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Fashion & English Coursebook

A design project submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

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We hereby approve that this capstone

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Entitled

Fashion & English Coursebook

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Master of Arts in Teaching English as a Foreign Language

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## TABLE OF CONTENTS

Abstract .....	4
Chapter One: Introduction .....	5
Chapter Two: Literature Review .....	7
2.1 Content and Language Integrated Learning (CLIL) .....	7
2.2 Content and Language Integrated Learning and Content Based Instruction .....	8
2.3 Content and Language Integrated Learning and English for Specific Purposes ....	10
2.4 Vocabulary Acquisition .....	12
Chapter Three: Plan and Deliverables .....	16
3.1 Needs Analysis .....	16
3.2 Course Description and Governing Values .....	17
3.3 Course Goals and Outcomes .....	18
3.4 Course Scope & Sequence .....	20
3.5 Course Assessment Plan .....	25
3.6 Deliverables .....	26
3.7 Piloting Procedure .....	27
Chapter Four: Reflection and Recommendations .....	29
4.1 Reflection .....	29
4.2 Recommendations .....	32
References .....	34

## Abstract

The coursebook *Fashion & English* is designed for a CLIL course, which aims to develop the speaking skills of students, as well as deepen their knowledge of the fashion industry. The coursebook consists of ten units that include various fashion-related topics, starting from the history of the middle ages to current fashion trends. The coursebook is designed for students aged 18-25, whose English language proficiency level is pre-intermediate/intermediate. Even though one of the main purposes of this coursebook is to develop the communication skills of the students in the target language, the book also includes activities that aim to enhance the reading/listening and writing skills of the students. Thus, the coursebook combines interesting texts, edifying listening materials, and movies as supplementary resources for mastering students' knowledge of the target language. Despite concentrating on the development of students' language proficiency, the *Fashion & English* coursebook also strives to show the beauty of the fashion world in much detail and give a profound knowledge regarding the field. This way, it avoids prioritizing either the language over the content or the content over the language.

## CHAPTER ONE: INTRODUCTION

The English language has always been one of the most learned languages in Armenia. There are a myriad of approaches that help to gain a second language knowledge. Starting from an early age, children get acquainted with the English language in schools and even in kindergartens. With the growing interest in the English language, new approaches to language teaching and learning start to appear or become adapted in different countries. Armenia is not an exception and through time the Armenian teaching methodology of L2 started to shift and adopt other internationally recognized approaches, going beyond General English (GE) teaching. Among some popular approaches of target language teaching in Armenia is English for Specific Purposes (ESP), an approach that is widely used in Armenia-based language teaching centers that offer specialized courses such as ESP for business, ESP for doctors, ESP for lawyers, etc. These ESP courses help people to communicate in the target language on a professional level, thus enabling students to get acquainted with the jargon of the offered profession. However, GE and ESP seem to be the only popular language teaching approaches that are widely recognized and used in Armenia.

This project has been designed to fill the gap in the Armenian education system and give away to another effective L2 teaching approach known as Content and Language Integrated Learning (CLIL). While living and studying in Armenia, I realized that young people who have a pre-intermediate/intermediate knowledge of the English language are eager to continue their studies of the target language based on their interests. Moreover, oftentimes students perform purely at speaking and want to develop specifically their communication skills to feel confident in the new globalized world of constant communication, where sharing ideas and thoughts in the virtual and physical reality has become mandatory. However, because of the very limited number

of courses that offer English language teaching based on the use of communicative approaches, people do not have a chance to develop their speaking skills and at the same time gain knowledge beyond the language itself. What is more, because of the absence of materials/resources that include simultaneous language and content teaching, English teachers themselves are challenged to offer CLIL, CBI, or other related courses.

The project Fashion & English is designed and developed for students who are interested in fashion and who want to deepen their knowledge of the English language, stepping out of traditional ways of L2 learning. The coursebook is designed to meet possible requirements of students, including activities that develop the reading/listening/writing/speaking skills of the students, as well as providing edifying and valuable information regarding the fashion industry.

The simultaneous teaching of language and content may become a new approach in the Armenian educational system and may even make it mainstream. Thus it is important to generate and spread more information about CLIL and its effectiveness in Armenia. The successful completion of the course Fashion & English may act as an effective tool to increase the demand for CLIL courses in the area and motivate other teachers to design CLIL or other related courses on different topics. In addition, it will help students to discover the target language based on their interests and with much passion and joy.

