about current social issues/problems worldwide,
2. Raise students’ awareness about current social issues/problems in Armenia,
3. Develop students critical thinking and problem-solving skills,
4. Enhance students’ language skills, with a focus on speaking,
5. Motivate and inspire students to organize various social activities or participate in them.

As my next step was to decide the topics, I was guided by the results of the needs analysis as well as a private research based on the most crucial and current social problems that the world and especially Armenia face. I wanted the topics to be interesting for the students, but also emphasized the fact, that they should be beneficial for every student to know about and would encourage, motivate them to act and participate in social activities. So, the chosen topics are the following: global social issues and social issues in Armenia, environmental problems,

gender discrimination, people with social needs and people with physical needs. As my piloting showed later, the topics were rather successful and effective for the students.

My course had two main goals: to enhance students awareness of social issues, motivate them to take part in social events and to develop their digital skills for creating final digital stories based on the covered topics of the course. The needs analysis showed that a few of the students (mainly boys) were familiar with digital storytelling and even had some experiences connected to the creation of digital videos. So while writing the lesson plans I devoted about one hour on the development of my students' digital skills, particularly on teaching of how to use Windows Movie Maker.

My two other goals were to utilize skills that enable them to work cooperatively and to practice the four English language skills with emphasize on the speaking skill, to understand and discuss target social problems. For that, in my lesson plans I included different group-work activities, discussions, video and audio materials, various writing activities, etc.

The assessment of my course was initially supposed to be based on the quality of the final videos, but from the beginning of the piloting it was clear for me, that the students were more enthusiastic about writing lesson reflections rather than creating digital videos. They also insisted on writing reflections in their notebooks, rather than in their blogs, as for all their other classes they were required to write blog reflections and in their words, they were "tired of so much technology usage". At first, my course assessment was the following: Attendance-10 percent, Participation-20 percent, Blog Reflections-30 percent and Video Presentation-40 percent. But during the piloting, the decision was made to change the assessment based on the students' preferences and the renewed version of the assessment is the following: Attendance-10 percent, Participation-30 percent, Reflections-40 percent and Video Project 20 percent.

The piloting of the course was quite interesting and fun for me. Each class lasted 3 academic hours and I had only one class in a week. That was the first challenge for me to face, as I was afraid that the students might forget the materials covered during the previous class. But, fortunately, they perfectly remembered all the materials and were excited to learn more and to gain more knowledge.

The first lesson was the introduction of the course, about my plans and expectations from them, we discussed the assessment and, as mentioned above, I made some changes there based on the students' perceptions. First, they wanted to have a longer digital video but to create it as a class, not as separate groups. Second, all of them preferred to have handwritten notebook reflections instead of blog reflections, which I accepted gladly.

The first class gave me a more precise image of the course and helped me to change the next lesson plans so that they would be more effective and useful. After the first class I came to the conclusion, that:

- The instructions should always be simple enough to follow and after each instruction, with the help of comprehension-checking or general questions make sure that the students understand what they are supposed to do.
- As some of the students do their assignments quicker than the others, always have extra assignments for those students, otherwise, they will start to talk and distract the lesson.
- Some students are shy to talk and communicate starting from the first class, so do not make/force them to. Give them some time and they will overcome their silent period.

I tried to follow all the “rules” that I made for myself and they definitely helped me to be a better teacher.



My next classes had the similar scheme, two hours was dedicated to the topic of the particular class and one hour was dedicated to the development of digital skills. We had various group discussions, video discussions, speaking and writing activities. Much attention was paid to the students' perceptions and views and the students received enough time and complete freedom to express their opinions, as social issues can sometimes be contradictory and our opinions may sometimes oppose. The main job/challenge/ for me here was to create a stress-free environment for the students where they feel comfort and protection.

After the topic "People with Physical Needs" me and two other English teachers took the students to a boarding school where the students communicated with children with different disabilities, danced with them, watched a cartoon, sang songs, played and gave them candies. The students actively and with a great willingness participated in it. This was one of the primary goals of my course to motivate the students to take part in social activities. After the trip, the students decided to include it in their digital video and share their impressions with other people. It was a great motivation for me as well because as a teacher I could see that my plans worked and I reached another goal of my course.

#### **4.2 Recommendations**

At the end, I want to give some final recommendations for the teachers, who would like to use or implement my course. They are based on my personal experience and on the students' final reflections on the course. Other teachers who are interested to teach a similar course:

- They may need to master all the digital skills, which you are going to cover during the course. Before starting the course, watch some tutorials, create short digital stories by yourself in order to be completely confident in your skills.

- Search in Google for the articles that will give an overall idea about the current social issues and proper ways to teach them. Some of the issues may be rather contradictory, so make sure you know how to teach those kinds of topics.
- Create a stress-free atmosphere where students can freely express their opinions without hesitation or a fear of being ignored.
- Make students feel comfortable even when they are out of their comfort zone. While organizing group work, don't let the same students be in the same groups every time, though they might insist on it. Think of a technique and use it every time you are making groups like random sampling. This is an important point in terms of team building and enhancing the students' collaboration skills.
- The instructions should always be simple enough to follow and after each instruction, with the help of comprehension-checking or general questions make sure that the students understand what they are supposed to do.
- As some of the students do their assignments more quickly than the others, always have extra assignments for those students, otherwise, they will start to talk and distract the lesson.
- Some students are shy to talk and communicate starting from the first class, so do not make/force them to. Give them some time and they will overcome their silent period.
- Prepare for the lesson based on the lesson plans, but do not limit yourself. Each teacher has her way of creativity. Challenge yourself and find out.
- Concentrate on the goals of the course, but if there is a need, use extra activities, handouts, articles, etc.; to make the course more effective.

- While creating the final digital videos, make sure that all the students work on the project. You can do this by assigning certain roles.
- Do not forget to have short reflections after each class and if possible, share your final reflections and thoughts with the course designer.

