

The Process of Learning L2 English: Case Study of Child with L1 Russian

WLL 499: Capstone Project

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**Abstract**

In the sphere of SLE, the Communicative Learning Teaching (CLT) method is considered the most effective method nowadays. Since it focuses more on the communication of the students in the classroom for the ability to actually speak in the Target Language, many schools are applying it slowly and naturally in a classroom with more than one student. Therefore, there are not many studies testing the CLT in a classroom with one student and tracking the student's progress by looking at vocabulary development. Hence, the goal of this case study is to observe and analyze the difference in language proficiency improvement in a single student classroom with the usage of CLT. To track the improvements in the English language the student's writing and speaking skills, in particular, will be analyzed. The study takes place in a local educational center for 4 weeks. The lessons are 3 times a week each for an hour. The student is from a Russian (L1) speaking school and has some background in studying English as her second language (L2). As a result of the study, the student's speech gained a higher pace along with the enhancement of productive vocabulary. Since the student had more practice of the target language in the class, her speech has become more confident and as a result of intense grammar study in the classroom, the speech and the writing have clear grammatical progress.

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## Introduction

This capstone aims to track the language development of the student by looking at her vocabulary enhancement in L2 using the CLT method. So, the purpose of this case study is to test the validity of the CLT method of teaching a foreign language in the classroom among young English language learners.

Communicative Language Learning is a language learning approach that encourages learners to communicate and engage in realistic tasks, with the ultimate goal of making their transition into the target language culture (Brandl, 2008). It is considered the most effective method of teaching and learning a second language, because it is student-centered, interactive, and uses authentic materials, which all give more practice for students in the lessons (**cite some studies here that support this statement**). Nattinger

This research contributes to the narrowness of the topic of CLT being used in a single student's case, as currently there are not enough materials on it, as well as the foreign language classes being taught using CLT in Commonwealth of Independent States (CIS). It is widely known that those countries with Soviet legacy and especially Kazakhstan with multilingual background have a pedagogical legacy as well. However, CLT has never been used before as much as it is now, making it a new vector in pedagogy to look at (Florian & Becirevic, 2011).

Through this case study, the main research questions being targeted are:

- To what extent CLT is effective in learning a language in a single student's case?
- Does the presence of more than one student affect the process of learning?
- How to measure vocabulary development?
- What are the main factors in language learning for a single student?

This study aims to make a contribution to the awareness of the importance of usage of CLT in a single student classroom and assess the effectiveness of its use.

The preliminary expectation is that the student's speech will gain a higher pace along with the enhancement of productive vocabulary. Since the student will have more practice of the target language in the class her speech is expected to be more confident and as a result of intense grammar study in the classroom, the speech and the writing are expected to have clear grammatical progress, meaning making less grammatical mistakes. The receptive vocabulary might be harder to measure therefore the writing tasks will be compared and expected to increase but not as much as the productive vocabulary due to the constant use of the vocabulary learned in the classroom.

## **2. Literature Review**

### *2.1. Communicative Language Teaching*

As it was said before, CLT is considered to be the most effective method in language teaching and learning due to its immediate application of the language that has been studied. In his book “Communicative Language Teaching in Action” Brandl repeatedly points out that the main principle of this method is the use of target language by both parties, meaning language learners and language teachers and therefore the constant practice of the language is close to the real-life experience. In terms of the vocabulary, CLT’s main purpose is to increase the productive vocabulary by decreasing the receptive vocabulary. Since CLT is mostly based on real communication and communication-based tasks, Sandra Savignon says that the social context of the language is what matters as well, because that way the students can connect the language status with their own identity and the real purpose of learning a second language (1991).

### 2.1.1 Challenges to CLT

Even though CLT provides the students with a great amount of speaking and application of learned material, it still has to be used accurately due to the loads of practice it requires. One of such cases is the level of the students in the class. It is extremely important first to have students that are on the same level of language and that the level is not a beginner level with total usage of Target Language. The reason is that students, especially young learners like Elementary and Beginner often would not understand every word or sentence the instructor tells in the classroom as well as the instructions in the Target Language themselves. The students would need most of the words in their L1 because at such low levels students don’t know many of the words including the basic ones in L2. As a consequence, “Some students’ particularly with low English proficiency also had problems engaging in the classes and catching up with their classmates” as Hongkham Vongxay’s case study’s participant teachers said. The case study

asked 10 teachers at Lao Higher Educational Institution to explain why the implementation of CLT into the education system did not lead to the actual implementation. As one of the reasons, in the interviews those teachers suggested the difference in the classroom language level due to the admission of students into one class. Again, this is not an often phenomena, but it still happens. Mostly it happens on a smaller scale where one or two students among other students might know the language better or vice versa they know it on a lower level than others in the classroom, and this leads to the progress being slowed down palpably.

It is also crucial to keep in mind that while using CLT the consideration of types of learners cannot be omitted because learners might not want to speak in front of the class by participating in the discussion while others would love it. The study of CLT implementation in Bangladeshi schools showed that “large class sizes are often cited as one of the major barriers for implementing CLT effectively” (Rasheed, p.39). Since large class sizes also mean that there are many students in the class, it also implies that speaking in front of many people can be intimidating for some students. Therefore, the principle of constant application of the Target Language by doing such exercises like doing presentations, even in groups can be stressful for some students.

### 2.1.2 Benefits of CLT

As opposed to the traditional way of learning and teaching the second language, especially English in this case study, CLT provides the students with major exposure to the language and hence its culture due to the constant use of it in the classroom and the authentic materials provided. From the study of Paradis on comparison of internal versus external factors that affect the child’s process of learning, it became clear that the length of exposure as an external factor plays a huge role. Therefore, usage of the Target Language in the classroom

benefits the pace of the progress of learning. However, it is interesting and crucial to highlight that “use of the L2 at home, by non-proficient speakers, might not be particularly helpful for L2 development and could potentially increase the risk of L1 decline and loss” (Paradis ,p.232). It means that it is not recommended for students to get that exposure of L2 at home from their parents who do not speak the language on a high enough level, because they might teach the student in an opposite way wrong grammatical structures or words. Instead, that exposure to the culture and language itself should come from the classroom and that is where the CLT comes to help.

Another finding of this study proved the effect of the constant use of the Target Language in the class by saying that “children’s L2 output correlated more strongly with vocabulary and morphology outcomes than children’s L2 input” (Paradis, p. 231). In other words, the practice of speaking English to other people has more effect on the vocabulary development of the learner than passive listening to others speaking to the learner in the same English language. Therefore, it is more efficient to keep the student practicing the language by communicating in it.

## *2.2 Young L2 Learners*

Young L2 Learners in comparison with adult learners have less experience in learning a second language and often need help from the outside. As an example, the study of Wu showed that a supportive learning environment and given autonomy are the key elements of young learners’ intrinsic motivation. The study had 72 kids aged from 4 to 6 learning English as L2 for the first time. It lasted for 8 months. Students were divided into two types of classes: experimental and control groups. The difference was in the methods of teaching where in the experimental were used such methods like communication encouragement, group or pair work, and tasks designed to moderately challenge learners based on the previous one. In other words, the class was using

the CLT method with a great emphasis on the value of self-efforts and self-improvement rather than success or failure system. As an example, in-class activities in the experimental group were teacher-initiated and teacher-intensified when it came to the introduction of language items, while in the control group all the activities were “mainly teacher-intensive, often taking the form of competitive games. As a result of the study, the students were asked to rate each item on the list from 1 to 4 which consisted of Teaching Procedure, Activity types, Participant Organization, Teacher Roles and Evaluation Practice. Overall, students of the experimental group were more satisfied with their level of language, hence progress and the conditions of the classroom teaching. This shows that learners who had been given more freedom of expression and constant support were more motivated to study and hence had faster and better results. Wu phrased it this way - “learners who had more confidence in their ability and/or experienced more control in their learning showed greater interest in learning for intrinsic reasons” (p.511).

### *2.3. Measuring Vocabulary Development*

#### *2.3.1 Receptive vocabulary development*

To assess vocabulary enhancement or even the initial number of words known by the students, the most effective test should be chosen. As an example, Words Associate Test has been chosen by Meara and Fitzpatrick. As a result of their analysis, they answer the most important question about its effectiveness that it obviously depends on the level of the student, because the greater the vocabulary of the student, the more this test shows how much he does not know because the student might know the synonyms of the correct word which might have been the answer as well (Meara & Fitzpatrick, 2000). For example, they give an example “the fra\_\_\_\_\_ of the flowers filled the room” wherein the place of the answer “fragrance” could have

been scent, aroma, or perfume that the student might have known. Thereby it turns out that receptive vocabulary is harder to assess than productive because in writing and speaking the context is what matters and therefore if the students know 1000 words, the test with its small size of the words can show too little information. However, it works for the students with a limited size of the controlled productive vocabulary. Therefore, this would be a good one to use for testing the children's productive vocabulary since they usually have a small size of vocabulary at a young age and stage of learning the language. It is also important to keep in mind that in order to measure the productive vocabulary knowledge, it is the word type that should be measured because people usually remember the words that they use in their colloquial speech and as a receptive knowledge they remember the word family units, like succeed and all the other forms of it as a success, successful (Hirsh, n.d).

### 2.3.2 Productive vocabulary development

Another method with which the sizes of receptive and productive vocabulary can be measured is the translation tests. These tests are effective to use because Stuart Webb discovered in his experiment that the receptive vocabulary is much bigger than the productive vocabulary because the productive vocabulary is considered to be the receptive vocabulary with more frequent use of words: "Learners who have a larger receptive vocabulary are likely to know more of those words productively than learners who have a smaller receptive vocabulary" (2008). For the sake of objectivity of experiment, he created two types of translation tests - L1 to L2 and L2 to L1, because in the latter case student will mostly use his receptive vocabulary in cases he does not know the exact word, while in the former case he would actually have to know the exact words to be able to answer. For example, in his experiment, the participants, 83 native speakers of Japanese who were students at EFL classes, had troubles translating the target words from L2

to L1 due to the similar forms of some words that they seemingly had in the receptive knowledge such as “week for weak”, “send for sand” and “baton for button” (Webb, 2008). As a result, Webb as well highlights the main problems with translation tests that will be used in this case study as well. Those problems are the choice of L1 and choice of the target words because the level of the target words must be appropriate for the students to be likely to translate them. In this case study Russian is expected to be L1 for every student.

Since measuring the vocabulary depth is a complex task to accomplish, it is considered easier to track the progress in the early stages of language learning. As a result of the analysis of such test as The Vocabulary Size Test, X-Lex, and Y-Lex, The Computer Adaptive Test of Size and Strength author discovered similar result as Webb did, that first of all it is possible to measure the student’s vocabulary size (Pignot-Shahov, 2012). More than that, it is possible to predict the amount of vocabulary the student can learn over the course of the lessons. He also confirms that receptive vocabulary develops before the productive vocabulary and suggests that in order to “learn a word productively it is better to teach it productively” and the same logic goes for receptive vocabulary (Pignot-Shahov, 2012). In the capstone project, this will be considered meaning the purpose of the exercises created based on CLT should be defined in terms of which type of word knowledge it contributes to.

#### *2.4 Case study*

Since the whole project is organized and taken as a case study, it is important to clearly set the framework of it for the project.