## CHAPTER TWO: LITERATURE REVIEW

This literature review aims to provide an overview of Content and Language Integrated Learning (CLIL), Content-Based Instruction (CBI), and English for Specific Purposes (ESP) teaching approaches and the phenomena of vocabulary acquisition concerning a CLIL course called Fashion & English. This course is designed for students aged 18-24, whose L1 is Armenian and whose English proficiency level is pre-intermediate/intermediate. The literature review highlights the similarities and differences between the above-mentioned approaches to get a better understanding of how they are interconnected and what the key factors are that separate them from each other. This literature review also serves to help teachers to design a CLIL course for students who want to learn English based on their interests.

### **2.1 Content and Language Integrated Learning (CLIL)**

With the growing interest in language learning and teaching worldwide, there are a myriad of effective approaches serving the purpose of helping people learn new languages based on their interests. One of such approaches is known as Content and Language Integrated Learning (CLIL), an approach that uses “foreign language as a tool in the learning of a non-language subject in which both language and subject have a joint role” (Marsh, 2002, cited in Coyle, 2006, p. 2). According to Graddol (2006), this approach appeared in the 1990s as a curriculum innovation in Finland and many European countries adopted this approach, thus making it popular among Ministries of Education (Graddol, 2006). Heras and Lasagabaster explain CLIL as “an alternative path to conventional EFL” (Heras & Lasagabaster, 2015, p. 71). Furthermore, Coyle explains CLIL as “a powerful pedagogical tool which aims to safeguard the subject being taught,” and the author notices that this approach promotes the usage of language both as a “medium for learning” and “objective of the learning process itself” (Coyle, 2006, p.

3).

According to Holmes (2005), one distinguishing feature that differentiates CLIL from other related approaches is that it places both language and non-language content on the same level, thus avoiding giving preference/dominance to one over another (Holmes, 2005). CLIL itself is a very flexible approach that easily evolves into different cultures, considering social differences and overall attitudes to the English language. As mentioned by Holmes “CLIL is responsive to the context in which it is developed” (Holmes, 2005, cited in Coyle, 2006, p. 5).

According to Tucker (1999), from the international surveys it becomes evident that the vast majority of people worldwide are either bilingual or multilingual and as a result, the majority of children are already taught either a second or foreign language (Tucker, 1999, cited in Zarobe & Catalán, 2009). Based on the above-mentioned evidence we may assume that CLIL is not “pedagogically unique.” In foreign language teaching too, it is not a completely new invention but rather it is deemed to be a “new label for an integrated and well-defined approach that derived from Content-Based Learning (CBL), English For Specific Purposes (ESP), Cognitive Academic Language Learning Approach (CALLA), Language Across the Curriculum (LAC), Task-Based Learning (TBL)” (Hillyward, 2011, p. 4). As far as the above-mentioned approaches are highly interconnected, the similarities between them may be obvious, although there are still differences that are worth referring to (Dieguez & Martinez-Adrian, 2017). This literature review specifically refers to Content-Based Learning, English for Specific Purposes, vocabulary acquisition and their relation to Content and Language Integrated Learning.

## **2.2 CLIL & Content-Based Instruction (CBI)**

According to Richards and Rodgers (2001), Content-Based Instruction (CBI) may be

defined as another option to teach a second language, where “teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus” (Richards & Rodgers, 2001, cited in Huang, 2003, p.70). Heo (2006) finds CBI to be an effective L2 teaching approach, as far as CBI is eager to develop students’ language skills “through meaningful content” (Heo, 2006, p. 25). In their work, Richards and Rodgers also point out the fact that in CBI “language is purposeful,” thus learners are motivated to learn the language to gain a better understanding of a subject of their interest (Richards & Rodgers, 2001, cited in Heo, 2006, p. 25).

To gain a better understanding of some possible similarities and differences that CLIL and CBI may share, it is worth referring to Murphey (2013), who believes that the above-mentioned teaching approaches “add value” to the second language learning process (Murphey, 2013). According to Murphey, there is a small number of students who are eager to learn a language because the language itself is interesting; he argues that oftentimes “it is what we can do with a language that makes it attractive” (Murphey, 2013, p. 1). This so-called added component is a common feature of both CLIL and CBI, as they both engage students in language learning processes through the content.

