

ՈՒՍՈՒՄՆԱԿԱՆ ՆՅՈՒԹԵՐԻ ՀԱՐՄԱՐԵՑՈՒՄՆԵՐ

# ENGLISH 3

ԱՇԽԱՏԱՆՔԱՅԻՆ ԳԻՐՔ-ՏԵՏՐԻ  
ՄԵԹՈԴԱԿԱՆ ՈՒՂԵՑՈՒՅՑ

ՈՒՍՈՒՑՉԻ ՀԱՄԱՐ

**ՀԱՆՐԱՊԵՏԱԿԱՆ ՄԱՆԿԱԿԱՐԺԱՀՈԳԵԲԱՆԱԿԱՆ ԿԵՆՏՐՈՆ**

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**ԱՆԳԼԵՐԵՆ 3**

**ENGLISH 3**

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ՄԵԹՈԴԱԿԱՆ ՈՒՂԵՑՈՒՅՑ  
METHODODOLOGICAL GUIDEBOOK**

**ՈՒՍՈՒՑՉԻ ՀԱՄԱՐ**

**FOR TEACHERS**

**Երևան - 2025**

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**Ուսումնական նյութերի հարմարեցումներ: «Անգլերեն 3» Աշխատանքային գիրք-տետրի մեթոդական ուղեցույց ուսուցչի համար /Օհանյան Հ.Վ.;**  
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**Մասնագիտական խմբագիր՝** Լ.Ա. Մնացականյան

**Գրախոսներ՝**

Մանկավարժական գիտությունների թեկնածու, դոցենտ Հարությունյան Մ. Ռ.  
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**Հեղինակ՝** Օհանյան Հասմիկ Վրույրի

**Համակարգչային ձևավորում՝** Սարոյան Լ. Գ., Դավթյան Հ.Լ.

Սույն ուղեցույցի նպատակը հանրակրթական ուսումնական հաստատությունների երրորդ դասարանի «Անգլերեն 3» աշխատանքային գիրք-տետրի կիրառության գործընթացում ուսուցիչներին մեթոդական աջակցության տրամադրումն է:

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## PREFACE

Dear teacher,

Welcome to the Teacher’s Methodological Guidebook (hereafter “Guidebook”) of the English Workbook 3. The Guidebook is crafted with the intention of providing you with methodological support, resources, and insights to maximize the effectiveness of your teaching.

The aim of the Workbook is to teach English to children with Special Educational Needs (hereafter SEN) by creating a resource that is specifically designed to meet their special learning needs. Adapting teaching materials or methods for students with disabilities, whether mental, physical, learning, or a combination, is crucial. All students, including those with special needs, deserve the opportunity to learn and explore the world through a foreign language [1].

One of the first steps to get acquainted with a foreign language is learning the alphabet, which is why teaching language starts from the letter acquisition and then proceeds with the development of listening, speaking, writing and reading skills.

There are several reasons why alphabet learning for children is important:

1. The alphabet serves as the foundational building block for understanding letters, sounds, and word formation. It promotes a child's cognitive development by developing memory, sequencing skills, and pattern recognition.
2. Mastering the alphabet gives children a sense of accomplishment and boosts their confidence in language learning. It motivates them to explore the language, culture, and learning opportunities, fostering a positive attitude towards language acquisition.

3. Learning English as a foreign language enables children to communicate effectively. It opens up opportunities for social interaction, cultural exchange, and broader language experiences.
4. In foreign language learning process, educators may create an inclusive and supportive learning environment that caters to individual learning needs.

“English Workbook 3” will help the child to acquire the mentioned advantages. Before starting alphabet learning there are given topics for the development of elementary speaking and listening skills. The Workbook involves practical tasks such as drawing, watching, listening, singing, etc., which are accomplished with colourful visuals, songs, tactile materials, and movement activities.