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## Appendices

### Appendix A: Needs and Environmental Analysis

#### 1. For Students

1. Ձեր տարիքը?	<hr/> <hr/> <hr/>
2. Գիտեք անգլերեն? Անգլերենի ինչ կրթություն ունեք?	<hr/> <hr/> <hr/>
3. Հետաքրքրված եք սոցիալական հարցերով (Հայաստանում)?	<hr/> <hr/> <hr/>
4. Նշեք այնպիսի սոց. հարցեր որոնց կուզեիք անդրադառնալ.	<hr/> <hr/> <hr/>
5. Կան այնպիսի սոց. հարցեր որոնց չէիք ցանկանա անդրադառնալ? Ինչու?	<hr/> <hr/> <hr/>
6. Սիրում եք պատմություններ պատմել?	<hr/> <hr/> <hr/>

7. Ծանոթ եք վիդեոներ ստեղծելու ծրագրերին? Երբևէ օգտագործել եք?	<hr/> <hr/> <hr/>
8. Կցանկանաք մասնակցել դասընթացի, որի ընթացքում կստեղծեք վիդեո հոլովակներ, որտեղ կանդրադառնաք Հայաստանի սոց. խնդիրներին? (Դասընթացը բաղկացած է 6 դասից, ամեն դասը տևելու է 3 ժամ: Ամբողջ դասընթացը և վերջնական վիդեո հոլովակները լինելու են անգլերեն լեզվով:)	<hr/> <hr/> <hr/>

(the English Version)

1. How old are you?	<hr/> <hr/> <hr/>
2. Do you know English? What is your proficiency level in English?	<hr/> <hr/> <hr/>
3. Are you interested in social issues (particularly in Armenia)?	<hr/> <hr/> <hr/>
4. Mention some social issues that you would like to discuss	<hr/> <hr/> <hr/>
5. Is (Are) there any social issue(s) that you would <b>not</b> like to discuss and why?	<hr/> <hr/> <hr/>
6. Do you like storytelling?	<hr/> <hr/> <hr/>

7. Are you familiar with video-creating programs? Have you ever used such programs?	<hr/> <hr/> <hr/>
8. Would you like to take a course during which you will learn how to create videos about social issues in Armenia? (The course will consist of six classes; each class will last three academic hours. The total course and the final video production will be in English.)	<hr/> <hr/> <hr/>

## 2. For Parents

Կցանկանայիք, որ Ձեր երեխան մասնակցի անգլերենի դասընթացների, որոնց հիմնական թեման կլինի Հայաստանում առկա սոց. հարցերը?	<hr/> <hr/> <hr/> <hr/> <hr/>
2. Որ սոց. հարցերին կցանկանայիք , որ Ձեր երեխան անդրադառնար?	<hr/> <hr/> <hr/> <hr/> <hr/>
3. Որ սոց. հարցերին չէիք ցանկանա , որ Ձեր երեխան անդրադառնար? Ինչու?	<hr/> <hr/> <hr/> <hr/> <hr/>



(the English Version)

<p>1. Would you like your child to attend an English course, which content is about social issues in Armenia?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. What social problems would you like your child to discuss?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. What social problems would you <b>not</b> like your child to discuss and why?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

## Appendix B: Syllabus

### Teaching English through Social Issues and Digital Storytelling

Meeting Times:		Monday 12:00-15:00
Location:		Mkhitar-Sebastatsi Educational Complex
Instructor:		Zhenya Yesayan
Contact Information:		Email: Phone:

#### Course Description

The purpose of the course is to introduce the students to social issues, encourage them to take part in social activities held in Armenia, and enhance their technological skills for creating digital video stories. The course will use new technologies for the production of digital stories, the topics of which will be certain social issues, which we'll pass during the whole course. During the course the students will design digital storytelling projects, which will develop their

practical skills of using technologies for teaching purposes. The topics which will be covered during the course are chosen according to the needs analysis and according to the instructor's own research and they are the following: "Global Social Issues", "Social Issues in Armenia", "Environmental Pollution", "Gender Discrimination", "People with Physical Needs" and "People with Social Needs". The target students are 10<sup>th</sup> graders from Mkhitar-Sebastatsi Educational Complex, their age ranges from 14 to 15 and the level is B1. The main goals of the course are: to be aware of social problems in Armenia, to talk, have discussions about social issues as well as collaboratively create a digital storytelling video connected to certain social issues.

<b>Course Goals and Outcomes</b>					
<b>GOALS</b>	<b>OUTCOMES</b>	<b>Assessment</b>			
		<b>attendance</b>	<b>participation</b>	<b>video project</b>	<b>blog reflection</b>
<b>GOAL 1: To develop digital skills for creating digital storytelling videos.</b>	<b>1.1 Organize, analyze, evaluate, group and use multimedia components to create original stories.</b>	x	x		
	<b>1.2 Use technological devices to record their stories, take pictures or shoot videos.</b>	x	x		
	<b>1.3 Use software to create videos according to the chosen topics.</b>	x	x		
<b>GOAL 2: To raise students' awareness of social problems and inspire them to get involved in social activities in Armenia.</b>	<b>2.1 Analyze and evaluate social issues.</b>	x	x		x
	<b>2.2 Evaluate the importance of getting involved in social activities.</b>	x	x	x	x
	<b>2.3 Identify social problems and give possible solutions.</b>	x	x	x	x
<b>GOAL 3:</b>	<b>3.1. Work in groups constructively and effectively.</b>	x	x	x	

To utilize skills, which enable them to work cooperatively	3.2.Participate constructively in-group discussions, debates, sharing of opinions and ideas related to social issues.	x	x		
GOAL 4: To practice the four English language skills with emphasize on the speaking skill to understand and discuss target social problems.	4.1.Read articles, short stories and draw conclusions in the form of diagrams or tables.	x	x		
	4.2. Write reflections in their notebooks and create a script for their stories.				x
	4.3. Watch and understand authentic videos on digital storytelling and social issues.	x	x		
	4.4.Use target vocabulary while talking/having discussions about social issues.	x	x		

### Teaching and Learning Methods

- Class time will consist of discussions, debates, group and pair work, workshops and the final video presentation.
- You are expected to arrive on time, actively take part in discussions, collaborate with your peers, think critically about various social issues in this course, be ready to search, exchange ideas and find possible solutions.
- For the course you will need the internet, notebooks (for each class reflections) mobile (smart) phones or tablets, laptops.