In his article Cenoz (2015) also examines CLIL and CBI in terms of their possible similarities and differences in practice. Cenoz compares the approaches and states that “they share the same essential properties and are not pedagogically different from each other” (Cenoz, 2015, p. 8). However, the author sees the difference between CLIL and CBI in their implementation and notices that despite the fact they are “content-oriented,” teaching materials used in both approaches are still different (Cenoz, 2015). To highlight another difference between CLIL and CBI Richards and Rogers point out geographical differences between the

above-mentioned approaches, stating that CLIL is used in Europe, while CBI is used in America (Richards & Rodgers, 2014).

According to the table presented by Brown & Bradford (2016) on the “Differing images of CLIL and CBI,” we may notice that although authors view these two approaches as “synonymous,” there are still certain differences (Brown & Bradford, 2016, p. 329). Based on the literature review on CLIL and CBI, these scholars claim that the CLIL approach represents “dual-focused education, where the key focus is both on the topic and the language,” while in the case of CBI the concentration is mostly on the development of cognitive and academic language skills (Brown & Bradford, 2016, p. 329). Moreover, the table depicts that in the case of CLIL, students acquire the second language seemingly “naturalistically,” while in the case of CBI the course content itself acts as “a vehicle for helping students master language” (Brown & Bradford, 2016, p. 329).

Overall, based on the analysis of literature it may be concluded that CLIL and CBI share much in common, as they are both content-oriented and they seem to engage students in language learning by prioritizing their interests. However, their implication differs and a major nuance that differentiates both approaches is that CLIL equally focuses on the language and the content, while CBI emphasizes language learning more compared to content.

### **2.3 CLIL & English for Specific Purposes (ESP)**

Another teaching approach that is worth referring to is English for Specific Purposes (ESP). This approach has appeared in English language teaching since the 1960s when globalization started its rapid development. The fast-growing interest in science, technology, business, and the economy resulted in the high demand for ESP (Rahman, 2015). According to Rahman (2015), ESP is a sort of “specialized English” or “focused-English learning,” where the

students “learn the language to communicate a set of professional skills and to perform particular profession-related activities” (Rahman 2015, p. 24).

Dudley-Evans and St. John (1998) came up with “absolute and variable characteristics of ESP” to present some major features of the approach. According to the authors, some absolute characteristics of ESP are that the approach meets the “specific needs” of the L2 learners and it mostly concentrates on the language itself, including grammar, register, and lexis. On the other hand, some of the variable characteristic features of the approach are that ESP may be “designed for a specific discipline,” as well as it may use a different methodology of teaching beyond General English. As stated by Dudley-Evans and St. John, “ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation,” however, the approach may be used also in cases when students are beginners (Dudley-Evans & St. Johns 1998, p. 5). All in all, ESP may be defined as an approach that seems to address students' needs on the “professional level,” this way enabling them to communicate in the target language in a specific environment.

When comparing CLIL and ESP we may assume that there is a distinguishing feature that these two approaches share. Here it is worth referring to Tarnopolsky (2013), who made an important note regarding the similarities between CLIL and ESP, stating that both the approaches integrate the language learning process with the content (Tarnopolsky, 2013). As a result, this makes CLIL and ESP very much alike. Another interesting viewpoint on the topic has been shared by Gariddo (2000), who stated that one of the main connections between the CLIL approach and ESP approach is that they both emphasize the learners’ overall needs in the language learning process, as well as learners’ interest in developing communication skills (Gariddo, 2000).

To better understand possible differences between CLIL and ESP, it is worth referring to Yang (2016), who clearly describes the approaches stating that “what differentiates ESP from CLIL is that the latter has dual focuses, which is both language and content, while the other one emphasizes providing learners with sufficient language skills to master content knowledge” (Yang, 2016, p. 45). According to Liew and Khor (2014), CLIL and ESP are indeed very different and they may be addressed as “two separate approaches.” However, the authors do not neglect the fact that in case of ESP learners also gain “a content knowledge” in language courses, as a result moving ESP approach closer to CLIL (Liew & Khor, 2014, p. 1).

As a result, from the literature discussed, it may be concluded that the CLIL approach is highly interconnected both with CBI and ESP. Moreover, CLIL is not a new concept in English Language Teaching and it may be defined as an approach that could be derived from other closer approaches (Hillyard, 2011). This is the reason why the comparison of approaches showed that similarities seem to outweigh differences, which also do exist.

