



*Center for*

**EUROPEAN STUDIES**

*at the University of Florida*

# **Language Teacher Summer Institute**

## **Summer 2024**

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Ընտանի կենդանիներ

Domestic animals



**language: Western Armenian**

**Grade: 102 level (beginners 2)**

**Teacher : Sosy Mishoyan**

**University of Michigan**



## Short biography:

Ever since I can remember, I've had a deep love for animals. Growing up, my house was a lively sanctuary filled with dogs, cats, chicks, and birds. This diverse menagerie nurtured my respect and affection for all creatures, and that bond with animals has remained a central part of my life.

In addition to my passion for animals, I am deeply committed to preserving the Western Armenian language. I hold a Master's degree in Pedagogy for Armenian Literature and Language, which has equipped me with the knowledge and skills to teach effectively. Teaching this beautiful and historic language is more than just a job for me; it's a mission. I pour my heart and soul into every lesson, aiming to keep our culture and heritage alive for future generations.

I am passionate about teaching and highly value the connections I form with my students. Each lesson is thoughtfully designed to be engaging and meaningful, ensuring that the learning process is enjoyable for everyone involved. The relationships I build with my students extend beyond the classroom, as I am deeply invested in their progress and well-being.

I am also happily married and the proud parent of two wonderful sons. My family shares my love for animals, and our home is a lively and loving place. My sons are growing up with the same respect and affection for animals and language that we have, and I am grateful every day for their presence in my life. Balancing family, teaching, and my passion for animals keeps me busy, but it brings me immense joy and satisfaction.

# Introduction to Western Armenian Language

Western Armenian and Eastern Armenian are distinct branches of the Armenian language. Eastern Armenian is spoken in Armenia. While Western Armenian historically originated in what is now Turkey and is primarily spoken by the Armenian diaspora. The dispersion of Western Armenians, due to historical events like the Armenian Genocide, has endangered the language as diaspora communities struggle to preserve their cultural and linguistic heritage without a homeland. This dialect, rooted in centuries of literature, folklore, and identity, holds profound significance for Armenians worldwide.

The Western Armenian language was designated as endangered by UNESCO in the year 2009. Teachers of Western Armenian play a pivotal role in its preservation. They are not only educators but also guardians of cultural continuity, instilling pride in heritage speakers and equipping them with the language skills needed to connect with their roots. By promoting the use of Western Armenian in daily life and advocating for its recognition, these educators ensure that future generations inherit not just a language but also a rich tapestry of traditions and values.

The preservation of Western Armenian goes beyond linguistic diversity; it embodies a commitment to safeguarding a unique worldview and historical memory. It strengthens the global Armenian community by fostering a deeper understanding of shared heritage and promoting cultural resilience.

# lesson plan

This lesson plan covers the topic of domestic animals and is divided into five modules. Each module focuses on a different skill area: Introduction, Vocabulary Building, Reading (with grammar focus), Listening and Discussion, and Writing (Riddles, Song Creation, and Translation).

This lesson plan aims to provide a comprehensive understanding of domestic animals through engaging and varied activities that develop reading, listening, discussion, grammar, and creative writing skills, including translation.

## Objectives

By the end of this lesson, students will be able to:

- Identify various domestic animals and their characteristics.
- Read and comprehend texts about domestic animals.
- Listen to information about domestic animals and engage in discussions.
- Use the present tense to describe actions related to domestic animals.
- Write riddles, create a song, and perform translation activities about domestic animals.



# Module 1: Vocabulary Building

## Objective:

- Learn the names of common domestic animals.
- Practice pronunciation and spelling.

## Activities:

- **Video Tour:** Show a video of a farm where students can see various domestic animals. For example, Farm Animals for Kids.
- Explain the names of the animals as they appear in the video.
- Use Flashcards and other language games.

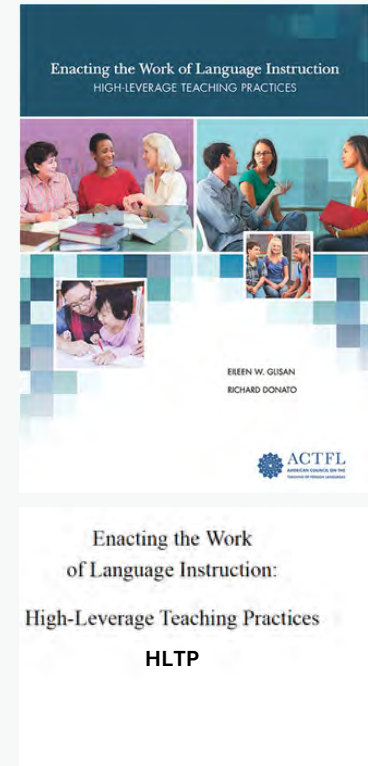
## Assessment:

- Correctly identifying animals from flashcards.
- Accurate pronunciation during the exercise.