Young Learners are usually kids who do not know the Target Language and need a special method of learning Second Language because an implicit way of learning the grammatical structures simply would make the process of learning too boring for them. As a

solution, games are considered one of the best ways to teach the language. “A Case Study of a Chinese Girl in an American Preschool” held by Chizuko Konishi suggests that for very young learners that do not know L2 at all, games are one way of learning the language with minimal stress in a short period of time and maximum effectiveness in terms of the learner actually remembering and consciously using the L2. The case study observed a 3 years old Jasmine, whose nationality was Chinese and the only language she spoke was Chinese as well. Before this case study the girl had a negative experience with learning English in a care center where everyone around her spoke only in English, and this led to her leaving that center. This is one of those cases where CLT can help, as it was said before in the Challenges to CLT section, it is not recommended to speak only in the Target Language to the learners who do not know the language at least on a High Beginner level. Jasmine joined the group of 26 kids 3 to 5 age in preschool, where 9 of the students were bilingual including English. When other kids would notice her not playing with them, and instead sitting alone in the corner they would invite her using “lot of gestures and talked to her slowly and clearly until Jasmine responded to them, even if only nonverbally” (Konishi, p.269). One of the games that the study used was sociodramatic play, where kids made puppets in order to act some plays. Jasmine showed an initiative to join the kids on this game, and made herself a puppet after which she was placed in a group of students who would not speak any Chinese but English. As a result of this kind of play, the researcher observed this kind of occurrence when other kids would say “I want to go pee” to ask to go to the toilet, Jasmine would come up and without previously speaking English say “pee” which already expressed what she wanted. After a month, one of Jasmine’s friends said “I’m gonna go to Lunch Bunch today,” to which Jasmine confidently added “Me, too.” (Konishi, p.269). In two month, Jasmine being the only non-English speaking child with a previous

English language related trauma learned how to construct sentences explicitly by listening to the songs that the class sang as well as trying to follow them. Konishi said “Creating songs and using chants with familiar nursery melodies is a good strategy for making children aware of rhythm and words” and this is part of CLT to use games and different kinds of authentic materials that would make the students use the language and be able to learn the grammar explicitly and well as being taught implicitly.

### *2.5 Grounded theory*

In order to analyze the vocabulary development of the Student’s language, the grounded theory will be used. Kathy Charmaz in her study defined the grounded theory as “a logically consistent set of data collection and analytic procedures aimed to develop theory” (p.28). Based on this definition the coding of the patterns from the Student’s lesson recordings were done. The codings are classified into following categories:

- Student speaks
- Teacher speaks
- Student responds in English
- Student responds in Russian
- Student says "I don't know", "I don't remember"
- Students doesn't understand Instructor's speech

These codes are needed to be able to track any patterns in the learner’s language development. Based on these codings, the bar tables will be constructed in order to see the differences in the vocabulary development. Grounded theory is therefore used in this case study to qualitatively and quantitatively analyze the progress of productive vocabulary because that is the main element of the progress of speaking and writing skills.

### *2.6 Next steps*

This literature review aimed at defining the main method of the case study - CLT and analyzing its benefits and challenges. Since this study is built on the process of learning of a young learner, the motivations and nature of the young learners were also discussed. It is the supportive environment and autonomy in decisions that make up the most comfortable environment to study. It is also important to keep in mind that in order to track the development of the language methods for measuring the development of receptive and productive vocabulary are needed. Despite a considerable amount of research in the areas of CLT and vocabulary measurement, there is a noticeable gap in the area of young learners' behavior in a class of one student with the usage of CLT, because CLT means communication which usually implies group or pair work with other students in the class. As such my study addresses that research gap by observing and analyzing the effect of CLT on the language development of one student in a single student classroom. In the next section I will present the methodology for the current case study which addresses the following research questions:

- How to track the vocabulary development of the student?
- How to measure the actual development in receptive and productive vocabulary?
- What are the main factors that affect the process of learning in a single student classroom?
- What are the possible differences from studying in a full classroom?

It is important to highlight that this case study's main purpose is to track the progress of the student where the student communicates with the instructor only and how the usage of CLT at all is possible in a single student's case. Comparing its results with possible results from a full classroom is not the main goal. Although it will be considered and mentioned in the Results section.

### **3. Intended Methodology & Data Collection**

#### 3.1 Participants

The study expects to have a student with L2 in English in Spring 2020. Lessons will be conducted 3 hours per week and 60 minutes each lesson at the center “Education For All” based at Nazarbayev University. The student is expected to be a child ranging from 7-12 years, and whose L1 is either Kazakh or Russian. His or her L2 proficiency (English) is expected to be from Beginner to Intermediate levels. The measurement of the progress or regress in speech and writing will be done by taking an Entrance test at the beginning of the process and the Final test after approximately one month of teaching with CLT.

##### A. Participant: Student A

1. Age: 10 years old
2. Gender: male
3. English experience and language profile:

In the first lesson, the student was asked the pre-lesson interview questions written above. All the questions were asked in Russian since the student clearly had trouble understanding the questions due to low L3 English proficiency. He studies English at Kazakh language gymnasium 2 times a week, with a teacher who most of the time speaks English in the class, except for the moments when students lose track of her words. To the question about expectations, his answer was fun and interesting lessons in order to learn English better. Student A currently studies in the

4th grade of elementary school and started learning English in the 1st grade. To the question of his level of English Student responded: “пяты́й мобайл” translating the 5th mobile, which means Elementary Level. The lessons usually consist of translation and learning of new words together with some mechanical exercises.

A. Participant: Student B

1. Age: 10 years old
2. Gender: female
3. English experience and language profile:

Student B has been studying English from the 1st year at school. The classes are held 2 times a week. Additional lessons were received at the language center for 3 years. The class teacher speaks a minimum of English in class. Student B studies just like Student A in a gymnasium school but in the Russian language. Student B does not know the Kazakh language. The student does not know her level of English, but according to their book “Smiles 4”, they are studying the Elementary level. For the question about expectations, the Student answered similar to Student A, having interesting lessons and learning English better.

### 3.2 Design and Materials

In order to analyze the data that will be collected, a special focus will be on the enhancement of productive vocabulary student use. In the beginning, the measurement of her starter vocabulary will be taken by such tests as Mechanical Test and visual image recognition tests. Also, each lesson, the homework, and in-class exercises will be collected and compared with the previous ones. The progress will be documented by graphic organizers and visual helpers to demonstrate the absence of the presence of the progress in vocabulary enhancement, hence student’s writing and speaking abilities. Since this is a case study, the data analysis is

planned to be both qualitative and quantitative. Qualitative in terms of the writing part, and quantitative when a student is checked on their memory of the new vocabulary.

To assess Student's passive vocabulary, the second Test will consist of mechanical types of exercises like Translating from L2 to L1 and vis-a-vis from L1 to L2; Filling in the blanks and Multiple-choice questions. Furthermore, spontaneous speech will be elicited in the very first lesson to see Student's productive skills by asking everyday things or personal information. While constructing the Mechanical Test, it is crucial to avoid the ceiling and floor effects, when the test is too easy because its minimum score, "ceiling," is set too low, and the latter when the minimum score, "floor," is set too high, and most of the students are not able to score higher than the average mean among themselves (Riazi, p.31). For that, the main principles of CLT's "Assessment and Language Learning" will be taken as a foundation. Namely, testing only that material which was taught in the class and in a way that does not differ from the way it was taught (Brandl, p.370). Since most of the students are from schools with the Soviet teaching system, the second test fulfills these two criteria while the first accomplish the real-world contextualization by requiring students "to perform, create, produce, or do something" (Brandl, p.370).

By "doing something" Brandl means to elicit production of the newly learned material through different types of actions like writing compositions or describing pictures. As for the Exit test, it will have a similar structure but modified on student's strengths and weaknesses. Productive exercises like short composition and speech on a particular topic will be added to the Mechanical Test. These productive exercises will require the students to use all the vocabulary they have learned so far to see the present progress in their vocabulary. Thereby, the productive and receptive vocabulary will be assessed.

Since this is a longitudinal case study, two interviews (in Russian) will be taken from the student. One in the first lesson, and one in the last lesson. The first one will be conducted to document their expectations and background. The second one will be conducted after the period of teaching, which is one month, asking for the Student's experience in the inclusive classroom and the effectiveness of CLT on her individually. This will be done in order to put the progress of the student in perspective. The questions that will be asked at the beginning of the teaching period are the following:

1. What is your first language?
2. What is the language of education in your school?
3. How long have you been studying English?
4. How many hours a week do you have English lessons?
5. In what language does your teacher teach the lessons?
6. What do you expect from the lessons in EFA?
7. What do you think is your English language level?

As a concluding set of questions:

1. Was studying in EFA difficult or easy for you?
2. What was easy or difficult?
3. Do you feel any change in your English language throughout the period studied in the center?
4. Did you like the way of studying in EFA?.

### 3.3 Procedures

#### Student A

The lesson was planned to have the Warm up by asking the Student A first Interview questions together with asking about his personal information like his name and how he was feeling himself at that moment. After that, he was given the Mechanical Test, which was followed by the Image Recognition Test on the PowerPoint Presentation. The lesson ended with the Cooldown where the student was asked about the difficulty of the test, which turned out to be difficult enough to learn some new words.

#### Student B

The second and third lessons were on the topic of Animals. The student was asked to play the “Alphabet Game”, where the English alphabet was laid on the table facing down, and open the letters that the name of the animal contained. The Student would pick one card with an image and name of the animal. The student has successfully found all the letters in the names of 6 animals out of 20. The reason for the low score was the students ability to keep track of letters’ positions.

In the third lesson Student B was given a worksheet (Figure 1) on Present Continuous because the grammatical topic was Present Continuous. The Student completed it in 10 minutes. The worksheet contained a picture of an animal doing something, and under it, he should have written what it was doing.

At the end of the lesson, Student B played the Crocodile Game, where the class instructor or the student would mimic an animal and the other one would guess which animal he is showing. The student had no struggle with recognizing the animals.

### 3.4 Data Analysis

#### 3.4.1 Intended Analysis Methods

Comparison of the homeworks is the first method to look at the progress of students' language learning. Homeworks are focused on student's abilities to remember and produce vocabulary and grammatical structures. As a result, the homeworks will be analyzed on the basis of students' ability to understand and apply new information from the class.

Secondly, comparison of student's speech will be done because it is the main source of vocabulary development observation instruments. All the lessons were recorded in order to record student's elicited speech and transcribed, Later in the section of Discussion the Grounded Theory method will be used to code the patterns and analyse those patterns in speech. Among those codes the presence or absence of the improvement in the speed of reaction towards the instructor's speech will be observed because it shows the development of the student's listening skill and recognition of new vocabulary.

### 3.4.2. Results

Results of Entrance Tests for these two students are:

Student A:

In the Image Recognition test, Student A scored 10 out of 14. In the Mechanical Test, in the task of translation from L1 to L2 and vice versa, Student A scores 20 out of 30. From L1 to L2 he got 9 out of 15, while in L2 to L1 11 out of 15. In the Multiple Choice Question section he scored 14 out of 20. Overall, Student A has 34 out of 50, which makes his level low Elementary, because he needed more time with the Vocabulary part of the test.

Student B:

In the Image Recognition test, Student A scored 11 out of 14. In the Mechanical Test, for the Translation from L1 to L2 the Student got 11 out of 15 words correctly translated. In the translation from L2 to L1 12 out of 15. For the Multiple Choice Questions part 12 out of 20 were correct, which makes it 35 out of 50, which makes her level of English be High Elementary because of the mistakes being in terms of forgotten words (receptive vocabulary) and level of Speaking skill at the beginning of the lesson.

## B. Tasks

### 1. Test

Student A was given 40 minutes to complete the Mechanical Test. Student A completed the test in 30 minutes. The second part, the Image Recognition Test was completed in 10 minutes, while he was given 15 minutes. The Student needed more time for some of the words to recognize them and asked for some hints like “What is the first or the last letter of the word?”.

Student B finished the Mechanical Test in 15 minutes (given 40 minutes), and the Image Recognition Test in 10 minutes instead of 15. The Student had struggles with remembering the words, but when hearing the answer the Student immediately recalled the word.

The Response Time of each of the students in the Image Recognition Test differed according to both passive and active vocabulary. Student A had greater Response Time because these words were mostly in his passive receptive vocabulary. Student B had less Response Time, because he knew the words’ pronunciation and translation but did not know the spelling.

The Student was shown the images only and was expected to name the noun, verb or adjective. After he said the right answer the word under the image was shown. It was shown also in the case when the student struggled to remember or recognize the image.