### Teaching Philosophy

The following course is for those students, who want to develop their four language skills, particularly speaking. It will enhance students' awareness of social issues in Armenia and will motivate the participants to take part in social activities. As a teacher and as a social activist I am very interested in social problems, especially in Armenia, and as I do not see many actions, workshops, activities done in this field with the young, I believe that this course will give the young much information about the topic. I think that technology is a must in today's classrooms, so I integrate new technologies, mainly digital media, in my classes. I try to help my learners become more tech-friendly as I am sure they will need that skill for their further studies.

To make the course more interactive and appealing I will use different technological tools, activities, games, class discussions, debates, etc. I believe, that the first impression is very important, so if the students like the course from the first class, they will be motivated and interested till the end of the course. As a teacher I am very flexible, so although I have a certain schedule, which I expect to follow during the whole course, I will always be open to new ideas, new advice and new suggestions from the students.

### **Policies**

*Attendance & Punctuality:* Absences are not welcomed without a solid reason. Please do your best to attend all the classes, but in case you will be absent, make sure to warn your teacher beforehand. Also make sure to find out about missed classes and discussions from a peer. Please try to arrive on time, which will show your respect towards your teacher and peers because late arriving disturbs the class time.

*Food & Drink:* Drinks are allowed, but avoid any kind of food during the classes.

*Technology/Cyber Vices:* As the course is a technology-based one we definitely need technology devices such as mobiles, tablets, laptops/computers. But this should not be the cause for you to be distracted by Facebook or any other social sites.

*Late Work:* Please make sure to handle any assignment on time, in case there is a firm reason for the delay.

## Assignments & Assessments

### **Attendance (10% of final grade)**

Attendance is required. Absences will impact on your understanding of new materials and technological skills.

### **Class participation (30% of final grade)**

The grade for participation will be based on students' active and meaningful participation in discussions, debates and in-class activities. Critical analysis of related information from the reading or listening materials, as well as personal experiences are also required (see the rubric at the end of the syllabus for grading details).

### **Reflection (40% of final grade)**

For this assignment, you will reflect on your learning experience based on your classes, your experience and your personal research (see the rubric at the end of the syllabus for grading details). In your reflections you are encouraged to talk about the way classes are held, how you like it or what can you suggest in order to make the classes more attractive and interesting. **Video**

### **Project (20 % of final grade)**

As a big group you will create a digital story about certain social issues that are crucial in Armenia currently. You will develop your digital story throughout the course and will present it during the last class (see the rubric at the end of the syllabus for grading details).

### Evaluation Method

Assignment	Weight (%)
Attendance	10%
Participation	30%
Reflection	40%
Video Project	20%

### Course schedule/Learning Plan

Units	Speaking	Reading Listening Writing	Technological skills	Vocabulary	Homework
Unit 1 Global Social Issues Social Issues in Armenia	<ul style="list-style-type: none"> <li>“3-2-1” Speaking activity</li> <li>Questions and discussions based on teachers’ presentation</li> <li>“Find Easy Solutions” activity</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ presentation about general social issues</li> <li>Teachers’ presentation about general social issues in Armenia</li> <li>“Question to Paragraph”- writing activity</li> </ul>	<ul style="list-style-type: none"> <li>Examples of digital stories (related to the topic of the Unit)</li> <li>A tutorial about the steps of how to create digital stories</li> </ul>	<ul style="list-style-type: none"> <li>global social issues</li> <li>technological terms</li> </ul>	<ul style="list-style-type: none"> <li>A hand reflection a</li> </ul>

<p>Unit 2 Environmental Problems</p>	<ul style="list-style-type: none"> <li>• “Two Lies and One Truth” activity</li> <li>• “Making a New Society” activity</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers’ presentation about general environmental problems and environmental problems in Armenia</li> <li>• “Environmental Problems and Solutions” activity</li> </ul>	<ul style="list-style-type: none"> <li>• A tutorial about how to download and use Movie Maker for making simple <b>videos with pictures and music</b></li> </ul>	<ul style="list-style-type: none"> <li>• environment</li> <li>• pollution</li> <li>• chemicals</li> <li>• technological terms</li> </ul>	<ul style="list-style-type: none"> <li>• A hand reflection a</li> </ul>	
	<p>Unit 3 Gender Discrimination</p>	<ul style="list-style-type: none"> <li>• A discussion about “Gender Discrimination”</li> <li>• “Answer the Questions and Throw the Ball” activity</li> </ul>	<ul style="list-style-type: none"> <li>• A video about “Gender Discrimination” and a follow up true/false activity</li> </ul>	<ul style="list-style-type: none"> <li>• A tutorial about how to record themselves</li> </ul>	<ul style="list-style-type: none"> <li>• gender vocab</li> <li>• human rights</li> <li>• technological terms</li> </ul>	<ul style="list-style-type: none"> <li>• A hand reflection a</li> </ul>
	<p>Unit 4 People with social needs</p>	<ul style="list-style-type: none"> <li>• “My Beliefs about Poverty” activity</li> </ul>	<ul style="list-style-type: none"> <li>• A video “Extreme Poverty: Choices” and some follow-up questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• types of social needs</li> <li>• social organizations</li> <li>• technological terms</li> </ul>	<ul style="list-style-type: none"> <li>• A hand <b>reflection</b></li> </ul>
	<p>Unit 5 People with physical needs</p>	<ul style="list-style-type: none"> <li>• A warm-up discussion about “People with physical <b>needs</b>”</li> </ul>	<ul style="list-style-type: none"> <li>• A talk by Nick Vujucic and a follow-up discussion.</li> <li>• A video “Because who is perfect” and a follow-up discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• types of physical needs</li> <li>• general medical terms</li> <li>• technological terms</li> </ul>	<ul style="list-style-type: none"> <li>• A hand <b>reflection</b></li> </ul>