## HLTP #1: Facilitating Target Language Comprehensibility

Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for learners to develop language and cultural proficiency. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. **provide comprehensible input that is directed toward communicative goals;**
2. **make meaning clear through body language, gestures, and visual support;**
3. **conduct comprehension checks to ensure understanding;**
4. **negotiate meaning with learners and encourage negotiation among learners;**
5. **elicit talk that increases in fluency, accuracy, and complexity over time;**
6. **encourage self-expression and spontaneous use of language;**
7. **teach learners strategies for requesting clarification and assistance when faced with comprehension difficulties; and**
8. **Offer feedback to assist and improve learners' to interact orally in the target language.**



### Category I: Creating Comprehensible LANGUAGE

- ❑ The teacher paraphrases new words and expressions.
- ❑ The teacher defines new words with examples rather than translation.
- ❑ The teacher slows down the rate of speech according to the level of the learners.
- ❑ The teacher uses vocabulary and structures that learners know and builds on them over time.
- ❑ The teacher uses new words and expressions more than once or twice and enters and re-enters these language elements frequently in the input.
- ❑ The teacher signals new words and structures with tone of voice.
- ❑ The teacher uses connected discourse rather than presenting isolated words for drill and repetition.

**The teacher begins the lesson by showing a video to the students. Even though the video is in English, the teacher mutes the volume and starts discussing the scenes depicted in the video. The students watch attentively as different animals appear on the screen. The teacher instructs them to repeat the name of each animal they see and to create a sentence using that animal word in another context. This interactive approach helps the students actively engage with the vocabulary and practice forming sentences, enhancing their language learning experience.**

<https://www.youtube.com/watch?v=jetPUZ-SJ0g>

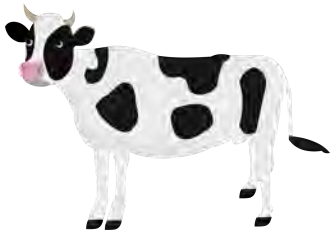




<https://youtu.be/IUtdLWZQZ-0?si=gWojSem1Q8NsdXxn>



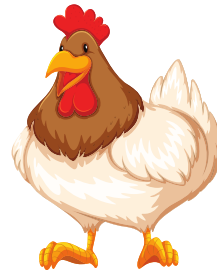
The teacher shows them a vocabulary video about domestic animals in the target language and asks them to listen carefully.



կով



խոզ



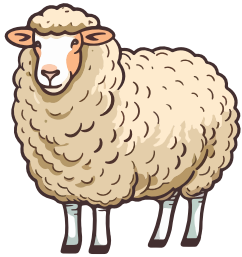
հավ



ձի



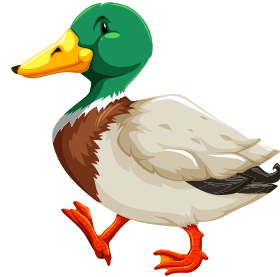
շուն



ոչխար



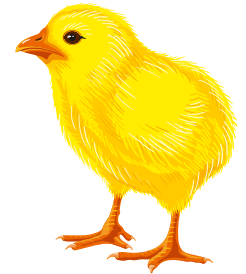
այծ



բադիկ



հնդկահավ



ճուտիկ



նապաստակ



էշ



սագ



կատու



աքլոր

To reinforce the vocabulary, the teacher engages the students in various language games and activities such as: Flash cards, Labelled diagram, Image quiz, board game... etc.



Also, the teacher provides an audio recording with the sounds of animals and lets the students identify which animal it is in the target language.



# Module 2: Characteristics and Habitats

## Objective:

Describe the characteristics and habitats of domestic animals.

## Activities:

Detailed Look at a Domestic Animal. The teacher provides new vocabulary related to the characteristics and habits of these already learned animals.

## Observation Activity:

If possible, visit a local farm or use an online virtual farm tour.