This Workbook is structured to align with the corresponding Guidebook. Each task or task groups in the Workbook are detailed with methodological guidance, instructions on how to use the Workbook materials effectively, understand diverse learning needs, and provide an inclusive learning environment for students with SEN. The Workbook includes QR codes, animations, and digital plays which enhance the ability of an effective learning process in a way that promotes meaningful learning experiences for all students, embracing diversity, individuality, and creativity in the classroom.

The methodological structure of the Workbook tasks is tailored to the following activities, which will help the child:

- learn in a variety of ways, for example, by watching, listening, imitating, taking action, etc.,
- be curious,
- play, draw, colour, sing and use their imagination,

- develop within their abilities as an individual,
- cooperate and collaborate with peers,
- be included in the learning process together with the classmates.

It is very effective to repeat activities frequently to reinforce learning by using consistent routines and practice sessions to help children remember letter names, shapes, and sounds. The usage of visual supports such as flashcards, charts, posters, and digital resources will also help children visualize the alphabet and letters' associations with sounds and words.

Teaching English can be more rewarding if the teacher has a wide variety of activities that are both fun for young learners and rich in language learning opportunities. The Workbook aims to demonstrate effective language teaching in practice, particularly with the help of colourful appendixes and multifunctional tasks. The instructions of each task are provided in a clear and straightforward manner which are broken down into manageable steps to support comprehension for children with learning difficulties.

The QR codes represent recorded extracts from the given exercises as well as some words helping to pronounce them properly. Listening to the recording and repeating the words and sentences will help the student to develop listening, reading, and speaking skills. There are also links to animated cartoons and songs that enable a child's motivation for learning a foreign language.

Teaching English to foreign students with SEN requires a specialized approach that takes into consideration the challenges and strengths of each individual learner. This Guidebook aims to provide practical strategies, tools, and resources to support teachers in creating inclusive and engaging

lesson activities. As already mentioned, besides practical tasks the workbook also includes songs, animations, rhymes, and digital exercises.

### **1. Songs:**

The songs are simple and repetitive that focus on certain letters or words with clear and catchy pronunciation, which will capture the attention of young learners. While listening to the songs, you may encourage active participation by incorporating movement activities like clapping, stomping, or dancing to the rhythm of the song. This will enhance the inclusion in the classroom.

### **2. Rhymes and dialogues:**

The rhymes and dialogues in the workbook engage multiple senses, such as touch (through tactile materials), sight (with colourful visuals), and hearing (QR codes). This will provide different learning styles and reinforce learning.

### **3. Animations:**

The animations are generally for visual stimulation. The visuals and characters captivate students' attention. They are age-appropriate and dynamic. Using the animations, you may encourage students not only to interact with the cartoon but also with peers, and have fun while learning the foreign language.

By integrating songs, rhymes, and animations into the teaching of English for young learners with SEN, you can create a dynamic and inclusive learning environment through diverse learning needs. These creative and interactive methods not only facilitate language acquisition but also promote engagement, participation, and enjoyment in the learning process. The Workbook includes many tasks aiming the use of fine motor activities. Hands-on activities like sorting, matching, tracing, and crafting help



children with SEN actively engage with and manipulate alphabet letters. They use their fingers to match the pictures with the letters or words, or writing utensils to trace over alphabet letters. They can do activities that involve tracing letters in the air, forming letters with whole-body motions. Physical engagement can enhance memory retention and letter recognition.

The Workbook, which includes the themes and topics involved in State and Subject Standards and Programs of RA, serves several important purposes [2]:

- 1. Accessibility and Inclusivity:** The Workbook ensures that children with SEN have access to materials that are tailored to their educational needs, making learning more inclusive and accessible for all learners.
- 2. Differentiation and Personalization:** By the adapted content, format, and activities in the Workbook, you may differentiate instruction to accommodate the diverse learning needs of students with SEN. Personalizing helps to address specific abilities and strengths of each learner.
- 3. Support for Diverse Learning Styles:** The Workbook includes tasks that are tailored to various learning styles, including visual, auditory, tactile, and kinesthetic approaches. This variety enables children with SEN to engage with the material in ways that best suit their learning preferences.
- 4. Skill Development and Reinforcement:** The Workbook focuses on activities that support the development of essential skills, such as letter recognition, phonemic awareness, fine motor skills, and memory retention. Repetition and practice of these skills help reinforce learning over time.

