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# **ACTIVITIES FOR ENGLISH LANGUAGE TEACHING**

**Asst. Prof. Dr. Suneeta Kositchaivat**

**English Language Teaching Section  
Department of International Language Teaching  
Faculty of Education, Silpakorn University**



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## Preface

*Activities for English Language Teaching* is intended mainly to provide students in tertiary education who are in English major, Faculty of Education with principles, theories, and usage of English language activities. The book is beneficial for them to apply for their teaching career as English teachers. They can create activities to enhance English language learning experiences in using authentic language for communicative purposes. This book consists of seven chapters. The first and the second chapter allow students to recognize the principles and theories of Communicative Language Teaching (CLT) since it is the approach that emphasizes interaction as both the means and the ultimate goal of English language study. Learners use communication to learn and practice the English language through interactions to reach the goal of language education. Moreover, the third to the sixth chapters provide students with English language teaching activities to enhance English language learning experiences. Finally, the seventh chapter intended to equip students with ideas on how to use authentic materials from various sources. These will inspire students to make good use of authentic materials with their students.



## Acknowledgements

I am indebted to a number of people for their help in bringing this book to production. First of all, I would like to express my sincere gratitude to the Department of International Language Teaching, Faculty of Education, Silpakorn University for supporting a grant to write this book. Also, I would like to extend my warmest thanks to Associate Professor Dr. Wisa Chattiwat, Associate Professor Dr. Prapaisri Holomyong, Associate Professor Dr. Sutaporn Chayarathee, Assistant Professor Dr. Wipada Prasansaph, and Dr. Sarath Samaranayake who provided thoughtful comments and recommendations that greatly improved the quality of the book. Without the constant encouragement from Professor Dr. Kanit Kheovichai, Assistant Professor Dr. Maream Nillapun, and Dr. Soranabordin Prasansaph, I would not have achieved this far. I am also grateful to Ms. Tamon Chatchawalkijkul and Ms. Nontipa Houyhongthong for their support in the production of the book. This book would not have been completed without all the support that I have always received from my family and friends. They have stood by my side, offering strength when I needed it most. Thank you for their endless support.



### TQF 3

#### Course Syllabus

- Institution:** Silpakorn University  
**Campus/Faculty:** Sanam Chandra Palace Campus, Faculty of Education  
**Department:** Department of International Language Teaching
- 1. Course:** 466375-162
- 2. Title:** ACTIVITIES FOR ENGLISH LANGUAGE TEACHING  
 (กิจกรรมสำหรับการสอนภาษาอังกฤษ)
- 3. Credits:** Three credit hours 3(3-0-6)
- 4. Semester/Year:** 1/2024
- 5. Instructor:** Asst. Prof. Suneeta Kositchaivat, Ph.D.  
 email: sxuneeta@hotmail.com  
 Office: Bldg.1, Room 1203
- 6. Type of course:** Elective course for English major students
- 7. Pre-requisites:** -
- 8. Teaching hours/ Room:** Wednesday 13:00 – 15:40 hrs. / Education building 3  
 (Room 3408)
- 9. Silpakorn University's Philosophy, Resolution and Vision:**  
 Philosophy: Arts and Sciences create the sustainable nation.  
 Resolution: To create arts, knowledge and wisdom for the society.  
 Vision: A leading university in fostering creativity and integrating science  
 and arts for the sustainable development of society
- 10. Faculty of Education's Vision:**  
 Workplace happiness to create expert teachers who are well-equipped with  
 morality, professionalism, and leadership in research studies and academic  
 services.

**11. Program Learning Outcomes:**

- To value morality, ethics, and the code of professional conduct for English language teachers;
- To explain knowledge concept, theories, principles in linguistics, literature and culture, and English language teaching;
- To conceptualize English language learning management to communicate and present information for diverse learners effectively, and for professional development purposes;

**12. Course Learning Outcomes:**

After this course the students should be able to:

1. Recognize principle, and theories of the Communicative Language Teaching
2. Describe the usage English language activities as supplementary to English texts and syllabi
3. Illustrate English language teaching activities to enhance English language learning experiences
4. Select authentic materials from various sources to teach

**13. Course description:****คำอธิบายรายวิชา**

หลักการ ทฤษฎี การใช้กิจกรรมเพื่อการสอนภาษาอังกฤษที่เสริมแบบเรียนและหลักสูตร ภาษาอังกฤษ กิจกรรมการสอนภาษาอังกฤษที่ส่งเสริมประสบการณ์การเรียนรู้ภาษาที่ใช้ภาษาจริง เพื่อ การสื่อสาร ศึกษาแหล่งข้อมูลการสอนภาษาอังกฤษ เช่น เพลง กลอน โคลง เกม และหนังสือ อ่าน เพื่อความบันเทิง กิจกรรมเสริมหลักสูตรที่ช่วยให้เรียนภาษาอย่างสนุกสนาน

**Course Description**

Principle, theories, usage of English language activities as supplementary to English texts and syllabi, English language teaching activities to enhance English language learning experiences in using authentic language for communicative purposes; a study of various English language teaching sources: songs, poems, games, books for pleasure reading and extracurricular activities for edutainment.