Students observe different domestic animals and take notes on their characteristics and habitats.

## Assessment:

Participation in the observation activity.

Ability to describe the characteristics and habitat of a chosen domestic animal.



փետուր

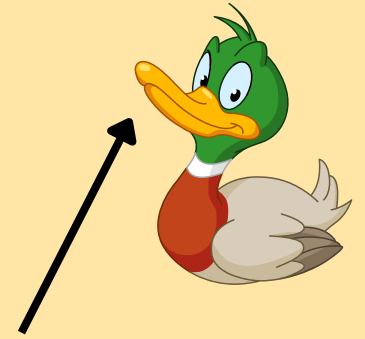


wool

բուրդ



պոչ



կտուց



պեխ



թաթ



խոտ



հաւկիթ



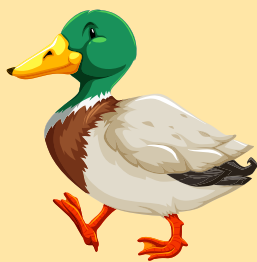
ագարակ



հողագործ

The teacher explores the habits and characteristics of the animals with the students and sings the song together with them.

The duck has a feather.  
Բադիկը փետուր ունի:



The duck has a beak.  
Բադիկը կտուց ունի:



The duck and the chick have feather.  
Բադիկը եւ ճուտիկը փետուր ունին:

The rooster has colorful feathers.  
Աքլորը գունաւոր փետուր ունի:



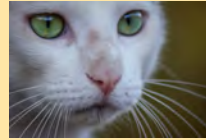
The horse and the cow eat grass.  
Ձին եւ էշը խոտ կ'ուտեն:



The cow eats grass.  
Կովը խոտ կ'ուտէ:



The cat has whiskers.  
Կատուն պէխ ունի:



The cat and the dog have paws.  
Կատուն եւ շունը թաթ ունին:



The sheep has wool.  
Ոչխարը բուրդ ունի:



The goat eats everything.  
Այծը ամէն բան կ'ուտէ:



Suno  
Suno is building a future where anyone can make great music.  
suno.com

<https://suno.com/song/fe5a87eb-8354-499d-96d8-c8ba14b6f139>

# Sayings

**Կատուի պէս մաքուր:**

Clean as a cat.



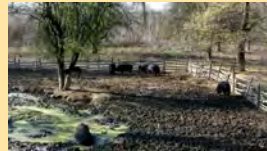
**Շունի պէս հաւատարիմ:**

Loyal as a dog.



**Խոզի պէս աղտոտ:**

Dirty as a pig.



**Ոչխարի պէս բարի:**

Gentle as a sheep.



**Ձիու պէս արագ:**

fast as a horse.



**Do you agree with  
these sayings?  
Համաձայն ես:**

# Activity:

<https://www.youtube.com/watch?si=f68xmp7a-ns04cbL&v=Hg2ZX0PF-jI&feature=youtu.be>



The learners observe different domestic animals and take notes on their characteristics and habitats.



## Missing words.

# բուրդ , պոչ , կտուց , խոտ , հակիթ , ագարակ

1. Ոչխարը մեզի ..... կու տայ:
2. Խոզին ..... ոլորուն է:
3. Հաւը ..... կ'ածէ:
4. Հողագործը ..... մէջ կ'աշխատի:
5. Կովը ..... կ'ուտէ:
6. Բադիկին ..... տափակ flat է:

# Module 3: Reading (with Grammar Focus)

## Objective:

To read and comprehend texts about domestic animals and practice using the present tense to describe actions.

## Reading Activity

Provide students with a short text about a specific domestic animal.  
Have students read the text individually or in pairs.

## Comprehension Questions

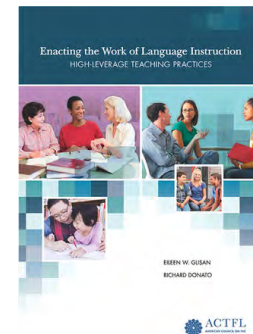
- Ask students to answer questions about the text to demonstrate understanding.
- True and False activity

## Grammar Exercise:

- Show pictures of domestic animals doing various activities (e.g., a dog running, a cat sleeping).
- Ask students to describe the actions in the present tense (e.g., "The dog is running. The cat is sleeping.").