#### **4. Discussion and conclusion**

The overarching goal of this Capstone has been to observe and analyze the progress of the language learning process.



a book

## 5.1 Discussion of results

### 5.1.1 Task 1

One of the main patterns that was observed is the Student's lack of confidence in her speech. From Table 1, looking at the code 5 and 6, and seeing that it is most of the time 1 or 0, it is seen that in most of the cases the Student had a good receptive vocabulary, because she would translate the question from L2 to L1 and add a questioning tone, while her translation was correct.

Another pattern that was traced through her speech was the Student's surprising fear of mistakes, which partly explains her low level of usage of English. This is peculiar to the local Soviet way of studying and learning a language where learners are punished for making mistakes and motivated by competition and excellent grades. These two patterns of fear but really good average. The level of English speech also varied from the type of classroom task, which can be seen from the Lesson 3, which was mainly Reading, hence the Student had less space to produce an English speech. The Student spoke 61 times, while only 5 were in English.

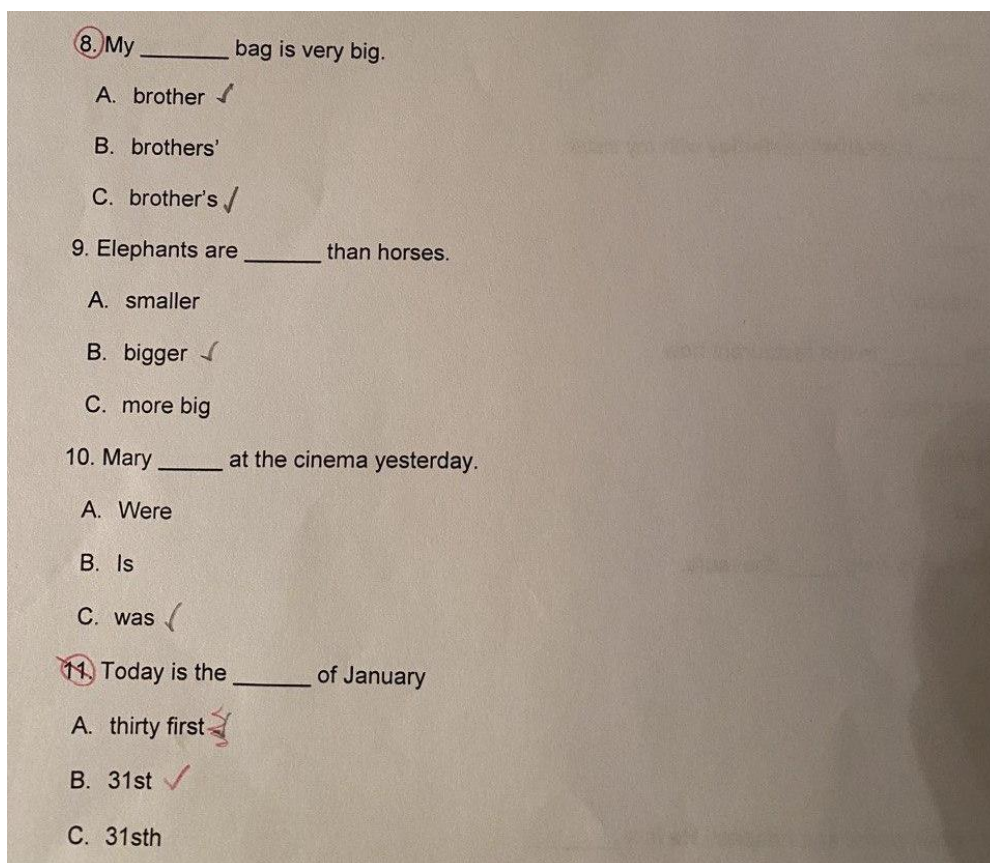
It also can be seen that towards the last two lessons, the Student got more comfortable with speaking in English. If on the first two lessons the student talked only if asked to respond in English, then later Student got used to responding to the instructor in English. Progress in student's grammar skills can also be seen from the Homework statistics in Table 3. All types of tasks were given as homework, with special focus on grammar and vocabulary, because the student had a tendency to allocate too little time for studying words and hence most of the remembering process happened in the classroom. The Student received writing mini-essay as her last homework to assess her writing skill after the whole process of learning (Photo 1). It demonstrates that the student can confidently use possessive adjectives and talk about her and

other people's belongings as well as talking about. In the Mechanical Test at the first lesson student made mistakes on two questions that tested her knowledge of possessive adjectives and date:

*Photo 2. Questions 8 and 11 from the Mechanical Test*

*Table 1. Statistics of the classroom codes.*

	code 1	code 2	code 3	code 4	code 5	code 6
Lesson 1	43	66	9	34	2	1
Lesson 2	46	78	13	33	4	5
Lesson 3	61	75	5	56	4	3
Lesson 4	72	50	21	51	2	8

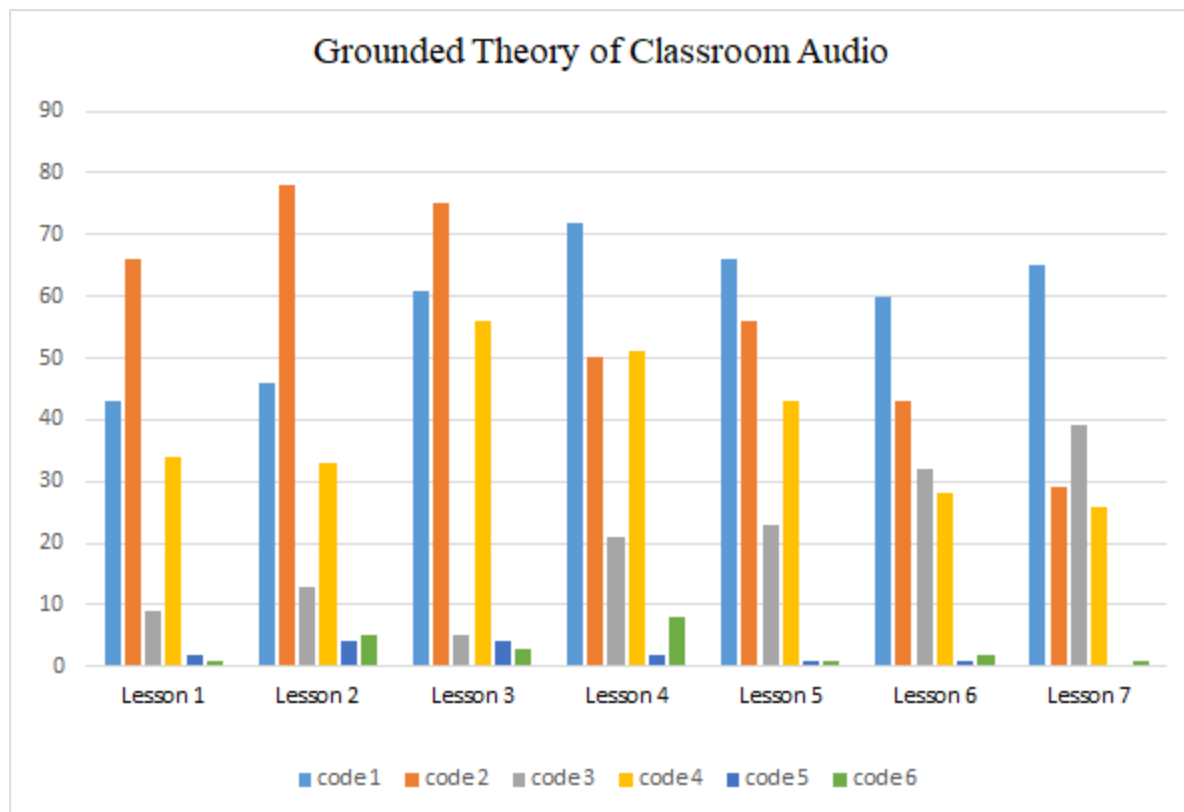


Lesson 5	66	56	23	43	1	1
Lesson 6	60	43	32	28	1	2
Lesson 7	65	29	39	26	0	1

*Table 2. Codes of the classroom audios*

code 1	Student speaks
code 2	Teacher speaks
code 3	Student responds in English
code 4	Student responds in Russian
code 5	Student says "I don't know", "I don't remember"
code 6	Students doesn't understand Instructor's speech

*Graph 1. Grounded Theory of Classroom Audio*



*Table 3. Homework scores*

	<b>Types of the task</b>	<b>Maximum scores</b>	<b>Student's scores</b>
<b>Lesson 1</b>	Tests	65	46
<b>Lesson 2</b>	Sentence writing (6 questions)	12	10
<b>Lesson 3</b>	Multiple Choice & T or F Questions	13	10
<b>Lesson 4</b>	Sentence Completion	11	11
<b>Lesson 5</b>	Making positive and negative sentences	6	6
<b>Lesson 6</b>	Sentence writing	7	6
<b>Lesson 7</b>	Essay	20	18

The Students' expectations from the center were focused on the grammar skills and speaking skill. Below it is seen that the Student feels more confident in her speech and grammar usage after two weeks of studies at the center.

Pre-study Interview results:

1. What is your first language? - Russian
2. What is the language of education in your school? - Russian
3. How long have you been studying English? - 3 years
4. How many hours a week do you have English lessons? - twice a week
5. In what language does your teacher teach the lessons? - both Russian and English, but mostly Russian
6. What do you expect from the lessons in EFA? - more practice in speech and filling in the gaps of grammar structures
7. What do you think is your English language level? - beginner

*5.1.2 Task 2* (change this to whatever the second task of your study was - e.g., interview, Test 2, survey, etc.)

Post-study Interview results:

1. Was studying in EFA difficult or easy for you? - It wasn't easy nor difficult. Understanding the instructor's speech sometimes was difficult, but overall everything was normal.
2. What was easy or difficult? - Classroom games and tasks were easy and interesting, homework also was not very difficult. Remembering new words was difficult.

3. Do you feel any change in your English language throughout the period studied in the center? - I think yes. I learned new words and practiced listening and speaking skills a lot. I think I speak better now.
4. Did you like the way of studying in EFA? - Yes. it was very interesting and funny.

## 5.2 Implications of the study

### *5.2.1 Research implications*

Considering this was a case study examining the possibilities of the CLT method and examining it in a framework of one student's case it showed positive results which means that such case studies can be useful to test and analyze data. For the research in Kazakhstan this case study demonstrates the opportunities that language learning can give to the young learners which also leads to the development of the education system. On the example of this student, if applied on a broader scale it can fasten and develop the process of learning of any second language considering that the methods are always individualistic but at the same time mass scale.

### *5.2.2 Pedagogical implications*

The case study on single student classroom usage of CLT even though little but makes a contribution into broadening of CLT method's possibilities. There are not many researchers or case studies that consider using CLT for one student because this method's philosophy by default means communication of students within the classroom. However, this case study shows that second language can be developed in a single student classroom as well and produce results and progress. The necessary communication with other students in the classroom can be replaced by specifically developed homework tasks and classroom usage of CLT also focused on the vocabulary development and weaknesses of the student's speech.

### *5.3 Potential limitations of the study*

As with all original research, it is important to consider some limitations that may be linked to the design. Here, I will highlight the two primary limitations that I find with my Capstone study.

First, it is the limitation of time. The study took place for two weeks which was enough to track some developments in the language of the student, but it was not enough to track the development of other skills like listening and writing more in depth thereby proposing only a small part of a bigger picture. It also limited the possibility to take the post-study test which would have given us more clear results of the student's language progress.

Second major limitation is that this case study measured language development by looking at speech development because CLT mainly focuses on communication. However, for the language speaking is only one skill out of many and not looking at other skills like listening, reading and writing limits the study's benefit and contribution into the linguistics and pedagogy fields. The study together with more time and involvement of all-skills analysis could have made the question of CLT effectiveness in the single student case more accurate and consciens.