## **2.4 Vocabulary Acquisition**

It is undoubtedly true that CLIL as a teaching approach also values the importance of communication in the target language. Consequently, communication requires a basis on which the whole process of language learning may be built. Here a question arises, what can act as a fundamental factor supporting the communication process? As it appears, vocabulary is one of those important and “fundamental” factors that are also highly prioritized in CLIL teaching.

When referring to Wilkins’s comparison of grammar and vocabulary we may assume that vocabulary is highly prioritized by the scholar as well, as he stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972,

cited in Thornbury, 2002, p. 13). Thornbury (2002) himself notes that the knowledge of “core English vocabulary,” which counts somewhere 3,000 frequently used words, may provide the learner with a fundamental ability to communicate both orally and in the written way (Thornbury, 2002, p. 21). So, the realization of the importance of vocabulary resulted in the development of a communicative approach.

Nevertheless, it is worth mentioning that vocabulary acquisition depends on such variables as L1, age, amount of exposure, motivation, and culture as stated by Schmitt (Schmitt, 2000). However, there is not yet much evidence as to how exactly the vocabulary acquisition process takes place. According to Nation (1995), there is not an overall theory explaining this phenomenon, and the process of acquiring words is still unknown (Nation, 1995). However, the fact that vocabulary acquisition is important seems undoubted, no matter how the language is taught and what approaches are used for that purpose.

Further analysis of the topic reveals that for a successful vocabulary acquisition it is also important to know how a set of words should be presented to the learners. According to Thornbury, one of the key aspects is the correctly chosen capacity. Moreover, there are myriad factors on which the number of presented words should be based. Such factors are related to the learners’ level of proficiency, their familiarity with the vocabulary, the level of words’ complexity, and finally, their teachability, which includes how an item can be explained and demonstrated (Thornbury, 2002).

Another significant aspect presented by Thornbury is the practice. Here Thornbury mentions the necessity of committing the word from short memory to permanent memory based on specific tasks. In his work, Thornbury presents decision-making and productive tasks, including their types which are, identifying, selecting, matching, sorting, ranking,

sequencing as well as completing/creating sentences and finally games. As a result, we may assume that only based on the combination of the above-mentioned factors, successful deliberate vocabulary learning may be achieved. Deliberate learning “involves deliberate attention to language features” (Nation, 2013, p. 31), i.e. on the words to learn (Schmitt, 2000) and requires conscious effort. This is contrasted with incidental learning, which happens while learners are focusing on something other than language (Nation, 2006).

Overall, it may be concluded that no matter how the vocabulary acquisition process takes place, it is an important aspect of L2 learning. What is more, studies on CLIL vocabulary teaching have shown that “CLIL provides more opportunities to activate the learner’s already gained knowledge as well as to process new vocabulary” (Heras & Lasagabaster, 2015, p. 75). As a result, it may be noticed that the CLIL approach seems to have a positive effect on the acquisition of target language vocabulary.

To sum up, it may be concluded that target language teaching and learning processes have become one of the most frequently analyzed areas by scholars all around the world. What is more, with the growing interest in L2 learning, certain effective approaches such as CLIL, CBI, ESP, and many others came to life and became deeply examined both in terms of their relevance as well as their positive influence on learning and teaching processes.

This literature review helped to understand certain nuances that differentiate communicative approaches from each other. Thus, helping to create a CLIL course based on its possible requirements. As a result, the coursebook *Fashion & English* became a resource that highly values the importance of simultaneous language and content learning, without prioritizing one aspect over another. What is more, the literature review revealed certain teaching hints regarding vocabulary acquisition. Thus, helping the course developer to better

organize vocabulary learning processes during the piloting sessions and unit development.

Based on the analysis of deliberate and incidental vocabulary learning, the coursebook was designed to have so-called “vocabulary boxes,” to practice deliberate learning. What is more, the contextualized use of vocabulary helped to practice incidental vocabulary learning with the students. While developing the Fashion & English course, there was high attention given to the capacity and complexity of vocabulary teaching, as suggested in the literature. In order to ease the teachability process of the vocabulary and help students to better contextualize the acquisition process, the setting of the course was chosen to be an atelier/boutique, as it was highly related to the fashion industry. To conclude, the literature review revealed certain significant aspects of the CLIL approach, highlighting its advantages and importance. Thus it acted as a motivating tool to develop course material for effective L2 teaching.