<p style="text-align: center;">Unit 6 Video-Presentation</p>	<ul style="list-style-type: none"> <li>● Before and after video-presentation discussions</li> <li>● Reflection on the video and on the course</li> </ul>				
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#### Required Texts/Videos

- <http://www.storycenter.org/stories/>
- <https://www.youtube.com/watch?v=C5sd3MPH4Z8>
- <https://www.youtube.com/watch?v=AcQPoM2McHo>
- [http://www.teachingenglish.org.uk/sites/teacheng/files/Environmental%20problems\\_worksheets.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/Environmental%20problems_worksheets.pdf)
- <http://www.esl-lab.com/enviro1/enscr1.htm>
- <https://www.youtube.com/watch?v=LIfmpPgMcKI>
- <https://www.youtube.com/watch?v=uLf7khxZEaM>
- [https://www.youtube.com/watch?v=\\_8TBa278v1Y](https://www.youtube.com/watch?v=_8TBa278v1Y)
- <https://www.youtube.com/watch?v=xM7KozmQcSw>
- <https://www.youtube.com/watch?v=JfvkWTg7nLs>
- [https://www.youtube.com/watch?v=6kxSrPD\\_\\_BA](https://www.youtube.com/watch?v=6kxSrPD__BA)
- <http://www.dailymail.co.uk/health/article-2518194/Pro-Infirmis-advert-creates-mannequins-based-bodies-disabled-people.html>

#### Course Rubrics

### Rubric for Participation

100-80% 😊	70-40% 😐	30-0% ☹️
The student is always prepared, and shows active and responsible participation.	The student may be under-prepared, and/or participates occasionally or not always responsibly.	<b>The student is usually unprepared and/or rarely participates; he/she may disrupt the class.</b>

### Rubric for Reflections

100-80% 😊	70-40% 😐	30-0% ☹️
The reflections are completely based on the topics and discussions of the certain classes. The content is a reflective analysis of class discussions. They include the new vocabulary of each class.	The reflections are based on the topics but partially reflect the discussions of the certain classes. They include some words from the new vocabulary.	The reflections are not based on the topics and hardly reflect the discussions of the certain classes. They include a few/no words from the new vocabulary.

### Rubric for the Final Video Project

100-80% 😊	70-40% 😐	30-0% ☹️
The content is clear, logically connected and informative. It is based on the topics discussed throughout the course.	The content is partially clear and is moderately connected. It is somewhat informative and is mainly based on the topics discussed throughout the course.	The content is not clear. The content is not logically connected and is poorly informative. It is not based on the topics discussed throughout the course.

The voice is clear and audible. The speech is at a proper rate and precise. The pronunciation is good and understandable.	The voice is not very clear. The speech is a little too fast or too slow. The pronunciation is understandable.	The voice is unclear. The speech is in an appropriate rate. The pronunciation is bad and not understandable.
The used digital components are of a high quality. They are related to the speech and/or are highly representative.	The used digital components are mainly of a good quality. They are somehow related to the speech and/or are representative.	The used digital components are of a bad quality. They are not related to the speech and/or are not representative.

## Appendix C: Lesson Plans

# Lesson Plan 1

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**DURATION****Three academic hours****Before class****THEME**

- global social issues
- technological terms

**Prepare power point presentation (see slides LP1 attached) and handouts for activities. Make sure that all the technologies are in a working condition.**

**In class****LEARNING OBJECTIVES**

- Define and discuss social problems
- Distinguish between personal vs social problems
- Analyze certain social problems recommend solutions
- Write two-three short paragraphs based on the knowledge learned
- Define target words related to the topic

1. Introduce the course and the course syllabus to the students. Highlight the parts that you think are significant for the course (assignments, assessment, policies or scope and sequence). Let the students ask questions, if they have any. (10 min).
2. Do “3-2-1” activity. Ask your students to mention 3 things they like to do, 2 things they want to change and 1 social problem that bothers them (15 min).
3. Introduce your students what digital storytelling is (see slides LP1 attached). Ask your students to be attentive and participate in the discussion following your presentation. Ask the students to feel free to ask you questions related to digital storytelling and the presentation (20 min).
4. Introduce your students to current general social problems (see slides LP1 attached). Give them some facts/characteristics of the current social issues. Ask the students to form groups of 4 and on a piece of paper write down 10 social problems that come to their minds. Ask them to be ready to prove that the problems mentioned by them are social. Have a whole-class discussion (20 min).

**MATERIALS****Handouts, laptops**

5. On the slides explain the difference between social vs personal problems (see slides LP1 attached). Ask some comprehension-checking questions to make sure that the students can differentiate them. Ask your students to get into groups of 4-5. Ask each group to take one social issue from the list they made earlier during this class and try to understand these specific problems in terms of
  - a) A personal problem
  - b) A social problem
  - c) Make a comparison: what different analysis/outcomes do you get? What conclusions can we have? When all the groups are ready, ask one member from each group to come and introduce their social problem (20 min).
  
6. Do “Question and Paragraph” writing activity. Give each student a handout containing 5-7 questions about general social problems (see Handout #1). The questions should be related to each other, so that after answering all the questions the students will have a short and meaningful paragraph. After finishing, ask the students to make groups of 3 and compare their answers. As a whole class discuss the results together (15min).
  