- 5. Progress Monitoring and Assessment:** The Workbook includes tasks for tracking student progress, assessing learning outcomes, and identifying areas that may require additional support or intervention. Regular repetition and monitoring help measure a child's acquisition growth.
- 6. Promotion of Independence:** Through the use of clear instructions, visual prompts, and other activities, the Workbook fosters the child's independence and autonomy in completing learning tasks step by step.
- 7. Engagement and Motivation:** Incorporating interactive and engaging activities in the Workbook motivates children with SEN to participate actively in the learning process. Fun and stimulating tasks promote sustained interest in learning English.
- 8. Collaboration and Communication:** The Workbook can serve as a communication tool between teachers, parents, and other support professionals involved in the child's education. It facilitates collaboration and alignment of goals across educational settings.

The greatest part of the Workbook occupies the English alphabet, which is the basic level of foreign language learning process. The letters are not grouped in alphabetical order. They are grouped in a sequence that allows children to form a multitude of words even if they only know three to five letters. The attitude of vocabulary introduction is to teach the names of objects or activities that children see and do very frequently.

Creating or using alphabet songs or rhymes tailored for young learners can be a fun and effective way to engage them in the English alphabet learning process.

Teachers use a great number of additional educational and teaching materials. However, besides the songs and rhymes in the Workbook, we

suggest some other simple ones that you can use or adapt to tailor the needs of young learners in your class.

### **1. Alphabet Rhyme**

A is for Apple, B is for Ball,  
C is for Cat, and D is for Doll.  
E is for Elephant, F is for Fish,  
G is for Giraffe, now make a wish.

### **2. Alphabet Chant**

A, B, C, let's sing with me,  
D, E, F, come on and see.  
G, H, I, in the sky so high,  
J, K, L, reach for the sky.

### **3. Alphabet Zoo**

Welcome to the alphabet zoo,  
Where animals learn their A to Z too.  
Elephant starts with the letter E,  
Monkey with M, can you see?

### **4. Alphabet Clap**

A is for Apple (clap clap),  
B is for Ball (clap clap).  
C is for Cat (clap clap),  
Let's learn them all (clap clap).

These songs and rhymes can be adapted including visual aids, gestures, or movements to enhance engagement and support different learning styles. You can also personalize the songs by incorporating the names of the

children or objects with which they are familiar to make the learning experience more meaningful and relatable.

We suggest the following advice on how to help the child with SEN to learn English:

- Make learning English enjoyable and fun, influencing the child's attitude to language learning.
- Do not worry about mistakes.
- Be encouraging.
- Use a lot of gestures, actions, pictures that demonstrate what you mean. This will help the whole class to understand the language easier.
- Talk a lot in English, especially about things they can see. The words in the Workbook are chosen to be familiar to children (family members, friends, toys, colours, animals, etc.).
- Play games, sing songs, say rhymes together, including the class as well.
- Plan lessons with varied activities: some quiet, some noisy, some sitting, some standing and moving, depending on the children's abilities and peculiarities.

There are some activities which would be best done individually. While there are many of them that would be done in pairs or small groups.

*We also present some extra resources available to help:*

- *While some teachers may feel unprepared to include SEN learners in their classrooms, it is important to debunk myths and misconceptions around teaching students with special needs: <https://www.teachingenglish.org.uk/professional-development/teachers/inclusive-practices/articles/teaching-english-learners-special>).*
- *Ready-to-teach lessons with teacher notes, homework assignments, and placement tests can make teaching English, including the*

*alphabet easier:*

*<https://www.off2class.com/lesson-plan-downloads/how-to-teach-the-alphabet-to-adult-esl-students/>.*