## CHAPTER THREE: PLAN AND DELIVERABLES

### 3.1 Needs Analysis

In order to gain a better understanding of how to design the coursebook Fashion & English and to organize the CLIL course, a needs analysis has been conducted with the students. First, an announcement has been made on the social media platforms Instagram and Facebook, where information has been shared about upcoming Fashion & English courses for people who have pre-intermediate or intermediate English language proficiency. After receiving messages from eleven interested people, two main instruments were used to measure the language proficiency level of the students, as well as their knowledge about the fashion industry.

The students were asked to fill in a placement test to understand their level of English language proficiency. Afterward, those six female students aged 18-24 who were approved to have pre-intermediate/intermediate level (based on the test scores) were asked to take a small interview to understand what are their specific needs and what are their expectations from the course. As it became clear, all the six students had challenges in speaking and communicating in the target language. Thus, they were expecting to have classes that would develop their speaking skills as well as their knowledge of the fashion industry. As it appeared, three students already had background knowledge in the fashion field, as they were founders of Armenia-based fashion brand “The Nude Collection,” while the other three students had no background information in fashion, however, they were very passionate about the topic.

The needs analysis showed that students were eager to have offline classes and one of the major concerns of the students was the homework. Five students mentioned in the interview that they would prefer having very few homework assignments and instead of homeworks have two-hour sessions twice a week. After the individual interviews, a small brainstorming activity

has been organized with the students, where they were asked to come up with certain fashion-related topics that they would prefer to see in the coursebook. The findings from the brainstorming activity showed that students were interested in learning fashion history, names of the clothing items, bridal dresses, recent trends as well as the modeling industry. As a result, the needs analysis became a profound source of information that helped to better understand what are the expectations and needs of the students, based on which the whole coursebook has been created and the CLIL course has been designed.

### **3.2 Course Description and Governing Values**

Fashion & English is a CLIL course that aims to develop students' speaking/communication skills in the target language and knowledge of the fashion industry. The course is designed for students aged 18-25, who have pre-intermediate/intermediate English language proficiency. This course is based on fashion-related materials (articles, videos, movies) which act as unique studying resources, related to students' interests. The course is designed for two-hour offline sessions that are planned to be held twice a week, with a 5-week duration.

Even though English is a widely used language internationally, it is still challenging for some people to communicate in the target language. The main goal of this course is to show the students that English may go beyond standard learning and that it is possible to acquire a language based on one's own interest.

### 3.3 Course Goals and Outcomes

Table 1

*Course Goals and Outcomes*

Goals	Outcomes	Assessment	
		Group/Pair/Individual Works/Homework	Attendance/Participation
Goal 1: Enhance students' speaking/listening skills.	1.1. Use the target language on a daily basis/easily communicate and share ideas.	X	X
	1.2. Develop strategies that involve fluency and accuracy while using the language.	X	X
	1.3 Develop confidence in using the target language.	X	X
	1.4. Identify the main points or important information in discourse.	X	X

	1.5. Identify and use fashion-related vocabulary in the context.	X	X
Goal 2: Develop students' reading/writing skills and vocabulary.	2.1. Identify fashion-related vocabulary in reading/listening materials.	X	X
	2.2. Identify unfamiliar words based on the context of the sentence.	X	X
	2.3 Use new vocabulary in the writing activities.	X	X
	2.4. Use complex vocabulary in the speech.	X	X
Goal 3: Enhance students' knowledge of fashion related content	3.1 Develop students' knowledge of fashion history.	X	X
	3.2 Develop students' knowledge of recent fashion trends.	X	X
	3.3 Develop students' confidence in sharing their viewpoints related to fashion discussions.	X	X

### 3.4 Course Scope and Sequence

Table 2

*Course Scope and Sequence*

Units	Topics	Vocabulary	Reading/ Speaking	Listening/ Writing	Projects
Unit 1 Introduction to Fashion	1.1. What is Fashion? 1.2 Word Etymology 1.3 Fashion & You	Words related to Fashion Industry (fashion, style, trend, sunglasses, sketches, clothes, dress, uniform, laces, velvets, extravagant, make-up, etc.)	Reading the text “What is Fashion?” followed by matching words and definitions activity, True/False activity. Conversation topic: Fashion & personality	Listening to Ted Talk “How Clothes Impact Your Life” followed by a written report on the key points from the listening.	x
Unit 2 Fashion History/ Middle Ages	2.1 Fashion History 2.2 Fashion in early Middle Ages	Phrases indicating time (In the year..., At that time..., During..., Long ago..., Era, In the late 80’s..., Since... etc.)	Reading the text “Medieval Clothes” followed by underlying unfamiliar words activity, definition finding activity, discussion.	Watching the Video “Medieval Clothes & Fashion” followed by answering questions.	Pair Work (Researching definitions of unfamiliar words from the text).