**14. Methods of teaching: Sociocultural theory**

- Cooperative learning: Shared reading, group presentation, class discussion
- Authenticity: The use of real and instructional materials appropriates for English education context
- Experiential learning: Students will experience the English lessons taught for English students

## 15. Course Outline and Evaluation

Week	Topic/Content	CLO	Periods	Activities	Remarks
1	Introduction & Discuss on CLT	1	3	D	
2	Principle and Theories of Communicative Language Teaching	1	3	D, L	
3	Principle and Theories of Communicative Language Teaching	1	3	D, L, P	Assm.
4	Usage of English Language Activities	2	3	D, L	
5	Usage of English Language Activities	2	3	D, L, P	Assm.
6	Activities to Enhance English Listening Skills (Part 1)	3	3	D, L	
7	Activities to Enhance English Listening Skills (Part 2)	3	3	D, L, P	
8	Activities to Enhance English Speaking Skills (Part 1)	3	3	D, L	
9	Activities to Enhance English Speaking Skills (Part 2)	3	3	D, L, P	
10	Activities to Enhance English Reading Skills (Part 1)	3	3	D, L	
11	Activities to Enhance English Reading Skills (Part 2)	3	3	D, L, P	
12	Activities to Enhance English Writing Skills (Part 1)	3	3	D, L	
13	Activities to Enhance English Writing Skills (Part 2)	3	3	D, L, P	
14	How to Use Authentic Materials from Various Sources (Part 1)	4	3	D, L	
15	How to Use Authentic Materials from Various Sources (Part 2)	4	3	D, L, P	Assm.
16	Final Project (Design an activity to teach English using authentic materials)	2,3,4	3	P	Small Groups

*D=Discussion, L=Lecture, P=Presentation*

## 16. Teaching aids:

Suneeta Kositchaivat. (2024). Activities for English Language Teaching.

- Clips/ other audio materials
- Handouts
- PowerPoint Presentation

### 17. Methods of Promoting Lifelong Learning:

Students will analyze their own learning styles and set goals of the learning. They can develop reading habits according to the use of texts. They will develop listening and speaking skills with the use of English language as a medium of instruction. They can search for further sources of learning which enhance critical thinking skills. They also improve their interpersonal skills by brainstorming and discussion. They can evaluate the effective and appropriate learning to themselves.

### 18. Marking Scheme:

- |                                     |     |
|-------------------------------------|-----|
| • Class participation / attendance* | 10% |
| • Assignments                       | 30% |
| • Project                           | 30% |
| • Final exam                        | 30% |

\*Students must attend at least 80% (3 absences) to be allowed to take the final examination. Students who have three tardy attendances will be called for one absence.

### 19. Scoring Rubrics

#### Scoring rubrics for the project

Adapted from [https://www.edutoolbox.org/sites/default/files/node\\_files/Lesson-Plan-Evaluation-Rubric.pdf](https://www.edutoolbox.org/sites/default/files/node_files/Lesson-Plan-Evaluation-Rubric.pdf)

Criteria	Weak 1	Fair 2	Good 3	Strong 4	Best 5
1. Explicit goals					
2. Clear objectives					
3. Effective assessments					
Activities / materials that:					
- are relevant to students' lives.					
- provide appropriate time for student work.					
- are appropriate for the interests of learners.					
Total					

**Scoring Rubrics for the Presentation:**

Category	4	3	2	1
Content	Show a full understanding of the topic.	Show a good understanding of the topic.	Show a good understanding of parts of the topic.	Seem not to understand the topic very well.
Verbal delivery	Speak clearly and distinctly all the time, and mispronounce no words.	Speak clearly and distinctly all the time, but mispronounce some words.	Speak quite clearly and distinctly most of the time. Mispronounce some words.	Often mumble which cannot be understood
Visual aids		The selected aids are accurate and go well with the text. There is a good mix of text and graphics.	The selected aids are little accurate and go well with the text. But there are too few of a good mix of text and graphics.	The selected aids are not accurate and do not go well with the text. There seem to be a random mix of text and graphics.
Non-verbal			Stand up straight, look relaxed and confident. Establish eye contact with everyone during the presentation.	Slouch and/or not look at people during the presentation.
Time Management			The presentation lasts appropriately.	The presentation does not last appropriately.