7. Do “Write the Facts” activity. Ask the students to get into groups of 3-4. Ask them to write as many facts as they know about social problems in Armenia. For each written fact the group gets one point. As a whole class, share, discuss, calculate and see which group is the winner (15 min).

8. Introduce the power point presentation about social problems in Armenia (see slides LP1 attached). During the presentation ask the students to be attentive so that they can participate in the activities included in the presentation (15 min).
  
9. Give each student one new word which they passed during the class (see Handout #2). Ask the students to write down the definition of their words. Then ask all the students to share their words with the ones sitting in front of them and check each other's definitions. If they need help, they can turn to other students as well. Ask the students to come to the blackboard one by one, read their words and definitions. Discuss the results as a whole class (15 min).

### Handout #1

1. What problems are considered to be social? Give some examples and explain why.
2. What are some characteristics that all social issues have?
3. What is the main difference between a personal and a social problem? Give 1 or 2 examples and explain them.
4. In your opinion, which global social problems are the most critical ones and why? Explain your answer and share some evidence.

### Handout #2

<b>digital</b>	<b>migration</b>	<b>feedback</b>	<b>society</b>	<b>deviation</b>
<b>conflict</b>	<b>origin</b>	<b>discrimination</b>	<b>pollution</b>	<b>proposal</b>

<b>gender</b>	<b>appreciate</b>	<b>reflection</b>	<b>individual</b>	<b>violence</b>
<b>disparity</b>	<b>environment</b>	<b>crime</b>	<b>subjective</b>	<b>poverty</b>

## Lesson Plan 2

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**DURATION**

**Three academic  
hours**

**Before class**

**THEME**

- social issues
- technological terms
- types of current environmental problems
- causes of current environmental problems
- Environment

**LEARNING****OBJECTIVES**

- Define target words
- Select the true sentence and explain why they are true and the others are not
- Classify social needs and determine their importance
- Use Windows Movie Maker for creating simple videos
- Differentiate and explain different environmental problems

**Prepare a power point presentation (see slides LP2 attached) and handouts for activities. Make sure that all the technologies are in a working condition.**

**In class**

1. Do “Two Lies and a Truth” warm-up activity. Ask the students to get into groups of 3-4. Show on the slides a table each row containing 3 sentences for one group (see Handout #1). Two of the sentences are wrong and one is correct. Ask each group to find the correct sentence and explain why it’s true. As a whole class share and discuss the sentences (10 min).
2. Divide the class into 2 big groups. Write on the blackboard the first and the last letters of a word from their previous class (see slides LP2 attached). Ask the first group to suggest a letter and if it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and ask the other group to suggest a letter. The first group guessing the word gets a point. The group with more points wins. (15 min).
3. Do “A New Society” activity. Ask the students to get into groups of 4-5. Tell them, that the island is sinking and they have to choose among the people (see Handout #2) for creating their new society, whom will they keep alive and why? What professions do we need for creating a brand new society? Ask one presenter from each group to come and share their group’s choice and explain why they chose those



- Analyze an audio material and formulate answers to the given questions

### **MATERIALS**

**Handouts,  
laptops**

certain people for creating a new society. Have an after-activity discussion (20 min).

4. Show a tutorial about how to download Movie Maker. Ask the students to follow the tutorial and do the same things with their laptops (see Handout #3). If necessary, replay the tutorial again so that in the end everyone will have Movie Maker in their laptops (10 min).
5. Give your students some time and ask them to download 10-15 pictures connected to a specific social issue. Ask them also to download a track they like, again connected to that issue. This is individual work, but if students would like, pair works are also welcomed (10 min.).
6. Ask the students to watch a tutorial about how to create a short video with pictures and music using Movie Maker (see Handout #4). Ask them to create their own videos (max. one min. long) using the pictures (6-8) and the music they downloaded before the break. Show the videos to the whole class and discuss the experience and the videos as a whole class (25 min).
7. Ask the students to get into pairs. Provide them with short texts about different kinds of environmental problems and their causes (see Handout #5). Ask the pairs to read their texts together and be ready to explain the main ideas of the texts. Then, ask the pairs to split so that the whole class will be divided into 2 big groups, each group containing one member from the previous pairs. Ask the students to explain their problem and causes of the problem to the other

members of the group. When everyone is ready, ask the runner of each group (decided beforehand) to come and take one question related to their texts. The groups have to write the answers to the questions in a sentence or two. The groups would have the same questions, which will be provided in a mixed order. After each question, the students should show their answer and if it is correct, the teacher gives the next question to the group. The group, which answers all the questions first, wins (30 min).

8. Before turning on the audio, tell the students the name and the topic of it and ask them to write 5 words, which they think can be included in the audio. Turn on the audio (see Handout #6) and ask the students to listen carefully (if necessary, repeat it). After finishing, ask the students which words that they've written beforehand they heard in the audio. Finalize the activity by asking some comprehension-checking/general questions (see Handout #7) (15 min).

<ol style="list-style-type: none"> <li>1. For creating a digital storytelling you do not necessarily need a computer/laptop.</li> <li>2. While creating a digital storytelling the voice is the most important factor.</li> <li>3. Digital storytelling can include different topics such as “social Problems”.</li> </ol>	<ol style="list-style-type: none"> <li>1. Social issues are not important and should not be discussed very often.</li> <li>2. An issue is considered to be social when it disturbs a large number of individuals within a society.</li> <li>3. Social issues are not connected to society and people.</li> </ol>
<ol style="list-style-type: none"> <li>1. Gender discrimination is considered to be a social issue.</li> <li>2. Sports events are considered to be social issues.</li> <li>3. The fall of Ruble is considered to be a social issue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unemployment is the least important social issue in Armenia.</li> <li>2. Armenian pensioners get enough money for traveling abroad.</li> <li>3. Migration is becoming a big social problem in Armenia.</li> </ol>

### **Handout #2**

The people are the following: a priest, a thief-hunter, a good doctor who can't have children, an ill farmer, an ill young girl, an architect, a pregnant woman, a politician, a teacher, a widow, a policeman.