### Category II: Creating CONTEXTS for comprehension

- The teacher uses gestures to make new language clear.
- The teacher uses visuals and concrete objects to support comprehension.
- The teacher focuses learner attention on the topic and objective of the lesson in advance of presentations and discussions.
- The teacher creates a lesson with a purpose relevant to learners' lives.





Կովը մեծ է եւ սրճագոյն: Խոզը գէր է  
 եւ վարդագոյն: Բադիկը փետուր  
 ունի, ոչխարը փափուկ բուրդ:  
 Աքլորը ամէն առաւօտ կը կանչէ  
 «կուկուկիկու՛ւ», նապաստակը երկար  
 ականջ ունի, ձին մեծ է եւ զօրաւոր,  
 իսկ էշը բարի կենդանի է:



Հապա՞հ նդկահաւը, սագը, հաւն ու  
 ճուտիկը...



A cow is big and brown. A pig is fat and pink. A duck has feathers, a sheep has soft wool. The rooster calls "cuckoo" every morning. The rabbit has long ears. The horse is big and strong. and the donkey is a kind animal.

And what about turkey, goose, chicken and the chick?

# Ծի՞շո՞թե սխալ True and false



1. Կովը պզտիկ կենդանի է:
2. Խոզը շատ կ'ուտէ:
3. Բադիկը կրնայ լողալ:
4. Ոչխարը կտուց ունի:
5. Աքլորը «կուկուլիկուլ» կը կանչէ:
6. Հնդկահաւը կ'ուտենք:

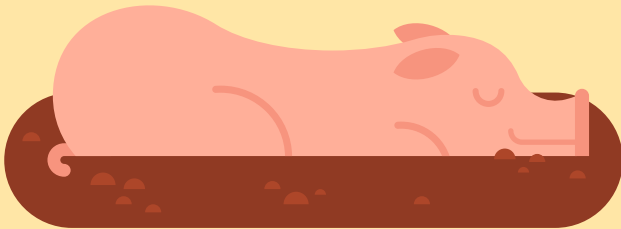
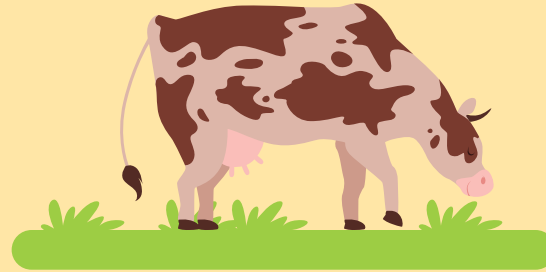
<https://www.gimkit.com/login?location=%2Fcreate%2F666ef515a6f960285c15549d%2Feditor>



# Ի՞նչ կ'ընեն:

What are they doing?

լողալ, վազել, խոտ ուտել, քնանալ,  
հավիկի ածել, կերակրել



# Module 4: Listening and Discussion

## Objective:

To listen to a dialogue and information about domestic animals and participate in a discussion.

## Activities:

- **Listening Exercise:**

Play an audio recording of a dialogue set on a farm, focusing on information about various domestic animals.

- **Note-Taking:**

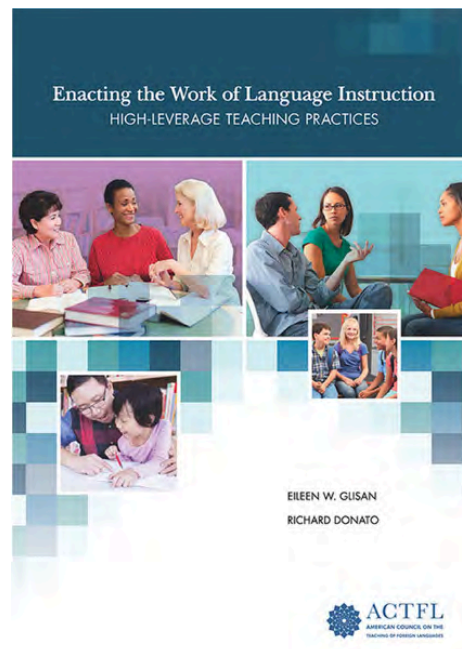
Ask students to take notes while listening.

## Discussion:

- Lead a class discussion based on the audio/video content.
- Encourage students to share their notes and thoughts.

## Assessment:

- Assess students' listening skills based on the accuracy and detail of their notes.
- Evaluate participation in the class discussion.