**20. Grading:**

Scores	Grades
80 – 100	A
75 – 79	B+
70 – 74	B
65 – 69	C+
60 – 64	C
55 – 59	D+
50 – 54	D
0 – 49	F

# Chapter 1

## Principles and Theories of Communicative Language Teaching

### Introduction

Teaching English as a foreign language has undergone several changes over the past few decades. Therefore, examining teaching methods is invaluable in teacher education for five reasons, as Larsen-Freeman (2000) has observed. According to her, EFL teachers should be aware of different teaching methods, approaches, and classroom techniques to deliver a lesson successfully and effectively in a classroom context. When teachers are exposed to methods and principles based on a particular method, they can understand why they do what they do in teaching. Moreover, by becoming clearer, teachers can choose to teach differently from how they were taught while studying as learners. They can identify why certain methods are successful while others are unsuccessful and make choices that are informed by empirical evidence. Another advantage of becoming aware of the method is that a language teacher can join a professional community where he/she can establish his/her identity as a professional who can connect with others so that they are not isolated in their practice. Interacting with others helps keep teachers' teaching alive and updated, thus preventing it from becoming stale or overly routinized (Prabhu, 1990). Finally, a knowledge of methods helps expand a teacher's repertoire of teaching techniques that provides teachers with professional growth. Professional growth helps teachers to become more experienced, and experts with the diverse range of best practices demanded by learners who want to improve their language skills in the target language for academic, professional, and social purposes.

### Communicative Language Teaching Theories

Communicative Language Teaching (CLT) is one of the best and a recent approach in teaching English as foreign/second language and it has been brought under focus by many linguistics and researchers. CLT has gained significant attention in language education due to the emphasis on promoting effective communication and meaningful language use (Qasserras, 2023). The CLT theories are different from the grammatical approach, which assumes that language consists of a finite set of rules and that these rules can be learned one by one to master a language. Nunan (1988) distinguishes a synthetic syllabus from an



analytic syllabus, which is organized according to the purposes of language learning. In CLT, language learning emphasizes learning to communicate instead of learning rules. The goal of CLT is agreed upon as the achievement of communicative competence. Functional definitions of language were viewed as the alternative units that could be used to create communicative syllabi for language teaching (Wilkins 1972; Canale and Swain 1980). Wilkins (1972) proposed two types of meanings for language: notional categories such as time, location, sequence, quantity, and frequency, and functional categories such as requests, denials, offers, and complaints. In this earlier version, the terms 'functional' approach and 'notional' approach were used interchangeably with the 'communicative' approach. Critics pointed out this was just a new kind of synthetic syllabus and that inventories of functions and notions do not necessarily reflect the reality of language learning more than inventories of grammatical points and lexical items. (Nunan 1988; Long & Crookes 1992).

Krashen (1982) proposed a language acquisition approach that rejects the role of explicit instruction in teaching. He argued that 'acquisition' is a system of subconscious learning processes in which learners acquire a language naturally, while 'learning' is a developing process of formal, conscious knowledge about grammatical rules. Learners acquire syntax and vocabulary by getting and understanding input slightly beyond their current level of competence, and their fluent speaking ability will emerge only with the help of a sufficient quantity of comprehensible input. Recent branches of CLT have criticized Krashen's naturalistic position, which emphasizes learners' thinking and behavior only and overlooks the social aspects of the learning environment (Nunan 1988). Nunan (1989) proposed task-based language teaching (TBLT), which provides learners with appropriate target language samples and comprehension and production opportunities of negotiable difficulty. He also advocates classroom tasks replicating the tasks learners need to carry out in the real world and stimulating internal learning processes. Long and Crookes (1992) suggest that awareness of certain linguistic forms in the input is necessary for learning. Drawing learners' attention to those forms facilitates development when certain conditions are met.

Long (1991) proposed the "interactional hypothesis" that negotiation for meaning through interaction is crucial to language development. This hypothesis motivates the 'focus on form' approach, which emphasizes communicative meaning while simultaneously dealing with student errors (Carroll & Swain 1993; Doughty & Williams 1998; Lyster & Ranta 1997). The CLT theories have taken various shapes depending on the primary focus. Still, a consensus is found regarding language learning: language cannot be learned through synthetic units such as grammar, functions, or notions discretely and linearly, nor can it be learned separately from language use. Therefore, analytic syllabi should reflect the language learning process.