### **Handout #3**

”How to Download Windows Movie Maker”

<https://www.youtube.com/watch?v=C5sd3MPH4Z8>

### **Handout # 4**

“How to make a video from photos”

<https://www.youtube.com/watch?v=AcQPoM2McHo>

### **Handout #5**

#### ***Global Warming***

Scientists say the temperature of the earth could rise by 30C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South poles begins to melt and sea levels rise.

Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gasses in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.

### ***The Ozone Layer***

The Ozone layer is a layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation, which can damage our skins and cause cancer. Scientists have recently discovered holes in the Ozone Layer, caused by substances called CFCs (chlorofluorocarbons)

CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked "Ozone Friendly".

### ***Deforestation***

Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as the trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere.

Many rainforests grow on poor soils, and when they are cut down or burned, the soil has washed away in the tropical rains, so that the area may turn to desert. Many plant and animal species that live there could become extinct.

### ***Pollution***

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gasses into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead, which is very poisonous and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries and petrol to use less petrol.

Some poisonous gasses dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

### ***Alternative Energy***

Most of the energy we use today comes from coal, oil and gas. But these will not last for ever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy.

Solar Power is a way of using the sun's energy as heat or to make electricity. We can also use wind power by building modern windmills that spin in the wind. There are several types of water-power: river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

### ***Recycling***

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside.

Glass, paper and aluminum cans can all be recycled very easily. Many towns have special bins for bottles and cans where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

[http://www.teachingenglish.org.uk/sites/teacheng/files/Environmental%20problems\\_worksheets.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/Environmental%20problems_worksheets.pdf)

### **Handout #6**

“Save the Earth”

<http://www.esl-lab.com/enviro1/enscr1.htm>

### **Handout #7**

- What is the main idea of the audio?
- What are the solutions that Alex suggested for saving the earth?
- Do you think that the things Alex suggested are doable in Armenia? Why yes and why no?
- After listening, what other ideas came to your mind?

## **Lesson Plan 3**

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**DURATION****Three academic hours****Before class****THEME**

- global social issues

- technological

**terms**

**Prepare power point presentation (see slides LP3 attached) and handouts for activities. Make sure that all the technologies are in a working condition.**

**In class****LEARNING****OBJECTIVES**

- Discuss examples of gender discriminations
- Formulate and express opinions on gender discrimination
- Orally summarize and reproduce the given texts
- Audio-record and produce a short narrative
- Analyze videos and express opinions based on the videos
- Write an inspirational letter

**MATERIALS****Handouts, laptops**

1. Ask the students to raise their hands if they agree with the following statements. The statements should be related to the topic “Gender Discrimination” (see Handout #1). After each statement, ask those students, who raised their hands to explain their opinions or prove them. After, ask those students who did not raise their hands, therefore, disagreed, to explain why they disagree with the statement (10 min).
2. Give the definition of gender discrimination (see slides LP3 attached), have a discussion about causes of gender discrimination in the world and in Armenia (10 min).
3. Ask the students to get into pairs. Provide them with short texts about different kinds of gender discrimination all over the world (see Handout #2). Ask the pairs to read their texts together and be ready to explain the main ideas of the texts. Then, ask the pairs to split so that the whole class will be divided into 2 big groups, each group containing one member from the previous pairs. Ask the students to explain the group members their type of gender discrimination and talk about which countries face them and what they do in order to change them. When

everyone is ready, ask 2 students from each group to come forward. Ask them a question connected to their texts. The one who raises his/her hand the first answers. If the answer is correct, that group gets a point, if it is partially correct, the other student gets a chance to complete the answer so both of them get 1 point for their group. After each question, ask other group members to come and answer the questions. The group, which gets more points, wins (25 min).

4. Show a tutorial on how to audio-record themselves (see Handout #3). Give the students some time to practice (10 min).
5. Ask the students to get into groups of 3. Ask each group to write a short story/situation/dialogue connected to gender discrimination in. Ask the groups to record themselves. When all the groups are ready, turn on the recordings, listen and discuss them as a whole class (20min).
6. Before turning on the video (see Handout #4), tell the students the title of the video and ask them to write 5 words, which they think should be included in the video. Give some handouts containing true/false questions and ask the students to look them through in pairs. Play the video about the role of women in society. If needed, repeat the video again. Then, ask the students to write the true/false questions and check the results as a whole class. (20 min).

7. Write on the blackboard some “wh”- questions (who, what, where, when, why, how) and ask the students to read them and be ready to give answers after watching the video. Show a video (see Handout #5) about Malala. After, ask them to write down their answers and check their results with the peer. Discuss the final results as a whole class (15 min).
8. Ask the students to take one question (see Handout #6) and stand in a circle. Ask your question and through the ball to one student. He/she should catch the ball and answer the question. Ask him/her to throw the ball to a peer and ask his/her taken question (15 min).
9. As a wrap-up, ask the students to write a motivation letter to either Malala or Hellion Gayle (the president and CEO of CARE) and express their gratitude for what they do to empower women and promote equality. Ask them to write about Armenia and gender discrimination problems here (max. 200 words), discuss the most important problems related to gender discrimination that have their impact on them or interests them. They are also supposed to suggest possible solutions. Also, inform the students, that their letters should be handed to the teacher for written feedback (10 min).

**Handout # 1**

Raise your hands if you think that:

- In Armenian families parents (mainly fathers) prefer to have boys rather than girls.