			Conversation topic: Fashion through Time		
Unit 3 Fashion History/ Renaissance Era	3.1 Dress in the Italian Renaissance	Words/Phrases related to the text/video (layer, fabric, neckline, sleeves, silk, linen, doublet, stockings, hairline, hair twist, chemise, etc.)	Reading the text “Renaissance Fashion” followed by a True/false activity.  Conversation topics: How Italian art reflected the Fashion Industry?	Watching the Video “Italian Renaissance Fashion” followed by a written report on the key points from the listening.	x
Unit 4 Fashion History/ Baroque & Rococo Era	4.1. Dress in the Baroque and Rococo Periods	Words/Phrases related to the text/video (aristocracy, d’elite, upper/middle/low/bourg eoisie class, society, royalty,mistress, pastel, patterns, pearls, ribbons, embroidery, enlightenment, hall of fame, etc.)	Reading the text “Baroque & Rococo” followed by highlighting key points activity, text discussion activity.  Conversation topic: Aristocracy & Etiquette	Watching the video “Baroque & Rococo Fashion Eras” followed by a written report on the key points from the listening.	x

Unit 5 Fashion History/ The Empire Style	5.1 The French Revolution and The Empire Style  5.2 The concept of the Silhouette	Words/phrases related to the text/video (textile, ornaments, motifs, silhouette, coverings, ribbons, decorate, bodice, bare, fans, gestures, accessory, etc.)	Reading the text “The Empire Style” followed by highlighting key points activity, text discussion activity.  Conversation topic: Revolution and Fashion	Watching the video “Empire Style & French Revolution” followed a written report on the key points from the listening.	Pair work  (Discussion of the topic-related questions).
Unit 6 Fashion History/ Media	6.1 Fashion and high-tech world	Words/Phrases related to media (medium, IG, podcast, globalization, accessibility, microblog, post, platforms, tools, feed, hype, surf the net, lavishly illustrated, single finger touch, etc.)	Reading the text “Fashion & Media” followed by diagram filling activity (advantages/disadvantages of media)  Conversation topic: How does developing media reflect the fashion industry?	Watching the video “Media & Fashion Relationship” followed by a post writing activity based on the research on fashion trends.	Pair Work  (Debate, based on provided standpoints related to the topic).
Unit 7 Fashion & Trends	7.1 Trend vs Changes  7.2 Fashion “must-haves”	Words describing fashion trends  (oversized, must-have, essentials, vintage,	Reading the text “Fashion & Trends” followed by a True/False activity.	Watching the video “Fashion trends” followed by a discussion and written report on the	Pair-work  (Role-play).

		casual, comfy, cozy, outfit, OTD, etc.)	Conversation topic: Your “must haves” as a fashion lover.	key points from the listening.	
Unit 8 Fashion icons	8.1 Famous people & their style 8.2 Fashion related movies	Words related to the topic (jumper, cycling shorts, loafers, blazers, baggy jeans, crop-top, mismatch, layers, sneakers, puff jacket, boots, etc.)	Reading the text “Fashion icons” followed by highlighting key points activity.  Conversation topic: Your fashion icon/inspiration.	Movie watching “Devil Wears Prada” followed by a discussion and written report on the key points from the listening.	Group work (Discussion of the topic-related questions).
Unit 9 Modeling Industry	9.1 What is modeling? 9.2 Fashion magazines	Words describing fashion attributes (runway, model, posing, camera, photography, photoshoot, lights/shades, cover, industry, platforms, casting, etc.)	Reading the text “The Modeling Industry” followed by True/False activity and the discussion of given questions.  Conversation topic: Modeling, as one of the most difficult industries.	Watching an interview by Vogue “73 Questions with Gigi Hadid” followed by a written report on the topic of the modeling industry.	x

<p>Unit 10 Bridal Fashion</p>	<p>10.1 Wedding Fashion 10.2 National elements and the bridal style</p>	<p>Wedding related vocabulary box (bride, groom, bridesmaid, maid of honor, toast, event organizer, symbolism, ceremony, decoration, cover up, trains, etc.)</p>	<p>Reading the text “Wedding Dress” followed by group conversations regarding the text. Conversation topic: Wedding Dress</p>	<p>Watching an interview with REBECCA founder on the topic of haute-couture wedding dresses, followed by a role play and sketch drawing.</p>	<p>Pair-work (Role-play).</p>
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### 3.5 Course Assessment Plan