- *Courses available for EFL student teachers focusing on teaching students with special needs:  
[https://www.researchgate.net/publication/279854426\\_TEFL\\_TESOL\\_for\\_Students\\_with\\_Special\\_Needs\\_For\\_EFL\\_Student\\_Teachers](https://www.researchgate.net/publication/279854426_TEFL_TESOL_for_Students_with_Special_Needs_For_EFL_Student_Teachers).*
- *Guides for teachers teaching English as a foreign language to children, including those with SEN, to help with the process: (<https://www.thoughtco.com/beginning-guide-to-teaching-esl-1210464>).*
- *Marie Delaney Teaching English to learners with Special Educational Needs (SENs) – Myths and realities.*
- *Marie Delaney Teaching English to learners with Special Educational Needs (SENs) – Some tips for an inclusive classroom.*

We hope this Guidebook will support you to provide quality education to all students, fostering love for language learning and promoting inclusive education practices. We are honored to be a part of your teaching experience and wish you success in your activities.

## METHODOLOGICAL GUIDANCE OF THE TASKS

The tasks 1-14 in the Workbook are introduced from topics aimed at the development of oral speech in the pre-alphabetic period. These tasks are developed by the following topics: “Acquaintance”, “My Family”, “Numbers”, “Colours”. They introduce the main vocabulary with picture matching, repetition, drawing, and listening to songs. The pre-alphabetic period of literacy is the most favorable for pronouncing, learning and memorizing a number of words. For this purpose, while performing the tasks, we suggest to name each picture of the object and then say it aloud. In case of difficulty, you may say it aloud and then encourage the student to repeat the word or phrase. For children with speech difficulties, we suggest asking the child to present the given picture.

When performing the tasks, it is necessary to take into account the fact that some of the children with SEN may have pronunciation disorders of sound hearing, another may have pronunciation difficulties, the third may have obvious disorders of spatial perception, etc. These questions will be interpreted and presented in the student’s individual learning plan (ILP). Therefore, a differentiated and individual approach should be taken while performing the exercises.

### Acquaintance

Learning and teaching a foreign language generally begins with words and phrases of acquaintance. The tasks 1, 2, 3 teach the phrases “What’s your name?”, “My name is...”. It is advisable to perform the given tasks while playing easy games involving the whole class, such as:

- Pass a soft ball around. When a student receives the ball, they say, “My name is...” and then passes it to another child. This encourages turn-taking and verbal expression.
- Tell the students to create a self-portrait. They can then present their artwork to the class, saying, “My name is...” In some cases you may

allow extra time for responses and provide support as needed, praising attempts, regardless of accuracy.

## **My Family**

The second topic deals with the warmest feelings of the students. Children like to speak about their closest people - family members. Sometimes they speak about their pets introducing them as their family members. In case the child does not have some family members, you may delicately avoid asking the student to speak about or show them in the picture. This topic includes the tasks number 4, 5, 6, 7. Here is given a song which will enable the child to listen, understand, and repeat the words trying to memorise them.

Teaching children with SEN about family members can be both fun and effective with the right activities. We suggest some extra engaging tasks to help them learn:

- *Ask children to create their own family tree. They can draw or paste pictures of family members and label them (e.g., “Mother”, “Father”, “Sister”, “Brother”). This visual aid helps them understand relationships.*
- *Set up scenarios where children can act out roles of different family members (e.g., playing “Mother” making a cake or “Sister” playing with a doll).*
- *Encourage them to use phrases like “This is my ...(mother, sister, etc.).*
- *Ask children to create a family photo album. They can bring in photos and label them in a small album or a folder. Encourage them to share stories about each family member (e.g. This is my father. His name is Davit, etc).*

While doing these activities you may use clear language and repeat key words frequently, involving each child in discussions about their own families. These activities can create a rich learning experience that helps children with SEN understand and appreciate their families.