### *5.4 Future research*

I will conclude this Capstone by discussing future research that should be conducted to continue my contribution to EFL teaching. As it was said before, the case study looked at one student's speech development to observe the possibility of CLT as the most effective language learning method. However, due to the limited time frame the analysis of other skills like listening and writing were not observed enough to be able to fully state the effectiveness of CLT. For that types of homework and classroom tasks should be more diverse and enfold more information. It is also possible for the study to have more than one student to see if the same way of teaching,

still a single-student, is applicable for other students as well, because students' individual weaknesses and strengths play a crucial role in forming the results of the study. Therefore, this would make the results more objective.

### *5.5 Concluding remarks*

Summing up, this Capstone has argued that the Communicative Language Teaching method is the most effective and best method for learning and teaching English or any other languages as a second language. Even though usually and most of the time it is used in a several students classroom, this case study demonstrated that it is still effective in a single student classroom. It also showed that measuring the vocabulary development to track the overall language development is a good enough method if focused on the skill of speaking.

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## **Appendix A: The Mechanical Test**

**1. Translate from Russian to English.**

For example, *солнце* - *sun*.

1. Я
2. вода
3. яблоко
4. кошка
5. курица
6. еда
7. дочка
8. мальчик
9. мама
10. брат
11. дядя
12. игра
13. игрушка
14. мяч
15. автомобиль

**2. Translate from English to Russian.**

For example, *a ball* - *мяч*.

1. cold
2. black
3. a shoe
4. a farm
5. a plane
6. a kite
7. a train
8. chair
9. a sweet
10. to run
11. to eat
12. to cook

---

13. a picture
14. to sleep
15. thirteen

## 3. Choose the correct answer.

For example, 1. My name \_\_\_\_\_ Eldos.

A. is ✓

B. am

C. are

1. Her shirt \_\_\_\_\_ yellow.

A is

B are

C am

2. Yesterday it \_\_\_\_\_ sunny.

A. were

B. was

C. is

3. What \_\_\_\_\_ this?

A. is

B. are

C. am

16. We \_\_\_\_\_ in the restaurant now.

A. are eating

B. eated

C. eat

17. The cat is lying \_\_\_\_\_ the sofa.

A. in

B. at

C. on

18. My father works at a hospital. He is a \_\_\_\_\_.

A. doctor

B. teacher

C. firefighter

8. My \_\_\_\_\_ bag is very big.

A. brother

B. brothers'

C. brother's

9. Elephants are \_\_\_\_\_ than horses.

A. smaller

B. bigger

C. more big

10. Mary \_\_\_\_\_ at the cinema yesterday.

A. Were

B. Is

C. was

11. Today is the \_\_\_\_\_ of January

A. thirty first

B. 31st

C. 31sth

19. \_\_\_\_\_ chocolate?

A. Do you like

B. Are you like

C. You like

20. Bred \_\_\_\_\_ to a concert yesterday.

A. go

B. goes

C. went

**Appendix B: The Image Recognition Test**



sky



a house



a tree



a computer



to fly



to jump



to swim



beautiful



a window



happy



a book



sad

### Appendix C: Classroom Exercise “Present Continuous”

What is it playing?.....(golf)



What are they doing?.....(row , boat )



What is the pig doing?.....( play ,banjo)

## Appendix D: Transcripts of the Classroom Audios

Transcripts

Lesson 1.

I: Hi

S: Hi

I: How are you

S: I'm fine, thank you

I: Great, what's your name?

S: My name is Elina

I: What grade do you study in? 4th? 3rd? Which class? 4ый?

S: 4ый

I: Okay, do you speak Kazakh or Russian? Дома на каком языке разговариваешь? На русском или казахском? [What language do you speak at home? Russian or Kazakh?]

S: На русском [Russian]

I: На русском? А в школе? [Russian? And at school?]

S: На русском. Я казахский не знаю. [Russian. I don't know Kazakh]

I: Really? Okay. Как давно учишь английский? [How long have you been studying English?]

S: Ну я вообще давно учу. Где то три года наверное [I've studying it for a really long time. About three years, maybe]

I: Три года? С первого класса? [Three years? From the first grade?]

S: Мхм [Mhm]

I: А как часто у вас английский? [How often do you have English lessons?]

S: У нас два раза [Twice]

I: По часу? [An hour each?]

S: Нет. 40 минут. А нет, дополнительные? [No, 40 mins. Oh, wait, additional classes?]

I: Нет, школьные уроки [No, school classes]

S: А в школе - да. Ну я раньше ходила, а сейчас не хожу. [Oh, at school - yes. Well, I used to attend additional classes, but now I don't]

I: А раньше ты куда ходила? [Where did you used to go?]

S: Я раньше ходила..ну он назывался бриллиант клуб кажется [Well, I went to a club, I think it was called Brilliant Club]

I: Мхм, там ты сколько училась? [Mhm, how long did you go to that school?]

S: Ну 45 минут [45 mins]

I: А как долго ты туда ходила [How long did you attend those classes?]

S: Три года [Three years]

I: Три года ходила? [Three years?]

S: Ну может больше, не знаю [May be more, I don't remember]

I: Ааа а как обычно уроки в классе проходят? [And how the usual lessons at school go?]

S: М?

I: Как обычно уроки в классе проходят? [How the English classes at school are held?]

S: Ну сначала она домашнее задание проверяет, потом пишет число и потом тему объясняет. [Well, first she checks the homework, then writes the date and then explains the theme]

I: И все это на русском? [And everything is in Russian?]

S: Ну да, она на русском говорит. А потом она еще дает нам задание и мы его делаем.

[Yes, she speaks Russian. Then she gives s some exercises and we do them]

I: А тебе самой нравится английский изучать? [And what about you, do you like studying English?]

S: Мхм, ну там так много правил всяких. [Yes, but there are a lot of different rules]

I: Окей, а вам обычно много домашнего задания дают? [Okay, do you usually get a lot of homework?]

S: Обычно мало [Usually not that much]

I: А у тебя какая школа? [What school do you study in?]

S: 27ая, лицей [27th lycium]

I: Окей. Сейчас я хочу вять у тебя тест чтобы определить твой уровень. Ты сама знаешь свой уровень? [Okay, now I want you to take a test in order to identify your level of English language. Do you know your level?]

S: Нет [No]

I: Нет? Окей, тогда сейчас будем писать тест. [No? Okay, then now we will write a test to identify it.] The test is very easy. So, first, you need to translate from Russian to English, and then from English to Russian. Then you have a Multiple Choice Test, where you need to choose one correct answer from 3 options.

S: То есть здесь нужно написать перевод? А тут надо вставить слова ам либо are? [So, here I need to write the translation? Here I should choose the words am or are?]

I: Yes, but not only.

S: Okay

I: If you have any questions, just ask me.

S: (Students doesn't understand)

I: If you have any questions just ask me.

S: (Student still doesn't understand)

I: Если будут вопросы, спрашивай. [If you have any questions just ask me.] Okay?

S: Ahh, okay.

(starts writing the Test)

S: А что делать если я знаю перевод, но не знаю как это пишется? [What if I know the translation, but I don't know the spelling]

I: Okay, so it's A-P-P-L-E

S: Ahh!

(student writes the Mechanical Test)

S: Ну я как будто бы наю этот перевод, но не знаю правильно или нет [It's as if I know the translation of this word but I don't know if it's right or wrong.]

I: Okay, следующий тест полегче. [The next test is easier]] You need to guess the word. Знаешь что такое "guess"? [Do you know what guess means?] What about "word"?

S: No

I: Word это слово, то есть тебе нужно угадать слово. [Word is a word, you need to guess the word] Guess это означает угадать. [Guess means to guess] Будет картинка тебе нужно сказать что это за слово. [There will be a picture and you need to guess which word is it] Это может быть noun, adjective verb. [It can be]] Noun? Это существительное. [It's a noun] Verb? Это глагол. [It's a verb] Adjective?

S: Прилагательное [Adjective]

I: Okay, the first picture.

S: Elephant  
 I: Right  
 S: A door. А нет это окно.[Oh, no, it's a window] Window.  
 I: Mhm, window.  
 S: Children  
 I: Yes, but what are they doing?  
 S: is jumps  
 I: yes, oh, I mean no. This is happy.  
 I: Okay, so this is an adjective it means happy.  
 S: A skirt  
 I: Mhm, a skirt  
 S: Books  
 I: Mhm, a book  
 S: Boy  
 I: Yes, is he happy?  
 S: No  
 I: What is his mood? He is not happy, he is? Let's check? Okay. He is sad! Do you know this word?  
 S: (Shakes head)  
 I: No, okay  
 S: Sky  
 S: House  
 I: Mhm  
 S: Блин мне в голову казахские слова приходят [Only Kazakh words come to my mind]  
 I: Okay, do you want to check?  
 S: Mhm  
 I: It's tree.  
 S: [the student is shocked because she knew but didn't remember]  
 S: A computer  
 I: Okay  
 S: A pig  
 I: Yes, what is she doing?  
 S: Flying  
 I: Yes, to fly  
 S: Jump  
 I: Mhm  
 S: To swimming  
 I: Yes, to swim  
 S: Is girl  
 I: Yes, and how does she look?  
 S: Nice  
 I: Nice?  
 S: Красиво  
 I: Mhm. Do you want to check? Beautiful  
 S: Ohh, я знала это слово

I: You knew? It's okay . well that's it. So how many words did you guess? 12. That's good. Okay, so do you have any questions from these words? Есть ли какие то вопросы по этим словам? [any questions from these words?]

S: Нет

I: Okay, so this is it. We still have some time.

S: [Student looks confused]

I: У нас еще есть время, поэтому можем посмотреть твое домашнее задание. [We still have some time to look at your homework]

Okay. What should we do? We should say what's healthy and unhealthy. Healthy? So what's this?

S: Burger

I: Okay, is it good

S: No

I: And what's this?

S: Fish

I: Is it good?

S: Yes

I: So, this is (burger) healthy food.

S: Aaah

I: This is?

S: Inhealthy

I: Unhealthy

I: So, you need to write here is it healthy or unhealthy.

S: Это все смешано [It's all mixed up]

I: Really?

I: I think it's both. Do you think milk is unhealthy?

S: M?

I: Do you think milk is unhealthy? (slowly)

S: No

I: No? Okay, tell me what do you think? Why is it unhealthy or healthy? Если ты думаешь что молоко это не здоровая еда, то скажи почему. [If you think that milk is unhealthy food, then tell me why]

S: Ну потому что оно клубничное. [Because it's strawberry milk]

I: Okay, what else? Sandwich, do you think the sandwich is healthy?

S: No

I: Why?

S: Потому что там много хлеба. Он и так толстый [Because there is too much bread. He is fat already]

I: Ну на самом деле мне кажется это healthy, потому что там only cheese and salad. Хлеб бывает полезным. [I think it's healthy because there is only cheese and salad. Bread can be healthy]

S: А тут надо написать? [Here should I write]

I: Да, нужно нарисовать то что ты ела [Yes, you should write what you have eaten]

S: Аа нарисовать. То что я сегодня кушала или вообще? [Aaa draw. What I ate today or in general?]

I: As you wish. Как хочешь.

I: Are you finished?  
 S: Mhm  
 I: Okay, what is it?  
 S: It's rice, and water and soup.  
 I: Great! Good job. What's next?  
 S: Crossword  
 I: Okay, what's this?  
 S: It's горчица [It's mustard]  
 I: And how do you write it in English  
 S: Zasert  
 I: Okay, do you have these words somewhere  
 S: Mhm  
 I: Where are they?  
 S: (shows the Workbook)  
 I: Okay, let's read first and show  
 S: Вставляя эти слова сюда? [Put these words here]  
 I: Mhm, and show  
 S: Перевести? [Translate?]  
 I: No, show like this is this.  
 S: Mhm. Salt and pepper  
 I: Mhm. And this?  
 S: A sabbage  
 I: Almost, cabbage. 50  
 S: (Shows it in the picture)  
 S: A pizza, a sausage  
 I: Sausage it's long  
 S: Aaa it's this  
 I: Mhm, correct  
 S: Olive oil.  
 I: Okay  
 S: A Lettuce  
 S: A cucumber, a mushroom. A mustard  
 I: Right. Now let's look at the crossword. So what's this?  
 S: Aaa то есть надо поменять буквы, да?  
 I: Yeeah. You don't remember?  
 S: A musard  
 I: Mustard (writes "mastard")  
 I: Yes, but not "a", it's "u".  
 S: Aah  
 I: Sometimes we read u as a. Иногда мы читаем u как a. [Sometimes we read u as a]  
 S: (corrects the mistake)  
 I: Yes, good job. a+u gives us the sound o\*  
 S: Two letters  
 I: знаешь как будет буква? [How do we say letter?]  
 S: Я знаю но не помню [I know, but I don't remember]  
 I: It's a letter

S: Аа тогда не знаю [Aaa then I don't know]

I: Они примерно похожи с капустой по английски [They are similar with the pronunciation of lettuce]

I: Okay, can you read it now?