Table 3

#### *Course Assessment Plan*

Attendance	The one significant goal that this course aims to achieve is to develop students' communication skills in the target language as well as deepen their knowledge of the fashion industry. This assessment technique is designed in order to ensure that students attend classes and thus have the chance to learn material during the class.	20%
Participation	The one significant goal that this course aims to achieve is to develop students' communication skills in the target language as well as deepen their knowledge of the fashion industry. This assessment technique is designed in order to ensure that students participate during the classes and thus have the chance to practice their knowledge during the class.	35%
Final Presentation	The one significant goal that this course aims to achieve is to develop students' communication skills in the target language as well as deepen their knowledge of the fashion industry. This assessment technique is designed in order to ensure that students successfully completed the course.	30%
Homework	The one significant goal that this course aims to achieve is to develop students' communication skills in the target language as well as deepen their knowledge of the fashion industry. This assessment technique is designed in order to ensure that students practice their knowledge after the classes and strengthen their language proficiency.	15%

### 3.6 Deliverables

- Fashion & English Coursebook
- Scope and Sequence
- Assessment Plan
- Goals & Outcomes
- Placement Test
- Mid-course evaluation questionnaire
- Final course evaluation questionnaire

### **3.7 Piloting Procedures**

The piloting procedure of the course Fashion & English has been conducted with six female students aged 18-24 with pre-intermediate/intermediate English language proficiency level. The setting of the course was chosen to be the atelier/boutique of the Armenian fashion brand called “The Nude Collection.” The offline classes were held twice a week for two hours each, within a five-week duration.

Throughout the classes, students were expected to read the reading materials and afterward complete reading-related activities, including matching/true/false activities. As well as, the students were expected to watch YouTube videos and movies to improve their listening skills and complete listening/speaking and writing activities related to the topics. The piloting sessions mostly concentrated on the development of the students’ speaking/communication skills in the target language, thus students were expected to actively attend the sessions and participate in in-class debate activities/role plays/presentations. The students were also expected to complete a few homework assignments in order to ensure that the new material is in-depth studied. Through the course, the students were graded based on the assessment rubric. Based on the overall piloting experience as well as calculated average academic performance (97.3%) of the six students, it can be concluded that the piloting procedure was successfully completed and the design project met its goals and outcomes.

Table 4

*Student's grades based on their performance during the course Fashion & English*

Number of students	Attendance 20%	Participation 35%	Presentation <sup>3</sup> 30%	Homework 15%	Final Score
Student 1	20 points	19 points	20 points	20 points	98%
Student 2	18 points	18 points	20 points	19 points	94%
Student 3	19 points	20 points	20 points	20 points	99%
Student 4	20 points	20 points	20 points	20 points	100%
Student 5	20 points	19 points	20 points	20 points	98%
Student 6	17 points	20 points	20 points	18 points	95%

Average Academic Performance: 97.3%

## CHAPTER FOUR: REFLECTION AND RECOMMENDATIONS

### 4.1 Reflection

The idea of designing a course/coursebook called Fashion & English was not spontaneous. While being interested in fashion, I have been always searching for information related to this topic. I have encountered a situation where almost all up-to-date information about fashion was in English. Thus, I realized that creating a course that is both related to fashion and at the same time the English language can be helpful and useful for those people who want to learn about fashion and at the same time master their English language skills, specifically speaking. Thus, the main objective of this course was to provide in-depth information about fashion; its history and development, as well as to develop students' speaking skills in the target language.

However, the designed coursebook also included activities developing reading/listening and writing skills, since teaching language requires working on all aspects of language development simultaneously, though having one dominant focus. To gain a better understanding of the course's effectiveness, students were asked to fill in mid-course and final course evaluation questionnaires. The questionnaires consisted of five open-ended questions:

#### **Mid-Course Evaluation Questionnaire**

1. Your first impression of the course in 2-3 sentences.
2. Name three things you liked the most about the course so far.
3. Name the three most challenging things you have faced during the course so far.
4. How did you like the course materials so far?
5. What would you change about the course so far?

## Final Course Evaluation Questionnaire

1. Which skills have you developed during the course?
2. Name three things you liked about the course?
3. Name three most challenging things you have faced during the course?
4. Would you recommend this course? Why or why not?
5. What would you change about the course?