## An Overview of the Teaching Methods Concerning CLT

The term 'method' is used to describe a way of teaching a language that is based on systematic principles and procedures. Richards et al. (1992) and Larsen-Freeman (2000) define it as a coherent set of thought-in-action-links. To understand this definition, a language teacher must have thoughts about their subject matter, culture, and students. This knowledge can help them examine why they do what they do in the class and choose to do things differently. Links are made in methods, and if a teacher believes that language comprises a set of fixed patterns, it makes little sense for them to use techniques that help learners discover the abstract rules underlying a language.

Communicative Language Teaching (CLT) is a method that draws theories from a wide range of areas, such as cognitive science, educational psychology, and second language acquisition (SLA). It accepts many different approaches and points of view about language learning and teaching, allowing it to meet proficiency-oriented goals and accommodate different learner needs and preferences. CLT emerged as the other teaching methods (The Grammar Translation, The Direct, The Audi-Lingual, The Silent Way, Desuggestopedia, and community Language Learning) failed to produce learners who could use language for communicative purposes. Communicative competence includes grammatical, sociolinguistic, discourse, and strategic competence (Canale & Swain, 1980). They are described below.

**Grammatical Competence** means having the “knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology.”

**Discourse Competence** includes the ability to connect sentences in stretches of discourse and form a meaningful whole out of a series of utterances.

**Sociolinguistic Competence** is the knowledge of the sociocultural rules of language and discourse. This means you need to understand “the social context in which language is used. It is important to know the roles of participants, the information they share, and the function of the interaction”.

**Strategic Competence** is the “verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or insufficient competence.”

With this background knowledge of communicative competence, your attention is drawn to task 1.

**Task 1. Which of the statements below do you think characterizes communicative language teaching?**

1. People learn a language best when using it to do things rather than through studying how language works and practicing rules.
  2. Grammar is no longer important in language teaching.
  3. People learn a language through communicating in it.
  4. Errors are not important in speaking a language.
  5. CLT is only concerned with teaching speaking.
  6. Classroom activities should be meaningful and involve real communication.
  7. Dialogs are not used in CLT.
  8. Both accuracy and fluency are goals in CLT.
  9. CLT is usually described as a method of teaching.
- (Richards, 2006, p. 2)

**Task 2**

Consider the following sentences which are all requests for someone to open a door. Imagine that the context is normal communication between two friends. Check if they conform to the rules of grammatical competence (GC), communicative competence (CC), or both.

	GC	CC
Please tell me the way to the hospital.	—	—
I want you to tell me the way to the hospital.	—	—
Would you be kind enough to tell me the way to the hospital?	—	—
	GC	CC
Could you tell me the way to the hospital?	—	—
To tell the way to the hospital for me.	—	—
Would you mind telling me the way to the hospital?	—	—
Telling the way to the hospital is what I request.	—	—

Teaching methods are generally based on principles, and the principles of communicative language teaching methodology can be summarized as follows:

1. Second language learning is facilitated when learners interact and communicate meaningfully.
2. Effective classroom learning tasks and exercises allow students to negotiate meaning, expand their language resources, notice how language is used, and participate in a meaningful interpersonal exchange.
3. Meaningful communication results from students processing relevant, purposeful, interesting, and engaging content.

4. Communication is a holistic process that often uses several language skills or modalities.
5. Language learning is facilitated by activities involving inductive or discovery learning of underlying rules of language use and organization, as well as by language analysis and reflection.
6. Language learning is a gradual process involving the creative use of language and trial and error. Although errors are a normal product of learning, the goal of learning is to use the new language accurately and fluently.
7. Learners develop their routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

## **Principles of CLT**

### ***The goals of teachers who use CLT***

Students must understand linguistic forms, meanings, and functions to converse in the target language. They must be able to choose the most acceptable form and control the process of meaning negotiation for effective communication.

### ***The roles of the teachers and students***

The teacher facilitates communication in the classroom by establishing situations that promote communication and acting as an advisor. He may also be a 'co-communicator' engaging in communicative activities with students. In a teacher-centered method, students are seen as more responsible for their learning process because the teacher's role is less dominant.

### ***Some characteristics of the teaching/learning process***

CLT encourages students to use the target language through communicative activities such as role-plays, games, problem-solving, and information gap tasks.