## Numbers

The topic enables teaching the numbers from one to ten, which includes the tasks 8, 9, 10, 11. While doing these exercises the student will repeat the words which they learned in the frameworks of the previous topics, as well as will combine the words and make up phrases. The child may create a collage where each number from 1-10 is represented by a corresponding number of items (e.g., one picture of a red apple, five bananas, etc.) (task 11). This helps reinforce numerical concepts visually. The tasks are practical and interesting, by which the student will complete them by cooperating with a friend or classmate, listening to the audio recording and drawing.

Teaching numbers 1-10 to children with SEN can be effective and enjoyable with interactive and hands-on activities. We also suggest some engaging tasks tailored for diverse learning styles:

- *Put or draw a large number line on the floor. Call out a number, and ask children to jump to that number on the line. This combines physical activity with number recognition.*
- *Play a bingo game where you call out numbers, and children mark them on their cards. This helps with recognition and listening skills.*
- *Use a sensory bin filled with rice, sand, and small toy numbers. Hide numbers or objects in the bin. As children find them, they can count the object, and say the number out loud.*
- *Teach songs or rhymes that involve counting (e.g., “Five Little Ducks”). Use hand motions or clapping to reinforce learning through rhythm.*



## **Colours**

The topic deals with learning the names of seven colours (Tasks 11-14). The task 13 represents a song that emphasizes colours. Children may dance or move to music and raise hands when a specific colour is called. It is fully accepted when a child with SEN has difficulties to memorise the names of seven colours. You may represent as many as the child is able to recognise, learn, and pronounce, using one colour at a time to avoid overwhelming the child. Bright, colourful images and real objects can help reinforce colour recognition. The task 13 incorporates numbers and colours. If the child has learning difficulties you may help them by using clear, concise language, using games like colour sorting, matching or connecting colours to the child's interests. For example, if a child loves animals, you may use colourful animal pictures, pointing out the number of the presented animal(s) as well. By creating a supportive and engaging learning environment, you can help children with SEN develop their understanding of colours effectively.

## **Alphabet**

The letter acquisition and teaching starts from task 14. All the vowels are given in red and consonants in blue. This methodological approach is also implemented in the adapted workbook of the native language subject in the process of letter teaching. This unified approach will make it possible to more easily perceive and assimilate consonant and vowel sounds. Teaching the letters is given separately, i.e. one letter with its corresponding exercises. Some tasks are repeated in each letter teaching process. The purpose of repetition is to help children with SEN learn, use, and make up words easily. The tasks include matching, drawing, playing activities which are aimed at the development of four skills (speaking, listening, reading, and writing).

For children who have some learning difficulties you can use sandpaper or textured letters to trace with their fingers. It is effective to create a sensory bin with items that start, for example, with the **a, A** letter (e.g. small apples, apricots, animal figures) for hands-on exploration. To personalise the topic you may use the child's name, friend's name or favorite characters that start with "A" to make learning more relevant.

There are given tasks, where the child has to find the definite letter or letters among others. Such task is given from the first letter and repeated in rest of the letters, of course, maintaining the principle of gradual complication. Tasks where a child is asked to find a specific letter among others and circle it are used to develop letter recognition, visual discrimination, and focus. These tasks are presented in an engaging way to help young learners identify letters in a mixed set. There are different types of tasks to find, write out, and colour the given letter or letters, but the version presented in the Workbook for students with SEN is the most accessible. By repeating the same task students learn and revise the letters. The task helps children become familiar with the shape and form of each letter, encourages them to distinguish one letter from many others, and helps develop attention to detail and focus as the child must scan through a jumble of letters to find the correct one. By using a pencil, crayon, or a pen, the child practices fine motor control while circling the letters.

From the second letter **d, D**, which is given in the Workbook, the child is given the opportunity to write the first word – "dad". If the child has difficulties in writing you may use flashcards to show the word or ask the child only to pronounce it.

Taking into account the methodology of working effectively with children with SEN, the names of colours, numbers, and family members are presented as repetition material at the learning process of each letter. After getting acquainted with and learning the third letter, the child is able to

make up a simple sentence, and read it. The sentence is: Ann and dad. The order of the letters is given with the logic that it is possible to make simple words and sentences with 3 or more letters.