Based on the analysis of students' answers it can be said that the Fashion & English course had a positive impression on the students, as all of the students mentioned in the answers that they enjoyed the atmosphere of the class, as well as they liked the content and teaching style a lot. Among the things students also liked about the course were the course materials (coursebook texts/videos), vocabulary boxes for each section, and the discussion topics related to different aspects of fashion. The students noticed that the topics were interesting and they followed a certain logical sequence which helped them to better understand the development of the industry and gain detailed knowledge starting from the history of the middle ages, names of clothing items to the globalized world of technological innovations.

Regarding the visual content, students also highlighted the fact that the coursebook units were designed based on the topic of discussion, which made them easily dive into the atmosphere. Another aspect that impacted students' motivation to learn and enjoy the process was the setting of the classes. The course was held in the atelier/boutique "The Nude Collection," where students were surrounded by different fashion-related items like fabrics, accessories, sewing machines, hangers, etc. The students also mentioned the advantage of having coffee breaks/snacks and almost no homework assignments; stating that everything was done during the two-hour sessions and with maximum productivity.

While further analyzing the students' reflection on the course, it appeared that during the mid-course evaluation one challenging thing for all of the six students was speaking in the target language, as well as having a little difficulty in understanding the video materials. One of the students noticed that she couldn't easily share her thoughts specifically during the debates. Also, four of the students stated that they faced issues while writing reports, as it was challenging for them to separate key/important ideas and secondary information from each other. However, at the end of the course, five of the students mentioned that they became more confident in sharing their ideas and thoughts both orally and in written form. This makes it evident that the course met its objective and it improved students' knowledge of the target language and the fashion content.

The course had a noticeable impact on the students' listening skills, as students started to better understand video materials provided during the classes. So, there was a drastic change noticed during each following session, since there were fewer questions related to unfamiliar words or pronunciation. Also, as mentioned by a couple of students, listening activities helped them not only to learn more about the industry but also to distinguish between key ideas and secondary information presented in the materials. As far as the vocabulary provided in the coursebook was mostly similar to the one used in video materials, students were able to learn most of the words during the class and use them while debating or doing other speaking-related activities. Also, four students felt that writing reports helped them to practice the new vocabulary, as well as review previously learned words, and produce the learned material on fashion content in much detail. This makes it evident that the course met its objective and it improved students' knowledge of the target language and their understanding of the fashion industry.

On the question, if the students would recommend this course, all of them gave a positive answer. Students mentioned that the course was both interesting and edifying for them. Some of the students noticed that despite the fact the course was intense in terms of topics, activities, and overall materials, the learning process was easily understandable and students didn't get bored or overwhelmed during the two-hour sessions. While, on the question, if the students would change anything about the course, some of them mentioned that they would love to have more sessions and more "units to discover," thus ensuring that they enjoyed content learning as much as target language learning. The students also recommended adding certain outdoor activities, such as meeting some of the Armenian designers or visiting the National Museum, where old Armenian national dresses and jewelry pieces are presented.

#### **4.2 Recommendations**

Overall based on the analysis of these reflections as well as my observations during the piloting, it may be concluded that the course was successful. Some of the changes/recommendations that could be included to this course may be adding new chapters to the coursebook that would include information about the Armenian fashion industry such as national dress, current Armenian fashion trends, internationally popular Armenian designers. Also, adding a teacher's book as a supplementary material for teachers who would be eager to teach the course Fashion & English in the future. Elaborating on these topics can make the course even more interesting for students and clearer for the teachers. What is more, the suggestions/recommendations of students to add out-door activities can make the course more interactive and fun. To sum up, the piloting sessions helped me as a course developer to better understand certain gaps of the course and its strengths, this way enabling me to improve Fashion & English course/coursebook for future teaching.

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## Appendix B

(Mid/Final Course Evaluation Questionnaires)

### **Mid-Course Evaluation Questionnaire**

1. Your first impression of the course in 2-3 sentences.
2. Name three things you liked the most about the course so far.
3. Name the three most challenging things you have faced during the course so far.
4. How did you like the course materials so far?
5. What would you change about the course so far?

### **Final Course Evaluation Questionnaire**

1. Which skills have you developed during the course?
2. Name three things you liked about the course?
3. Name three most challenging things you have faced during the course?
4. Would you recommend this course? Why or why not?
5. What would you change about the course?