S: Lettece

I: Там должна быть ю [There should be "yu"]

S: Аа я три е написала [Oh, I wrote three e's]

S: Mushroom

I: Yes, correct

S: Number 7 - pizza

I: Mhm

S: Number 8 - cabage

I: Is it a cabage or cabbage?

S: Number 4 - cucumber

I: Mhm.

S: I know this word the most.

S: Number 5 - olive oil. This word I know the best, too.

I: Что мы должны сделать в упражнении 5?: [In exercise Number 5 what should we do?]

S: Complete the sentences. Use Present Continuous of the verbs in the brackets. Здесь надо...[Here]

I: Что такое use? [What is "use"?]

I: Используйте [Use]

S:Используйте Present Continuous [Use]

I: Verb? Помнишь есть adjective- прилагательное, noun- существительное, и verb-? [Do you remember there is adjective - adjective, Noun - noun, and verb-?]

S: Глагол [Verb]

I: Мхм, Используйте Present Continuous [Mhm, use]]

S: Глаголы в квадраты, а скобочки [Verbs in the squares, brackets]

I: Мхм

S: Используйте форму Present Continuous глаголов которые находятся в скобках [Use Present Continuous of the verbs in the brackets]

I: Давай вспомним как Present Continuous используется [Let's recall how to use]

S: My dad

S: Cooking

S: To be cooking

I: Только помнишь to be делится на три в зависимости от местоимения которое мы используем.He, she, it is, остальные are и am с I. [But remember, to be is divided into three depending on the pronouns we use. He, she, it is, he rest are and am with I]

S: Ааа

S: My dad is cooking dinner.

I: Right.

## Lesson 2

S: To I'm play a phone games

I: Phone games?

S: Yes

I: Oh, you play games on the phone. Am I right? You play games on the phone?

S: Типа какие игры ты играла на телефоне? (Which games did you play on your phone?)

I: Нет, ты играла на телефоне? (No, did you play on your phone?)

S: Yes

I: Okay, you played games on the phone. What else did you do? Did you learn something? You learn this or this is your homework?

S: Yes, homework

I: Ok, this is your homework. We will do it... I think we will do it at the end. Okay, let's do this first. We will do this first and then we'll talk about animals, okay?

S: Yes

I: Okay, let's look at it! Ok, what should we do?

S: Вот эти надо делать? (Should I do this?)

- Mhm

S: Нуу, типа вот эти нужно соединить с вот этим, правильно? (Match these with these. right?)

I: Mhm, so you need to read and match.

S: Что значит «это»? (What does this mean?)

I: Match значит «сопоставить». (Match means match) Okay, do you need to read something?

S: Yes

I: Did you read it?

S: Да, мы читали это. (Yes) Значит это. Try this when you once something hot and spicy

I: Mhm, what is it?

S: Tabasco

I: Mhm, Tabasco beans

S: This snack looks like two different kinds of food, but you have to eat it quickly

I: But you have to eat it quickly, what is it?

S: Shubat?

I: Really? This snack looks like two different kinds of food... You have to eat it quickly, why?

- ...

I: No, you have to eat it quickly, because it can melt. Melt – «растаять» (melt-melt)

S: Ah

I: It can melt, yes

S: Вот это? (This one?)

I: Yes, yes it is

S: Drink this up if you want to stay healthy

I: Let's read it. Can you read a text?

S: Feelings thirsty? How about a nice lemon drink with pepper will it make you feel cool

... Ааа вот это? (This one?)

I: Yes, because it says “healthy”. Healthy. What does it mean? “Stay healthy” what does it mean?

S: Типа как переводится? Я не знаю (How it is translated? I don't know)

I: You don't know? Okay, let's look at the text. Can you read this?

S: A bowl of shubat and camel's milk. Make us a great snack. It tastes great and it's food for your health.

I: It's good for your health. So you will be strong and won't be sick. So you will be healthy.

- S: Типа сильный (Strong)

- I: No, healthy

- S: Сила (Power)

I: No, so it's like you won't sneeze like “pchik”. You won't have like your nose bleeding. You will be healthy. So you will not be sick

S: Нуу типа не будешь сонным (So you will not be sleepy)

I: No. For example, you have are wearing mask. It means you are unhealthy, you are ill

...

S: Ааа ... Здоровый (Healthy)

I: Healthy it's this, yes good. So if you want to stay healthy, stay healthy – оставаться ... ? (stay)

- S: Здоровым (healthy)

I: Yes

S: This snack is sweet but also this..

I: Mhm

- S: Это ...

I: Mhm

- S: Do you like lemons then you must try this the next time you're thirsty

I: Okay, so what does this mean “you must try this the next time you're thirsty”?

- S: Ээ, ты должен ... ты должен (You should)

I: For example, I didn't try this. I never have eaten it

- S: Это попить (Drink it)

I: No, but I want to try it

- S: Налить (Pour)

I: No, this one. I want to try it. I want to eat it

- S: Макать? (sink)

I: Ahah, no. Have you eaten this food or this food? Have you tried any of this? Did you do it?

- S: Они полезные (They are useful)

I: No, did you eat this?

- S: Yes

I: Really?

S: Yes

I: This is from South Korea. Did you eat this? Did you eat it?

S: Yes

I: Really? Or did you eat this?

S: No

I: No, so it means you never tried it. To try it means ...

S: Попробовать (Try)  
 I: Yes  
 S: Ты должен попробовать это, потом ... (You should try this then)  
 I: Next time – следующий раз  
 S: Следующий раз  
 I: Thirsty?  
 S: Тридцать (Thirty)  
 I: Noo, it's not тридцать. Like "Oh, I'm thirsty, I need to drink something!"  
 S: Ааа, типа горячо, ой этот ... (Hot)  
 I: No  
 S: Нуу этот горько (sour)  
 I: No, like ...  
 S: Остро  
 I: Like "I'm thirsty, I need to drink something"  
 S: Захотелось пить (Want to drink)  
 I: Yes, so you're thirsty, I am thirsty  
 S: Ааа  
 I: It means ... Yes, I want to drink something. So "I'm thirsty" it means "I want to drink something"  
 S: Ну типа я хочу пить. Я сейчас попью (I want to drink, I am going to drink now)  
 I: Yes. Like I want to drink, so I will drink, because I'm thirsty. Я хочу пить, потому что я ... Thirsty. Thirsty означает «хотеть пить». Ok?  
 S: Ok. Let this sentence be true about yourself. I would like to try ... Try, because ...  
 I: So, which one do you like to try?  
 S: Что ты любишь? (What do you like?)  
 I: No, would you like to try. What do you want to try  
 S: Попробовать (Try)  
 I: Mhm  
 S: Что ты хочешь из этого попробовать? (What do you want to try?)  
 I: Jelly belly, tabasco beans? Wow! Why?  
 S: Что ты еще хочешь попробовать? (What else do you want to try?)  
 I: No, why?  
 S: Почему? (Why)  
 I: Mhm  
 S: Ну, потому что ... I like ... (Because)  
 I: Spicy food  
 S: Yes  
 I: Okay, then you need to write it  
 S: Писать? (Write)  
 I: Yes ... Because  
 S: Because переводится, как типа «ещё»? (Because is translates as more)  
 I: No, because it means like "I want to try it, because I like spicy food"  
 S: Ааа  
 I: Okay, right. What's next?  
 S: Read and underline two correct world  
 I: World or word?

- S: Word.  
 I: Mhm  
 S: Read?  
 I: Mhm  
 S: Please don't put any pepper on my food. I don't like to eat hot and spicy  
 I: Right, what does "r" mean? Rear  
 S: This like  
 I: No  
 S: Не сесть? (Do not sit)  
 - I: I don't think so. So "rear" means kind of like «полусырое» (raw)  
 S: Ааа. Apple pie is my favorite flower deserts  
 I: Flavor. So what does "flavor" means?  
 S: Не знаю (I don't know))  
 I: You don't know?  
 S: Yes  
 I: Flavor it's like for example, when you have a flower and you like ... Ah, no, not flowers. For example, when you have sugar and say something tasty like "Hmm, it's sweet". So the flavor it's so sweet. Or for example when you eat lemon and you like "Uuh, it's ... yes it's sower". So, it's flavor. Flavor can be sweet, sower ...  
 S: Ну типа, вкус  
 I: Yes  
 S: Ну типа яблочный торт мой любимый десерт  
 I: Yes  
 S: What's ice cream flavors dish. Do you want me to get you canards? Что, что можно, какое мороженое? Вкусное, а не, просто вкус, да? Вкус или dishes  
 I: You don't know about dishes?  
 S: Yes  
 I: Dish is like food  
 S: Еда  
 I: Mhm  
 S: I dish  
 I: So, what ice cream dish do you want to get me  
 S: А типа, какое мороженое еда do you  
 I: Какой вкус мороженого ты хочешь, чтобы я тебе взял (What flavour do you want me to buy)?  
 S: It isn't polite to chew your food with your mouth opened. We ... а нет  
 I: Polite?  
 - S: Незнакомое слово (Unknown word)  
 I: For example, if you say "Can you please give your book?" – I am polite. If I say "Give me your book" – I'm not polite. Or for example, I'm working and I like hit you with my shoulder, if I say: "Oh, sorry, I'm apologizing" – I'm polite.  
 S: Я нечаянно (Not intentionally)  
 I: No-no, like ...  
 S: Я не специально (Not specially)  
 I: Yes, but polite means "I'm polite". If I do it and I just go away, I'm not polite.  
 S: Типа как это называется ... (How it is called)

I: I'm polite person, if I say "sorry", if I don't say it, I'm not polite person  
 S: Типа вредный, нет? (Harmful)  
 I: If I'm not polite, yes. But if I'm polite, I'm ...  
 S: Добрый (Kind)  
 I: Вежливый (Polite)  
 S: Вежливый... Невежливо to ... (impolite to)  
 I: To chew or for example you have something like (showing) ...  
 S: Жевать (chew)  
 I: Yes  
 S: Ааа типа вы не вежливые, типа вы жуете еду, со мной не поделились (You are impolite, you are chewing food and did not share with me)  
 I: Mouth opened  
 S: Аа чавкать (slurp)  
 I: Yes, so if you like chew with your mouth opened  
 S: Can I have my steak rare dish please? Ты можешь взять у меня мой стейк (You can have my steak)  
 I: Can I have. Можно мне  
 S: Можно мне  
 I: My steak  
 S: Мой стейк вкусный (My steak is tasty). What is your favorite dish, Assel? Is it fish and chips?  
 I: Flavor – sweet, sour  
 S: Ааа, dish! Переводить? (Translate)  
 I: No, don't need it. Wait, wait wait! Can you open it again? And can you open up your notebook and write all the new words  
 S: Новые слова (New Words)  
 I: Yes, write them down and translation  
 S: Ааа типа надо написать новые слова и перевести их? (Should I write new words and translate them?)  
 I: Yes, can you write it down now?  
 S: Это по старому, дополнительно. А есть ещё новая тетрадь. (This is an old notebook, I have a new one)  
 I: Okay, so look. You do it like this: in the first column here you have a word like, for example, "deserved". Here you have a translation and there you will have an example. For example, favorites are deserved. So, here is the word, here is the translation, here is the example  
 S: Типа слово, перевод и ... (A word, translation)  
 I: Example  
 S: Ну типа вот рядом слово, которое, да? (This word)  
 I: Yes, so it's an example. Пример.  
 S: Ааа типа как здесь, да? (Like here)  
 I: Да, то есть с какими словами он используется (Yes, so with which words it is used). So, which words are new for you? Which words? Какие слова?  
 S: Какие слова типа новые?  
 I: Yes  
 S: Healthy это ... здоровый. А здесь как писать?