- In Armenia females have more limitations in their families than males.
- Armenians face gender discrimination in their workplaces.
- If you were a director of a company and have 2 applicants for a job- one male and one female with the same qualifications, you'd choose the man.
- The issue of gender discrimination exists in Armenian educational institutions.
- The problem of gender discrimination in Armenian political system is obvious.

### **Handout #2**

<http://listverse.com/2008/11/20/10-extreme-examples-of-gender-inequality/>

### **Forbidden from driving**

In Saudi Arabia, women aren't allowed to drive, or even ride bikes and men aren't allowed to drive women they're not closely related to. The kingdom is currently dealing with the dilemma of how to get 367,000 girls to school on buses that can only be driven by men. The logical question at this point is this: If no men are allowed to come in contact with schoolgirls, and women aren't allowed to drive, who will be driving the school buses? The Ministry of Education is currently recruiting "Al-Ameen" or trustworthy men for this initiative.

### **Freedom of Marriage**

According to the UN, 40 percent of young women in South Asia and Sub-Saharan Africa are married by their 18th birthday. Child marriage not only increases the chance of complications of giving birth that often prove fatal, but also contradicts the fundamental human right of choice of partnership. In Pakistan, women are expected to accept arranged marriages and refusal can lead to "honor killings" that typically go uncontested by the government.

### **Discriminatory Divorce Rights**

In most of the Middle East, countries are governed by religion-based ideals. As men are typically viewed as superior, they can divorce their wives relatively easily and even through only oral renouncement. Women on the other hand face many more challenges. In Lebanon, abused women do not even have the right to report for a divorce unless an eyewitness is willing to prove.

### **Discrimination in Workplaces**

Even in developed countries women are at a disadvantage when it comes to salary, especially in the workplace. Despite attempts to uncover the salary gap statistic, women nevertheless only earn only 77 percent of what men earn for the same amount of work. At this rate, it could take a full 45 years before the salary gap disappears.

### **Discrimination in Education**

Women make up more than two-thirds of the world's illiterate adults, and access to education is especially a problem in Afghanistan where groups that oppose female education attack many schools. Female rights are also compromised due to limited awareness of what they should be allowed to, which could only be improved through a greater access to education.

### **Domestic violence**

Women's unequal legal rights increase their vulnerability to violence. In many countries in the region, no specific laws or provisions exist to penalize domestic violence, even though domestic violence is a widespread problem. Domestic violence is generally considered to be a private matter outside the state's power. Abused women are told to go home if they attempt to file a complaint with the police. Few shelters exist to protect women who fear for their lives. Spousal rape has not been criminalized; husbands have an absolute right to their wives' bodies at all times.

### **Handout #3**

"How to do Voice Narration in Windows Movie Maker"

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

### **Handout # 4**

"Unlocking the Power of Women: CARE"

<https://www.youtube.com/watch?v=uLf7khxZEaM>

### **Handout #5**

"Malala"

[https://www.youtube.com/watch?v=\\_8TBa278v1Y](https://www.youtube.com/watch?v=_8TBa278v1Y)

### **Handout #6**

- What is gender discrimination?
- Who is Malala?
- What can be done to increase women's power?
- In your opinion, in which countries are the women rights limited the most?
- In your opinion, what country is the most open towards women rights?
- How do you see gender discrimination in future?
- Do you think that there will be times when women will lead the world?
- What can be done, to decrease gender discrimination in workplaces/education.

- How religious beliefs affect gender discrimination?
- In which system is gender discrimination most obvious: family, education, workplaces, politics, science?
- What is domestic violence?
- Are there many cases of domestic violence in Armenia?
- Have you ever experienced gender discrimination in your family?

## **Lesson Plan 4**

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**DURATION****Three academic hours****Before class****THEME**

- types of social needs
- social organizations
- technological terms

**Prepare power point presentation (see slides LP4 attached) and handouts for activities. Make sure that all the technologies are in a working condition.**

**In class****LEARNING****OBJECTIVES**

- Analyze some facts about poverty and express opinions
- Formulate opinions and discuss contrasting opinions about poverty
- Analyze the video about poverty and discuss it
- Design a written draft for the final video-project
- Formulate research skills for searching digital materials on the internet

1. Ask the students some warm-up questions connected to “Poverty” and give them some facts, which you think your students should know about poverty (see slides LP4). Have a class discussion connected to those facts and ask your students opinions about “Poverty in Armenia” (15 min).
2. Do “My beliefs about Poverty” activity. Show or read the phrase “Individuals are responsible for living in poverty. They have no one to blame but themselves”. There are three groups: 1- those students who disagree with the quote, 2-those students to more agree than disagree with the quote and 3-who strongly agree with the quote. Ask your students to choose their groups according to their beliefs (1, 2 or 3). When the groups are ready, ask each group to have a small discussion, and choose a speaker, who will present their point of view and explain why they think so. When all the groups finish presenting, have a whole class discussion (20 min).
3. Ask your students to get into groups of 3-4. Ask each group to choose one celebrity who once was very poor or

**MATERIALS****Handouts, laptops**

lived in extremely bad conditions. Ask the members of the groups to google and find some facts about how the particular celebrity overcame tough times and achieved success. Ask the groups to choose one member to come and present the celebrity and his/her story. When all groups finish presenting, have a whole class discussion (20 min).

4. Tell your students the name of the video “Extreme Poverty: Choices” and ask them to think and write down 5 words they think they will hear in the video. When everyone finishes, turn on the video (see Handout #1). Ask your students to be attentive, as after watching they have questions to answer. If needed, repeat the video. After watching, ask some comprehension checking questions (see Handout #2) (15 min).
5. Show a video about how to write the first draft of a digital story (see Handout #3). After watching, divide the class into 2 big groups. Show some slides about your requirements connected to the draft and to the pictures/videos (find attached in the slides). The first group should start writing the draft of the final digital video about Armenia, social issues in Armenia and possible solutions. The other group should google and find some pictures, videos related to the topic, which will be used for creating the digital video. After some 20-30 min. ask the groups to share their draft, pictures and videos. Ask the groups to exchange their responsibilities, so now the first group will continue to find and download pictures and videos and the second group will work on the draft.