There are many contextual pictures in the Workbook, which play a vital role in helping children study English by providing visual context, reinforcing learning, and engaging multiple senses. For children with various learning needs, visual aids can make a big difference in understanding and retaining new concepts. For example, task 42 represents a situation where the girl and a cat are playing together. The student with your or the classmate's help will name the girl, saying Ann and showing the cat while pronouncing its name. Then again with your or the peer's help, the student will show Ann's hair, dress, shoes, socks, and the cat and tell the colours. Children with SEN often have unique learning styles. Some might be visual learners who grasp concepts better. Pictures are powerful tools in educational materials because they create a multisensory experience that makes learning more accessible. By providing visual support, clarifying concepts, and engaging different learning styles, pictures help children build connections between words and meanings, stay focused, and develop essential cognitive and social skills. For this purpose, many pictures are presented in the Workbook, which are not only images, but also situational episodes that will stimulate the child's imagination and the development of communication skills.

The tasks 59, 68, 81, 98, etc. are letter chain tasks, the purpose of which is to help the child recognise and identify letters quickly. These tasks reinforce the child's ability to distinguish one letter from another, even in a long sequence. By making it a game-like challenge, the letter chain activity becomes a fun way to reinforce letter knowledge and basic reading skills. Those children who have some learning difficulties, may underline only even one letter, the others may prompt his/her peers or you.

Children with attention difficulties may find it easier to stay focused when the material is visually stimulating and incorporates images alongside written content. The tasks 76, 96, etc. include both images and written words. In some cases even the child will look at the image, read its name and then, with the help of an appendix, construct the same word/s alongside the image. Such tasks enable us to memorise the foreign words more easily.

One of the most frequently used tasks in the Workbook is matching, which may be highly effective for children with SEN. Matching tasks often involve pairing words with images or definitions, helping students make connections between vocabulary and meaning. The use of pictures alongside words helps memorise and recall, especially for visual learners. Additionally, matching tasks require active engagement and critical thinking as students assess relationships between items, which can enhance their cognitive development. These tasks in the Workbook are structured as games, making learning enjoyable and motivating, which can lead to increased participation.

The matching tasks are included in all the parts of the Workbook. In one case the student matches the word with an image, in another case – the image with a sentence, and very frequently – the letter to the same letter. If the child has some learning difficulties, the classmate or you help or support them to do the task. These activities develop a child's motor skills. In case the child is absolutely unable to move hands, they may just say or show with their eyes which image to match with the other one. Matching tasks are a flexible and effective tool in language learning. They support vocabulary acquisition, listening skills, speaking skills while fostering an engaging and collaborative learning environment. By considering the diverse needs and abilities of students, you can effectively implement matching tasks to enhance language learning outcomes.

One of the interesting tasks in the Workbook is making words with given letters and it is a common activity in language learning. It can be particularly beneficial for learners with SEN studying English as a Foreign Language. This task has various cognitive, linguistic, and emotional benefits, although the effectiveness depends on the nature of the learner's needs and how the activity is designed. The tasks in the Workbook are designed differently, each has a specific methodological approach, which can be a useful and engaging activity (e.g. tasks 113, 114, 169, etc.).

For learners with SEN, tasks that involve manipulating letters can help improve working memory and attention. They require the learner to remember letter patterns, and focus on identifying possible word combinations. These tasks can improve the learner's phonological awareness, which is the ability to identify and manipulate sounds. This is particularly important for learners who have difficulties in reading or pronunciation. The tasks help learners reinforce spelling patterns and improve word recognition. Repeated exposure to specific letter combinations and word structures helps learners recognize words more quickly. The Workbook includes such tasks for learners with SEN, which are collaborative activities with peers that provide social support and also promote communication and cooperation. By reinforcing vocabulary, improving cognitive skills, and offering a motivating and engaging way to interact with the language, these tasks can be an excellent tool in the language learning process. However, differentiation, individualized support, and a balance of challenge and achievement are important to admit that all learners benefit from these types of activities. In case the child cannot cope with these tasks alone, they can be done with maximum prompting and a lot of support.