I: Здесь stay healthy. Stay healthy – оставаться здоровым.

S: Ааа.

I: Weren't you saying

S: Your health

I: Look, health – здоровье, healthy – здоровый. Один из них существительное, а другое – adjective, прилагательное

S: Нужно записать, как существительное, да? (Should I write it like a noun?)

I: Ну, ты начала записывать, как прилагательное, поэтому можешь записывать, как прилагательное, а потом снизу можешь написать еще существительное (You started writing as an adjective so you can keep writing like adjective, then write the noun form also). Например, “stay healthy” или например, “be healthy” – будь здоров, будь здоровым. Например, “I want to be healthy” – Я хочу быть здоровым. Или “I am healthy” – Я здоров. Попробуй придумать свой пример, если хочешь (Come up with your own example if you want) и записать как хочешь (and write as you want).

S: My mom's health ...

I: “My mom healthy” или “my mom is healthy”?

S: Health

I: Нам нужен “is”, потому что она же «есть» healthy (We need is because she IS healthy). Глагол «быть». Если у тебя там прилагательное или цифра, возраст, то обычно используется глагол “to be, is/are” (If you have an adjective or number, then usually you use the verb to be)

S: “Try”

I: Mhm

S: Пробовать

I: Mhm... Coffee?

S: Yes

I: Окай, но смотри там нужно два “O” и два “F” (But you need two Os and Fs)

S: Ааа

I: Хмм, сделай так. «С» преврати в «О». Чуть-чуть там надо ещё добавить: “I try coffee”, «Я пробовать кофе» - как думаешь, что там неправильно? Ты хотела сказать: «Я пробовала» или «Хочу попробовать»? (Do it like this: change C for O. You need to add there a little. What do you think is wrong there? You wanted to say)

S: Я попробовала

I: Тогда будет “I tried”, только вместо «у» будет “I”. Okay, I tried coffee

S: And thirsty

I: Thirsty

S: Хочешь пить

I: Mhm ... Ты хочешь пить? (Do you want to drink?) Вопрос? (Question?) Ааа тогда нам нужен “are” (oh then we need are). Помнишь, как мы задаём вопрос? (Do you remember how we ask a question?) Окай, смотри, это у тебя positive предложение, помнишь? (Look this is a positive sentence) Когда мы пишем positive предложение, там у нас subject + глагол “to be” +, например, adjective, да. (When we write a positive sentence, we have subject + verb “to be”) Это у тебя You. (in this case the subject is You). Потому что у тебя “You”, здесь будет “Are” и это у тебя “thirsty” (Because you have You, here you will have are). Ты хочешь пить – “You are

thirsty”. А когда у нас вопрос, вот эти два меняются местами (When we have a question, these two change their places). Are you thirsty? Ok.

S: Meat

I: Аха, это мясо сырое. Сырое – это у нас adjective, значит, что нам нужно после “meat”? (This meat is raw. Raw is an adjective, so we need here after meat)

S: Is... Flower

I: Flavor

S: Flavor – это ...

I: Sweet, sour

S: Еда. А, нет, вкус... New flower of flower ice cream

I: Новый вкус мороженого? Тогда нужно будет “New flavor of ice cream”. “Of” – это как замена суффиксу «мороженОГО»

S: Dish – это еда

I: Mhm... Sour dish

S: Polite

I: Chew, like ... It's not polite

S: Ааа воспитанный ... Невоспитанный

I: Наоборот, вежливый. Воспитанный, вернее (Vice Verse, polite)

S: Если Вы ...

I: Да, я вежливая. Да, обычно в русском языке это правильно, но в английском помнишь есть всегда глагол «быть»? Глагол “to be” (Yes, I am polite. In Russian it is correct, but in English do you remember we always have a verb to be)

S: Is .Am... Chew

I: Чавкать, а нет, чавкаешь

I: Жевать... Здесь уже am не нужно, потому что “chew” – это глагол. У нас обычно так типа subject может быть, там не знаю, I/You/He и если adjective, например, “polite” или, например, “happy”, “healthy” ...

S: Все, поняла ... То будет “I am”, глагол “to be”

I: Да

S: Все, поняла... Дальше ... Всё

I: Ok

I: Do you need to do this? Or it's not homework?

S: No

I: Ok, then. Now let's do this. We have these animals and present continuous. Can you do this? Look at the pictures and write sentences with the present continuous. For example, “What is a polar bear doing?”. Что он делает?

S: Play hockey

I: Mhm. То есть, right now he is playing hockey. Да, потому что он прямо сейчас это делает, и мы используем для этого present continuous. То есть, помнишь глагол -ing

S: Аха

I: Да, to be + глагол -ing

S: Вот этот записывать только в present continuous

I: Ну как, целиком предложение. Типа, “He is playing”. Ok?

S: Ok... А, нет

I: Как сказать: «Он играет в гольф»? (How to say he is playing golf)

S: He playing golf

I: He ...

I: Playing ...

I: Golf ...

I: Да, только чего нам не хватает? (yes, but what else do we need)

S: To golf

I: Глагол “to be” + verb -ing. То есть subject у тебя – это “He”. Verb -ing – “Playing golf”. Остаётся – “to be”. То есть, “HE IS PLAYING GOLF”

S: Типа, полностью записать, вот это?

I: Мхм

S: Ааа, неправильно, да?

I: Нет, правильно

S: Ааа

I: He is rowing the boat. То есть он ...

S: Гребёт

I: Гребёт, да лодку... Только нужно полностью писать (yes, but you need to write the full sentence)

S: Всё предложение? (the whole sentence)

I: Всё предложение, как вот здесь. Типа, subject ...

S: Не поместится (It won't fit)

I: Ты можешь так сверху написать. He is ...

S: Большой, пунктир, да?

I: Да

S: Здесь is sleeping

I: М?

I: Так, здесь что написано? [What is written here?] He is pig doing ... Ты написала: «Он делает играет ...» [You wrote]. То есть, тебе нужно ставить либо “He is” либо “The pig”, потом добавить “is” [So you need to write either he is or the ig, then add is]

S: И вот этого зачеркиваем, и вот это, да? [Cross this and that out]

I: Да, одно из двух. Сама знаешь. Наверное, оставляешь «Он». Либо “The pig” и добавляешь “is”. Это что означает? [Yes, one of them. You know. Maybe leave he]

...

I: The pig, тогда нужно добавить “is”, потому что у нас обычно subject + глагол “to be” [Then you need to add is, because we usually have subject+ verb to be]... Вот это.

Так, следующее

...

I: Perfect!

S: Он просто идёт, пиная мяч [He is just walking kicking a ball]

I: Кажется, он играет в футбол. Это О? Standing, а он стоит НА стульчике. Как сказать «на»? ... Да, ок

...

I: Всё? Have you finished?

S: Mhm

I: Here is ... Why two adjectives

S: Что?

I: Why you have two e's? He is and he is ... Sleeping ... Как сказать «С» мышкой?

S: Exmanig

I: With. Jellybeans with hot tabasco sauce. Ok. Good. Are you dancing?  
 S: Yes  
 I: Do you like dancing?  
 S: Yes  
 I: Wow! What kind of dance? Hip-hop?  
 S: No ... Короче, современные танцы  
 I: Contemporary  
 S: Yes  
 I: Uuh, what kind of dances do you do?  
 S: Куда ты ходишь? [Where do you go?]  
 I: Ну какие танцы там танцуете? [What kind of dances do you dance?]  
 S: А, нуу типа все смешанное – гимнастика, потом танцы, потом современные, потом хип-хоп, потом **ваакинг**. Ну короче там много всего [It's all mixed - gymnastics, dance, then contemporary, then hip-hop, then waacking]  
 I: Ok. Where did you go dancing?  
 S: Куда ты ходишь? Я хожу на танцы. В смысле какое? [Where do I go to dance?]  
 I: Studio  
 S: Как называется? [How it's called?]  
 I: Yes  
 S: Студия называется "Dream way" [The studio is called Dream Way]  
 I: Dream way? Oh, I know it.  
 S: Вы знаете? [Do you know?]  
 I: Yes, I know it. What style do you like dancing? Waacking, house, hip-hop?  
 S: Mmm, a hip-hop  
 I: You like hip-hop?  
 S: Yes  
 I: Great, I love dancing too! Ok, great. When do you usually go dancing?  
 S: Когда ты ходишь на танцы? В смысле когда? Во сколько или по каким дням? [Are you asking when, on which days I go to dance?]  
 I: Yes, which days? Like Monday, Wednesday, Friday  
 S: Monday, Wednesday, Friday  
 I: Ok, is it like what time? When is it?  
 S: 9 o'clock  
 I: In the morning?  
 S: No  
 I: In the evening?  
 S: Yes  
 I: 9 o'clock?! Like 9 to 11 or 9 to 10?  
 S: 10  
 I: From 9 to 10?  
 S: Yes  
 I: Wow, it's so late! Ok. Well, we have some ... Yeah, we don't have time. What should we do? Okay, we have some time. Let's do a little game. So you will ... Do you know game "Crocodile"? Like, for example, I show you, for example, the rhino like this, and you what's this. What am I showing?  
 S: Что у тебя есть?

I: No, which animal I am showing to you. For example, ...  
 S: Какое животное? [Which animal?]  
 I: Yes, what's this animal?  
 S: Есть клыки, да? [Does it have fangs?]  
 I: Mhm  
 I: Wolves. Ok, now you. You can choose. Выбирай. And show me, but don't speak  
 S: Типа, вам не говорить и сказать, что у него есть, да? [So I shouldn't name it but describe?]  
 I: No, you just show it. Ты должна показать какое-то животное, я должна отгадать какое это животное  
 S: Ааа, всё! Сейчас. А звуки можно издавать?  
 I: Noo  
 S: А как я должна показывать?  
 I: You can stand up if you want. Let's do it  
 S: А, всё  
 I: Rabbit?  
 S: Yes  
 I: Аа, ок! Now my turn. Ok  
 S: Cats!  
 I: Yes, ok.  
 ...  
 I: Ааа, it's cock, chicken  
 S: Yes  
 I: Ok! My turn  
 S: Cow  
 I: Cow?  
 I: No  
 I: Calve?  
 I: No, I'm white  
 S: A duck  
 I: No, I have no wings  
 S: Ааа, sheep!  
 I: Yes! And okay one more  
 ...  
 I: Cow?  
 I: No  
 I: Pig?  
 I: Donkey  
 S: No. Подожди, как это показать ...  
 I: Do you have wings?  
 S No  
 I: You don't have wings. Goat!  
 S: No  
 I: Dog?  
 S: No  
 I: Horse?

S: Yes

I: Ааа, you can do horse like this. They usually have like this. Ok, so I think we will stop here. Is it your brother?

S: Yes

I: But you can take this home and play with him, ok?

S: Ok, чё?

I: Okay, you take this home

S: Ааа это твоё домашнее задание [This is your homework]

I: Yes

S: Вырезать [Cut out]

I: If you want, yes. То есть, ты можешь это забрать домой и потихоньку учить названия животных. Ты можешь играть с кем-то и учить животных

S: Аха

I: Не всех, то есть тех, что ... Например ...

S: Легкие

I: Не то, чтобы легкие, а те, что ты хочешь знать. То, что тебе нравится

S: Аха и Вы будете спрашивать?