Ask the students to share with you all the materials to receive some feedback from you.

**Handout #1**

“Extreme Poverty: Choices”

<https://www.youtube.com/watch?v=xM7KozmQcSw>

**Handout #2**

- What is the main idea of the video?
- What choices do poor people make for daily bases?
- What is mentioned in the video about the rate of poverty?
- What organization is mentioned in the video and what do they do to end extreme poverty?

**Handout #3**

“Telling the Story: writing your first draft”

<https://www.youtube.com/watch?v=JfvkWTg7nLs>

## **Lesson Plan 5**

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**DURATION****Three academic hours****THEME**

- types of physical needs
- general medical terms
- technological terms

**LEARNING OBJECTIVES**

- Define certain words connected to the topic
- Discuss physical disabilities and express opinions about the topic
- Analyze a talk about people with disabilities and formulate attitude towards that kind of people
- Apply video-productive digital skills

**MATERIALS****Handouts, laptops****Before class**

**Prepare power point presentation (see slides LP5 attached) and handouts for activities. Make sure that all the technologies are in a working condition.**

**In class**

1. Do “Guess the Word” activity. Ask your students to get into 2 big groups. On the slides show the definition of a word and the first letter of the word, which the students should guess (see slides LP5). Let the first group guess the word or suggest a letter and if it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and ask the other group to suggest a letter. The first group guessing the word gets a point. The group with more points wins (15 min).
2. Ask your students some questions related to people with disabilities and their attitude towards people who have disabilities (see Handout #1) (10 min).
3. Do “Describe the Pictures” activity. On the slides show pictures of people with disabilities (see slides LP5 attached) and ask your students to describe each picture using three words. After each picture ask the students to share their words with the class and find out the most used words. Ask the students to explain why they chose those three words and have small discussions (20 min).

4. Before watching the video ask the students whether they know Nick Vujicic and what they know about him. Show them his picture and the picture of his family (see Handout #2) and ask them to describe him/his family. Give the students handouts containing certain questions regarding to the video and ask them to look through the questions and be ready to answer them after watching the video (see Handout #3). Show a talk by Nick Vujicic (see Handout #4). After discussing the questions ask your students to share their impressions (30 min).
5. Ask your students whether they have the notion of <<perfect body>> and describe it. Then, show the video “Because Who is Perfect” (see Handout #5). After the video, have a whole-group discussion based on the questions related to the topic (see Handout #6) (15min).
6. Workshop: divide the class into groups of 5-6. Give each group a task related to the final video. One group should be responsible for the speech, the other group- for pictures, videos and the background music, next group should start recordings. Give your students freedom to choose who is responsible for what, but at the same time be very attentive and follow that everyone is busy actually working on the video. You can assign them roles like “team captain”, “editor”, “writer”, “summarizer”, “recorder”, etc.

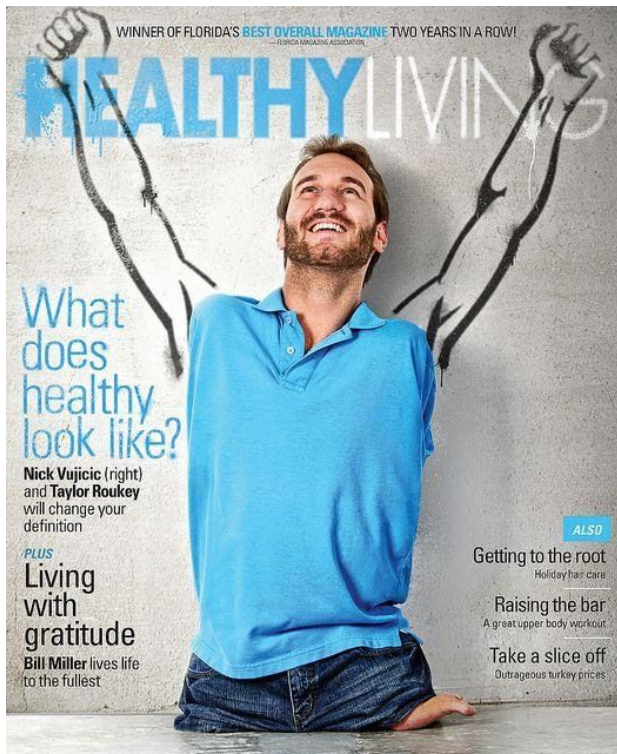
### Handout #1

- Do you ever think about how fragile we are and what can go wrong with our body?



- Is Armenia good about providing facilities for people in wheelchairs or people with other disabilities?
- Have you ever communicated with a person who has any physical disability? How is it different from communication with healthy people/people without disabilities?
- Who is the most inspirational person with a disability you know? In what ways he/she inspires you?

## Handout #2



## Handout #3

- What can you say about him?
- Do you think he is a real hero? Why?
- What do you think, is he a motivation for disabled people? How?
- Can he become an inspiration for people without disabilities?
- How can you use his example to motivate, encourage disabled people in Armenia?

#### **Handout #4**

”Never give up by Nick Vujicic”

[https://www.youtube.com/watch?v=6kxSrPD\\_\\_BA](https://www.youtube.com/watch?v=6kxSrPD__BA)

#### **Handout #5**

“Because who is Perfect”

<http://www.dailymail.co.uk/health/article-2518194/Pro-Infirmis-advert-creates-mannequins-based-bodies-disabled-people.html>

#### **Handout #6**

- Did you like the video? What did you like most?
- Do you think it was a good idea to make these types of mannequins and demonstrate them on the shop windows? Why?
- Have you ever seen these types of mannequins in Armenia?