The Workbook includes simple situational dialogues which are effective tools for English learning and developing communicative skills. They can serve as a bridge to understanding language in context, offering practical

examples of how English is used in real-life communication. By focusing on short, clear, and repetitive exchanges between two speakers, simple dialogues help children build both their linguistic and social skills in a structured way. For example, the dialogue like “Hello, how are you? I’m fine, and you!” models a common social interaction, giving children with social communication difficulties a framework to practice appropriate responses. By listening to or participating in dialogues where characters express emotions (e.g., “I’m so happy,” “Don’t worry, I shall teach you”), children learn how to recognize and respond to emotions in others. This can be valuable for children who have difficulties communicating and being understood.

There are a lot of tasks which the learner can do through listening (tasks with QR codes). Listening tasks are designed to be engaging, adaptable, and focused on improving both comprehension and language skills. The short sentences, rhymes, and songs include simple vocabulary. These activities are carefully adapted and provide the right level of support. There are songs that are presented in an animated version. In this case, along with listening, the child can repeat the movements, be active, which contributes to the development of the child’s motor skills. These tasks help the child improve listening comprehension, language skills, and confidence in using English.

Besides listening activities there are represented links of animated cartoons. Animated cartoons can play a significant role in language learning for children with SEN. They offer a dynamic and multisensory learning experience that can be engaging and highly effective in promoting language development. The visual and auditory elements in cartoons provide various supports that can help children overcome specific learning challenges, improving both their comprehension and language acquisition. Such tasks are represented in the Workbook from the beginning of language learning. Children can hear the language while seeing the actions

or objects being described. This multisensory approach is particularly beneficial for learners with sensory processing issues or auditory processing difficulties, as it makes the language more accessible. Many animated characters use expressive gestures, facial expressions, and body language to convey meaning. These non-verbal cues help children, especially those with speech or communication difficulties, understand the emotions, actions, or context of the language being used, even if they don't fully grasp the vocabulary. A character in a cartoon might be shown saying "Hello, what's your name?" The child can associate the sounds of the words with the action and the visual representation, making the learning process more accessible. Cartoons may increase engagement and motivation for children who might find traditional classroom materials uninteresting. For children with SEN, particularly those with attention difficulties, the fast-paced, colourful nature of animated cartoons can help hold their attention and keep them motivated to learn.

Animated cartoons are a valuable resource for children with SEN learning English, offering numerous cognitive, emotional, and linguistic benefits. They provide multisensory input that helps with vocabulary acquisition, listening comprehension, social skills, and emotional understanding. By using cartoons strategically, you can create a rich, supportive environment.

The final part of the Workbook represents digital games through which the learner can revise the main topics they learned. These games are visually stimulating, interactive, and provide varying levels of support, so children can progress at their own pace. They can match the lowercase letters to uppercase ones, revise the colours, numbers, fruits, animals, and the names of body parts.

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**Օհանյան Հ. Վ.**

**ՈՒՍՈՒՄՆԱԿԱՆ ՆՅՈՒԹԵՐԻ ՀԱՐՄԱՐԵՑՈՒՄՆԵՐ**

**ԱՆԳԼԵՐԵՆ 3**

**ENGLISH 3**

**ԱՇԽԱՏԱՆՔԱՅԻՆ ԳԻՐՔ-ՏԵՏՐԻ  
ՄԵԹՈԴԱԿԱՆ ՈՒՂԵՑՈՒՅՑ  
METHODOLOGICAL GUIDEBOOK**

**ՈՒՍՈՒՑՉԻ ՀԱՄԱՐ  
FOR TEACHERS**

Տպագրությունը՝ օֆսեթ: Տպաքանակը՝ 150:  
Տպագրված է «Էդիթ Պրինտ» հրատարակչությունում,  
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