I: Мхм, ну мы будем учить и тогда ты будешь их часто встречать и, чтобы тогда ты их понимала и знала. Ты можешь вырезать тоже и играть как мы с тобой играли в прошлый раз [We will study and then you will see them very often, and it will be necessary for you to remember them]

I: Ок

I: So, this is

S: А я уже половину знаю здесь [I know the half of it]

I: Ау?

S: Я уже половину знаю здесь

I: Да, это домашние животные. Home animals

S: Cat, dog, rabbit, horse, pig, sheep, cheeks, duck

I: These are wild animals

S: А я знаю только rhino, zebra, tiger and lion и всё. А здесь я знаю koala, monkey, mouse и всё ... frog

I: Kangaroo, do you know kangaroo?

S: Ну да знаю

I: Ок, а в школе уже учили животных?

S: Нуу ...

I: Ещё нет?

S: Это с собой забрать? Ну как бы учили и как бы не учили. Ну мы когда читаем текст, и мы там всякие новые слова записываем

I: Записываете?

S: А нам еще иногда говорит учить иногда. Иногда не учить

I: Is he a man or woman?

S: Woman

I: Woman. What?

S: Ну, возможно, когда они говорили что-то типа на английском, а я такая «Окей, а потом что?»

I: Да да)

S: Bye bye  
I: Goodbye!

### Lesson 3

I'm okay  
Great. How was your school  
Хорошо  
What did you do?  
Я училась  
What did you learn  
Ya uchila math russkiy, nu mnogo chego  
A lot of things - mnogo chego  
Ааа  
Yes. okay, so did you learn things  
I lot of things  
I learned a lot of things  
Okay  
And how was the homework  
V shkole  
No, my homework. Was it easy?  
Yes  
Okay, let's see

S: "A lion is sleeping in his den. A mouse is running near the den. She runs into the lion's den, jumps on his head and sits on his nose. The lion is angry" (reads not correctly)

I: Angry

S: "What are you doing, silly mouse?", roars (struggles reading this word) the lion. "I am going to kill you".

I: Mhm

S: The mouse is crying. "Please, don't kill me. Who knows, perhaps (struggles reading)

I: Perhaps

S: Perhaps one day I can help you". The lion laughs (struggles reading) when he hears it. He thinks it's a joke (struggles reading). How is a little mouse going to help the King of Beasts? But he lets the mouse go and it runs out of the den.

Some days later the mouse is running in the forest. She is looking for food. Suddenly she sees the lion in a big net. The net is a trap. "Lie still", says the mouse to the lion. The mouse begins to chew (struggles to read) the net. She is chewing and chewing and chewing. She is making big holes (reads wrong) in it. First the lion's paws are free, then his head and the lion jumps out. He is free.

"There", says the mouse. "You see how a little mouse can help a lion".

I: Okay, so what did you understand? What was the story about?

S: О чем там рассказывается? (What does the story tell?) Ну то что...

I: Есть lion, да?

S: То что лев спал, а мышка бегала, а потом она прыгнула

I: Куда прыгнула?

S: Она прыгнула на льва, на его нос. Лев проснулся, потом он мышку

I: Paw это его

S: Лапа.

I: То есть strong paw

S: И схватил своими сильными лапами. Что ты делаешь салли

I: Silly

S: A silly? А ее так зовут

I: Нет? Силли как думаешь что означает силли

S: Бедная

I: Не совсем? Но это прилагательное. Помнишь ты у меня спрашивала как будет глупый

S: Ааа. Что ты делаешь глупая мышка. Дальше не наю, хотя нет я не наю что такое roarс

I: В принципе сейчас не нужно все переводить

S: Это это лев. Я делаю, Я собираюсь съесть тебя

I: Почти. Таким образом если лайн съест мышку то он его ....убьет. То есть kill это означает

S: А я убью тебя. Эта мышка crying не знаю что такое. Пожалуйста не убивай меня. Ты знаешь

I: Who knows

S: **Я не знаю**

I: Нет, who. Например who is this

S: Кто кто знает

I: one day

S: В один день я сделаю

I: can

S: Я сделать

I: can это мочь

S: Я могу помочь тебе. **Лев лаф не знаю**

I: Давай пропустим. Он thinks, you don't know?

S: **Ну я знаю но я забыла**

I: For example, two plus two, and 'i'm like "hmmm" think, think

S: Думать

I: Мхм

S: Он думает что **джоук не знаю.**

I: How

S: Сколько

I: How many это сколько, а how...как

S: Аа как маленькая мышка делает

I: Going to собирается

S: А собирается помочь королю. Но он потом

I: but he lets the mouse go. Например he takes it and then lets it go

S: Аа но он отпустит мышку и убежит

I: out

S: Назад

I: It, имеется в виду мышку и den это у нас the lion is sleeping in his den

S: Крепко

I: Это имеется место

S: На кровати  
 I: по это обычно какие то норы, то есть мышка убегает out  
 S: Из норы  
 I: Мхм  
 S: На следующий день  
 I: Some days later  
 S: А позже  
 I: Мхм  
 S: На день позже  
 I: Не на день,, смотри some days. Через несколько дней  
 S: А через несколько дней мышка убежала  
 I: Смотри, is running - Present Continuous  
 S: Убегает  
 I: Мхм. Бегала  
 S: Бегала в норе  
 I: No, forest  
 S: Бегала в форест. Она посмотрела на еду  
 I: Она смотрит да то есть she is looking for означает искать  
 S: Она ищет еду  
 I: Suddenly  
 S: Нету, испугалась  
 I: Неожиданно  
 S: Аа неожиданно она нала льва в большой кровати  
 I: No, okay, next sentence.  
 I: Зэ это и э трэп  
 I: Окей lie still  
 S: Стили это типа стиль  
 I: Still это стиль а это слово означает спокойно, лежи спокойно  
 S: Эта мышка, это лев.. Мышка  
 I: begins, starts  
 S: Типа бежит  
 I: Нет  
 S: Типа стартует  
 I: Аха, chew  
 S: кушать  
 I: Нет  
 S: Жевать. А нэт это мясо  
 I: Нет, это сетка  
 S: А серьезно ну ладно. Она жует и жует и жует. Она примеряет большой  
 I: make  
 S: Аа мейк  
 I: Делает  
 S: Она делает большое  
 I: Хоул  
 S: Видит  
 I: Нет

S: Тогда съела

I: Нет, давай последние два предложения

S: Первый лев

I: Сначала

S: Сначала лев

I: Мхм paws?

S: Аа ну лапами

I: Lion's paws. Знаешь что означает этот апостроф эс, это означает принадлежность. Поз это е лапки, лапки кого, льва. То есть сначала лапки льва

S: Схватили

I: Почти, наоборот

S: Бесплатно

I: Фри это может означать бесплатно, а может освободились

S: Освободились, они шляпа

I: Нет

S: Шапка

I: Нет, hat это шапка и шляпа и head голова

S: Голова и лев прыгает он ее отпустил

I: Мхм он свободен. Окей теперь давай посмотрим на все эти подчеркнутые слова. Можно прочитать что тебе нужно сделать

S: Match the words with the definitions

I: Definitions знаешь что это? Это вот это, определение. То есть тебе нужно матч это у нас

S: Прочитать

I: Match this with this, this with this

S: Соединить

I: Мхм, тебе нужно их соединить

S: А если я половины перевод не знаю

I: Например прочитай вот это определение

S: a small open space маленький открывает острый

I: Spicy, а это space. Space это (показываю на пустоту комнаты)

S: Потолок, свет

I: Нет

S: Кондиционер

I: Нет это у нас космос, но здесь это означает пространство

S: Аа маленькое открытое пространство это пещера

I: Нет

S: A hole это что

I: Это и есть. То есть маленькое открытое пространство это дырка

I: Дальше

S: to express happiness. Быстрое счастье

I: Нет, экспресс не означает экспрес, это означает быстро, но таксе это еще означает показывать

S: Показывать счастье

I: Мхм, посмотри в тексте.

I: Глагол Express happiness то есть когда ты это делаешь то ты проявляешь счастье

S: Когда просыпаешься

I: Нет

I: То есть мышка ходила в форест. Форест много триис

S: Деревья

I: So it's a one big forest. mouse is running in the forest. She is looking for food.

S: Мышка бегаёт в лесу и ищет еду

I: Suddenly she sees the lion in a big net.

S: Неожиданно она увидела льва большой

I: You use it to catch a fish. Рыбаки используют чтобы поймать много рыбы

S: Ведро

I: Нет

S: Кукуруза

I: Нет, почему?

S: Накальываешь и манишь

I: Окей, нет net это у нас сетка

S: Ааа как я могла забыть.

I: А ты знала это слово

S: Нет

S: Из слов которые я здесь знаю это подходит 36

I: Нет

S: А как я могу отгадать если я не знаю

I: Попробуй отгадать по контексту

S: Ладно, проявлять счастье это жевать

I: Почему

S: Жуешь и чувствуешь себя счастливым. Silly, crying, perhaps, laughs,

I: Йес

S: Это оно

I: Мхм. Try saying the word

I: Перевод

S: No, say

I: say

S: Говорить

I: say a word

S: laughs

I: Мхм нэкст

S: to have no limitations. Есть нет limitations

I: Это от слова лимит

S: Это безлимит

I: Да, то есть нет лимитов

S: Что такое лимит

I: Лимит это когда есть порог какой то, ты можешь есть в день только 3 яблока максимум

S: Аа

I: А когда его у тебя нет

S: perhaps

I: Нет

S: angry, silly

I: silly помнишь что означает

S: Глупый. King of Beasts, forest, net,

I: Нет

S: free?

I: Мхм

S: Хи ис фри, то есть он свободен

I: Maybe. Это немного сложно но это вот это слово перхапс. То есть мышка говорит Please, don't kill me. Who knows, perhaps one day I can help you". Ты можешь записывать переводы рядом если думаешь что эти определения не понятны

S: Окей

S: Perhaps это свободный

I: Нет

S: Возможный

I: Да

S: Angry проснулся

I: Нет, смотри. She runs into the lion's den, jumps on his head and sits on his nose. The lion is angry. Сильный злой. Это вот это

S: **Сгу не знаю**

I: Смотри "I am going to kill you". The mouse is crying. "Please, don't kill me. Who knows, perhaps one day I can help you".

S: Мышка плачет

I: Да

S: Джок не наю, net **забыла опять**

I: Big net. We use it for fishing

S: А сетка

I: Бинго

S: Lie still

I: Look, the lion in a big net.

S: Лев в большой сети

I: The net is a trap

S: Мышка ее поймала

I: Нет, то есть обычно в лесу бывают сетки чтобы поймать кого то, и сверху закрывают листьями. И когда животное на него наступает оно хоп виснет на дереве. Это трап

S: Ловушка

I: Йес, "Lie still", says the mouse to the lion. Например я лев а ты мышка и я в ловушке и ты мне говоришь lie still

S: Успокойся

I: Почти, не двигаясь. Лай это лежать.

S: Лежи спокойно

I: Мхм

S: Хол забыла что это. Большая...

I: "Lie still", says the mouse to the lion. The mouse begins to chew the net. Мышка начинает..