### Category III: Creating comprehensible **INTERACTIONS** with learners

- ❑ The teacher interacts with learners using active comprehension checking strategies (e.g., signaling).
- ❑ The teacher interacts with students and checks how well they are following what is said by cuing for recurrent words and phrases in the discourse.
- ❑ The teacher uses question sequences that begin with yes/no questions, move to forced-choice questions, and end with open-ended, WH-questions.
- ❑ The teacher provides useful expressions and phrases to help learners negotiate meaning, such as asking for repetition, asking for clarification (Can you say more?), checking their comprehension (Do you mean...?), and confirming their understanding (I think you are saying... Am I right?).

# Listen and understand



-Սագո՛, ագարակի մեծ կովը կը տեսնե՞ս:

-Այո՛, խոտ կ՛ուտէ:

-Ո՞ր է Արամը. չեմ տեսներ:

-Արամը հոն է. շունին հետ կը խաղայ:

-Ի՛նչ լաւ: Յակոբն ալ հաւերը կը կերակրէ:

-Շատ կը սիրեմ ագարակը: Հաւերուն քով երթա՞նք:

-Այո՛, երթանք եւ տեսնենք թէ հաւերը քանի՞ հաւկիթ կ՛ածեն այսօր:



wizer.me

<https://app.wizer.me/login?redir=%2Feditor%2FYrjnkGRF8Pau>



# Discussion



**1. Տունը կենդանի ունի՞ս:** Do you have animals in your house?

**2. Ո՞ր կենդանին կը սիրես:** Which animal do you like the most?

**3. Ագարակ կը սիրե՞ս այցելել:** Do you like to visit farms?

**4. Կենդանիները ի՞նչ կ'ուտեն:** What do the animals eat?

# Module 5: Writing (Riddles, Song Creation, and Translation)

## Objective:

To write riddles, create a song, and perform translation activities about domestic animals.

## Activities:

### Riddle Writing:

- Explain the structure of a riddle.
- Provide examples of animal riddles.
- Ask students to write their own riddles about domestic animals.
- Have students share their riddles with the class and guess the answers.

### Song Creation:

- Discuss the elements of a simple song (verse, chorus).
- Work as a class to brainstorm ideas for a song about domestic animals.
- Divide students into small groups to write their own songs.
- Each group performs their song for the class.

### Translation Activity:

- Provide a short passage about domestic animals in a foreign language.
- Ask students to translate the passage into their native language.
- Discuss the translated passages as a class, focusing on accuracy and any challenges faced.

## Assessment:

- Use a rubric to evaluate the creativity and accuracy of the riddles.
- Assess the songs based on creativity, collaboration, and presentation.
- Evaluate the translated passages for accuracy and completeness.

## Assignment:

Ask students to illustrate one of their riddles, create a simple music video for their song, or translate another short passage about a domestic animal and share it in the next class.

Շարժ:

Arrange the sentences

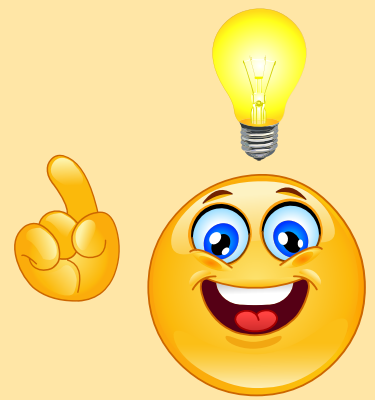
1. խոզ / վարդագոյն/ է
2. մեզի / կու տայ / կով / կաթ
3. կու տայ/ մեզի/ ոչխարը / բուրդ
4. հնդկահաւ / մենք / կ'ուտենք

կաթ milk

մեզի us

Հանելուկ

Riddle



Ո՞վ եմ ես... ո՞վ եմ ես

<https://wordwall.net/resource/74749490/riddles-domestic-animals>



# Translate

This is Mr. Hagop's farm. In the farm there are domestic animals. The weather is not cold. It is not cloudy.

The cow is eating grass, the horses are running. One horse is black, and the other is brown. The sheep is next to the cow. There are pigs also.

This is farmer's dog. His name is Chalo.

The farmer's wife is feeding the chickens.

The other = միւսը

Also = ալ



# Assignment

**Ask students to illustrate one of their riddles, create a simple music video for their song, or translate another short passage about a domestic animal and share it in the next class.**

# Reflection:

**Ask students to reflect on what they have learned about domestic animals and how they have improved their language skills.**