S: Жевать

I: the net

S: Пещеру

I: Нет

S: Ааа сетку

I: Мхм. Она делает big holes  
 S: Дырку  
 I: Мхм  
 S: Это лимит  
 I: no limitations. То есть наоборот. He is free.  
 S: Бесплатно  
 I: Нет смотри я была ин зэ нэт, нау айм фри  
 S: Свободна  
 I: Yes  
 I: A forest  
 I: What is forest  
 S: Лес  
 I: Мхм  
 I: Что такое laugh? The mouse is crying. “Please, don't kill me. Who knows, perhaps one day I can help you”. The lion laughs ха хаахах  
 S: Смеется  
 I: yes. when he hears it  
 S: Когда он слышит это  
 I: He thinks it's a joke.  
 S: Он вспоминает  
 I: no, he thinks  
 S: Думает о  
 I: It's a joke. Он смеется на словами мышки, он думает это шутка  
 S: Аа джок это шутка  
 I: a beast  
 S: the lion is the King of Beasts  
 I: король зверей значит beast это зверь. Roar? Ааарррр  
 S: Рычит  
 I: Мхм  
 I: Finished?  
 S: Йес  
 I: High five. So we have some time  
 S: Осталось немного времени  
 I: Мхм. So, you need to do this. Can you read this?  
 S: *Read the tale “The Lion and the Mouse” and tell how the Mouse helped the Lion.*  
 I: Мхм, so what do you need to do?  
 S: Читай текст  
 I: the tale- сказку  
 S: Аа ну читай сказку название и сказку сейчас мышка  
 I: Это не tale, это tell, аха? И how, not now  
 S: Ааа how, how many типа, а это как  
 I: То есть how many означает как много  
 S: А tell это **я не знаю** что означает  
 I: tell  
 S: Передавать  
 I: Почти рассказать

S: Рассказать как мышка спасла льва. На английском

I: yes

S: Mouse грызла net .Как будет грызть что то там

I: chew

S: Аа жевать. Chew the net and сделала дырки

I: made

S: made дырки. Hole. Она сделала дырки and lion выбрался из

I: Got out

S: First, the lion's paws free, then his hand and lion jump out. He is free.

I: Окей. Well, this is it. We will finish here.

S: Че последние задание

I: No, finish

S: Закончили

I: Yes, so this is your homework

S: Аа домашнее задание

I: Yes, look, choose. What is it?

S: Жевать

I: Нет, не chew, а choose

S: Примерять,

I: Нет выбрать. Choose the correct answer.

S: Выбрать правильный ответ

I: Мхм например

S: В он

I: Нет не he, а his, его

S: В его пещере лев спал. Лев что делал

I: Собирался

S: Собирался убить

S: Но здесь е типа убить и кушать

I: Да он не сказал как он собирается убить. Look, "I am going to kill you"

S: А типа правильный ответ а

I: Мхм. А здесь *Finish the sentences according to the text.*

S: Закончи текст

I: Нет, предложение according - в соответствии с текстом

S: The mouse jumps on the lion's nose

I: Yes, good job

S: Окей

I: Окей. А здесь write true if it's true and false if it's false

S: типа правда или ложь

I: The lion and the mouse are good friends.

S: False

I: The lion kills the mouse.

S: True

I: Really?

S: A False

## Lesson 4

S: Школа каждую неделю [School is every week]

I: Maybe you learned something interesting?

S: I didn't understand

I: Maybe, perhaps

S: I don't understand

I: Perhaps - возможно. Perhaps you learned

S: New word

I: Learned

S: Выучила

I: Something new

S: Something - что то

I: Что то новое

S: Perhaps you learned something new

I: Возможно ты выучила что то новое

S: No

I: Did you have English today?

S: No

I: When do you have English?

S: Monday and Thursday

I: On Monday and Thursday? Okay

[Checking the homework]

I: You need articles in all these sentences.

S: Cat is chewing fish

I: And article?

S: Cat is chewing a fish

I: Aha, and here you also need an article before cat

S: The cat is chewing a fish

S: The my brother, no?

I: No

S: My brother is a chewing

I: Is?

S: An

I: No is crying

S: Аа все просто да

I: My mom is laughing

S: The lion is

I: Article you use only before the nouns

S: The puffin is flying

S: The tiger is running

I: Good job.

I: Do you know how to use articles?

S: A?

I: Do you know?

S: Ты знаешь

I: How

S: Сколько

I: Not how many, how

S: Сколько

I: Нет, как

I: Do you know how

S: I forgot

S: Ты знаешь как много артиклов

I: Use - использовать

S: Do you know how to use articles?

I: Ты знаешь как использовать articles?

S: Нет, ну я знаю. Смотрите, the перед существительным

S: Потом а тоже, an используются когда начинается на гласную

I: When do we use the, and when do we use a/an?

S: The когда существительное в начале

I: Ну, смотри. Ты можешь использовать оба хоть где, хоть в начале, хоть в середине. Например, ты мне рассказываешь про свой мяч, как ты скажешь что у тебя есть мяч

S: I has got ball

S: I have a got ball

I: Нет, мы обычно говорим I have a ball

I: Ты мне получается рассказываешь о своем мячике первый раз и он еще один. Получается ты используешь а когда ты говоришь о предмете в первый раз. Когда уже второй раз, ты уже используешь ээ. Например, where is your ball? It is here. What color is the ball?

S: THE ball is green.

I: Видишь, ты уже второй раз говорит о мячике и я уже знаю о каком мячике ты говоришь и используешь the.

S: Аа окей

I: Вот, то есть первый раз говоришь о предмете, и используешь а, второй раз говоришь и используешь ээ. И когда твой собеседник знает какой именно предмет ты имеешь в виду. Например, Earth. Земля, если я скажу я живу на Земле ты сразу поймешь о какой земле я говорю, потому что она одна. I live on the Earth. Я использую the почему?

S: Потому что вы говорите о предмете второй раз

I: Нет, я же первый раз говорю

S: Аа потому что твой собеседник знает какой именно предмет ты имеешь в виду.

I: То есть ты понимаешь о какой земле я говорю потому что она одна. То же самое и Солнца и Луна. Они одни.

I: Теперь давай попробуй составить диалог.  
S: Диалог, я не умею  
I: Научишься  
S: О чем?  
I: О чем хочешь  
S: Буду про мяч писать  
I: Okay. go ahead  
I: You have two minutes  
S: Так мало. Почему?  
I: Because If you listened to me, you could do it very easily.  
S: А круто будет cool?  
I: Mhm  
S: Как будет давай?  
I: Let's go - пойдём, let's  
S: In не нужно?  
I: Play games? No  
I: Okay  
S: Let's play the ball .  
I: You need with  
S: A?  
I: I'll spell it. W-I-T-H  
S: "I have a ball. - Cool. Let's play with the ball"  
I: Okay, good. Today we have a new topic. So, do you have any questions about articles?  
S: A?  
I: Any questions?  
S: I don't understand.  
I: Есть ли какие-либо вопросы по артиклям?  
S: А нет  
I: Okay. Then let's do this exercise. Can you read the instructions?  
I: Look at the picture for 15 seconds and remember things.  
S: A red balloon is this, a blue balloon is this.  
I: No, you have 15 seconds to look at the picture and remember  
S: Should I look at 15 things?  
I: No, you have 15 seconds  
I: Now, circle the things that you saw in the picture.  
S: Choose?  
I: Yes circle. Обвести  
S: Were there dogs or cats?  
I: Where?  
S: Near the grandma there was a cat or dog  
I: I don't remember

S: What is this?

I: Rucksack is a bag

S: And a parrot?

I: Попугай

I: Okay. let's check

Is there a dog?

I: Mhm

S: Umbrella wasn't there? No, it wasn't

S: Parrot?

I: I think no

S: Look at the picture again and tell whose thing it is.

S: Again?

I: Опять

S: And tell?

I: It's a verb, расскажи

I: Whose?

S: Что?

I: Чей?

I: For example, that bag is the boy's bag.

S: The tree is the park

S: Park's

I: Park's

S: The red balloon the small boy

I: Again

S: The a red balloon

I: No, only a or the

S: The red balloon is small boy

I: Small boy's

S: Why boy's?

I: Because you show to whom the object belongs

S: The glasses are is a

I: Wait, are or is? One of them

S: Are a grandma. Aa grandma's What's pants?

I: Штаны

S: How many people can you hear?

I: Wait, what do you need to do first?

S: Listen to the audio and answer the questions.

I: Good

S: Wait, will the audio be in English?

I: Yes

S: How many people can you hear?

I: Mhm, what does it mean?

S: How many people can you hear?

I: What does there mean?

S: There means there

I: Where do you think the children are?

S: Oh, where, not there

I: Where it means где

S: Think?

I: Думаешь дети

S: БЫТЬ

I: То есть где ты думаешь дети находятся?

S: В школе

I: Mhm

S: Whose is the bag? Whose это что?

I: Чей. Okay, let's listen. Are you ready?

S: Yes

[Audio]

S: So many voices!

I: It's school

S: There was also a man's voice

I: It was parrot's voice

S: Six pupil can I hear

I: I can hear six people. It changes when you are saying it in a positive structure

S: Where are do you children to school

I: Но, смотри, не всегда вопрос перевернутый может служить ответом. Например, ты говоришь сначала Subject, I, then Verb think, then objects children are at school. Обычно этот конец идет в начало.

S: Can I listen again?

I: Sure

S: The bag is Adam

I: Adam

S: Adam's

I: Okay Now you need to listen again and underline the possessive adjectives.

S: Underline means underline the correct answer

I: Okay, now let's look at rules

I: Okay, and now you need put the possessive adjective in the correct row

S: It's easy

I: Okay, do you know there is a difference between its and it's? One is used to show the belonging and the second is the short form of it is.

Yeah, I know it

I: Okay, then we are finished, This is your homework. You need to complete these sentences. Do you know what sentences mean? Предложения

S: Complete the sentences

I: And here you need to look at the picture and say whose the object is. For example I think these are \_\_\_\_\_ dogs. His, her or their?

S: Her

I: Good. Okay, then we are finished.

## Lesson 5

I: By the way how is the weather?

A?

I: How is the weather? Is it cold outside?

S: Yes

I: Really really cold?

S: Ну. просто very cold

I: Okay. By the way, is your brother coming?

S: I don't know, maybe

I: And your mother will pick you up at 5?

S: A?

I: Will you mom come to you at 5?

S: Aa this is homework?

I: No, will your mom come to pick you up

S: Aa yes, maybe

I: Okay, today we are going to continue the topic of possessives. What do you need to do in the first exercise?

S: Make sentences about the things you have. Then ask your teacher. First, speak about you and the people around you.

I: Okay, what does it mean?

S: Example: *My brother has got glasses. His glasses are funny.*

I: What do you need to do?

S: Вставить слова

I: Yes. And?

S: Спросить у вас вопросы?

I: Да, но сначала тебе нужно придумать свои предложения

S: Окау

S: В моем классе

I: У моего одноклассника classmate это одноклассник

S: У моего одноклассника есть ручка

I: Мхм

S: His pen is small.

I: Окау

S: My parents have got a

I: Parents are your mother and father

I: Родители

S: У моих родителей есть я

I: Ну ты кто?

S: Человек

I: Еще

S: Дочка

I: Мхм. Daughter

S: Как пишется beautiful? Вот так?

I: Нет, тут beautiful

S: У моего лучшего друга есть кэт

I: Has got one cat?

S: Yes

I: Togda a cat

S: Okay. Grandparents?

I: Grandparent are parents of your parents

S: У моих бабушки с дедушкой есть пирожки

I: Are your grandparents Koreans, too?

S: А?

I: Are your grandparents Koreans?

S: Корейцы? Да, наверное

S: Есть ball

I: Do they have a dog?

S: No

I: Okay, then let's write ball

I: Okay, now I will ask something and you will answer

S: А?

I: I will ask a question and you will answer, and then the other way around

S: Okay. I have a computer

I: Is your computer new?

S: I haven't got a computer

I: No, you already told that you have a computer

S: Ааа my computer is старый

I: Old

S: My computer is old

I: Now I say something. I have got a bag

S: Is your bag правильно?

I: Is your bag something something

S: Is your bag the?

I: Is your bag

S: Is your bag beautiful?

I: Yes, it's beautiful

S: My best friend has got a bicycle

I: Is the bicycle big?

S: У меня две лучших подруг. У одной ес, у другой ноу

I: My parents have got a house

S: Is their house big?

I: Yes, it is big. One more question. One more time - ewe odin raz you say something

S: Типа самой придумать?

I: Yes

S: My brother has got a phone

I: Is this phone an iPhone?

S: Yes

I: Okay.

This project represents my own original work in accordance with Nazarbayev University's  
Student Code of Conduct.

Signature: Meruyert Aliyeva