### ***The nature of student-teacher interaction and student-student interaction***

The teacher facilitates activities, provides feedback, and monitors the class. Students interact with the teacher and each other.

***The feelings of the students dealt with***

CLT aims to motivate students to study a target language by allowing them to express their ideas and opinions.

***How the language is viewed***

Language is essential for communication, as it can be used to make a prediction or give permission. Learners should also be aware of the social situation to convey their intended message appropriately, and culture is important for non-verbal behavior.

***The areas of language to be emphasized***

Language functions are emphasized over grammar, and a functional syllabus introduces simple grammatical structures at first and more complex grammatical structures later. Students work on all four skills from the beginning. For example, beginners practice "Would you.....? and "Could you.....? for making requests while more advanced students can practice "I wonder if you could...."

***The role of the student's native language***

Teachers should attempt to use the target language when instructing students in CLT, regardless of their native language.

***How the evaluation is accomplished***

A teacher can evaluate students' accuracy and fluency as an advisor or co-communicator. They can use an integrative test with a communicative function for formal evaluation.

***How the teachers respond to student errors***

Grammatical errors are not taken seriously during fluency-based activities but can be addressed in accuracy-based activities. Teaching materials play an important role in the teaching process, and it is worth looking at what types of materials are recommended to be used with the CLT.

***Authentic Materials in CLT***

The CLT approach encourages teachers to use authentic audiovisual materials that reflect real-life situations and demands. Examples include announcements, conversations, and discussions taken from radio and television public broadcasting, real-life telephone conversations, text messages, newspapers, and magazines. Authentic materials contain authentic language and reflect real-world language use, linking the classroom and students' needs in the real world. They also support a more creative approach to teaching and allow teachers to develop their full potential.

## **Classroom Activities in CLT**

Teachers and materials writers have been looking for ways to construct classroom activities that reflect the principles of communicative technique from the beginning of CLT, which is still important to language education today.

### **Accuracy Versus Fluency Activities**

CLT's objectives are to improve linguistic fluency by having students negotiate to mean, employ communication skills, correct misunderstandings, and work to minimize communication breakdowns. Accuracy practice focuses on providing correct instances of language use. There are differences between exercises that focus on fluency and those that focus on accuracy.

#### ***Activities focusing on fluency***

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

#### ***Activities focusing on accuracy***

- Reflect on classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language

The exercises listed below are examples of fluency and accuracy activities. Both use group work as a reminder that group work is not always a fluency assignment (see Brumfit 1984).

### ***Tasks to Improve Fluency***

Mixed-ability students can role-play in adopting specific roles and personalities based on a specific situation, such as making a complaint about a motor-bicycle theft. The characters are set and bound by the defined circumstances, but they can fully improvise their language.

Teachers can use fluency activities to help learners improve their target language and accuracy in communication. Examples include a role-play where a customer returns a faulty electronic item to a shop, and the sales assistant offers to help. This helps students

to work in groups to reproduce the dialogue using language components of their choice. They can then perform their dialogues in front of the class.

### ***Accuracy Tasks***

Students can practice dialogues in Wh-questions, with two practicing the discourse and the third acting as a monitor. The monitor double-checks that everyone uses the proper intonation pattern and corrects them if needed. The teacher can walk about the room, listening to the different groups and correcting their language as needed. Students also conduct an exercise on a grammatical issue, such as deciding between the past tense and the present perfect, in groups of three or four.

The introduction of CLT changed the classroom environment by encouraging teachers to use pair and group activities, giving learners more opportunities to use the language and develop fluency. Proponents of CLT suggested that teachers should know the distinction between three types of activities (practice) to use them in their lessons to make them more meaningful and engaging. Three types of classroom activities are described below.

### **Types of Classroom Activities**

***Mechanical Practice*** is a controlled practice activity that students can successfully carry out without understanding the language they are using. Examples include repetition and substitution drills, which involve listening to a model and repeating what is heard. Many teachers still use this technique when introducing new language items to their students.

*The following sequence is an example of a substitution drill.*

***Teacher:*** I like mangoes.

***Learners:*** I like mangoes/them.

***Teacher:*** I like apples.

***Learners:*** I like them.

***Teacher:*** I like music etc.

***Meaningful Practice*** is an activity where language is controlled, but students can make meaningful choices when they practice. For example, a teacher can give students a street map with various buildings identified in different locations and a list of prepositions such as across from, on the corner of, near, on, and next to. The teacher can then ask the class questions about the locations of some places/buildings they can see on the map, such as "Where is the post office? Where is the bank?" The practice is meaningful because they must respond according to the location of places on the map.



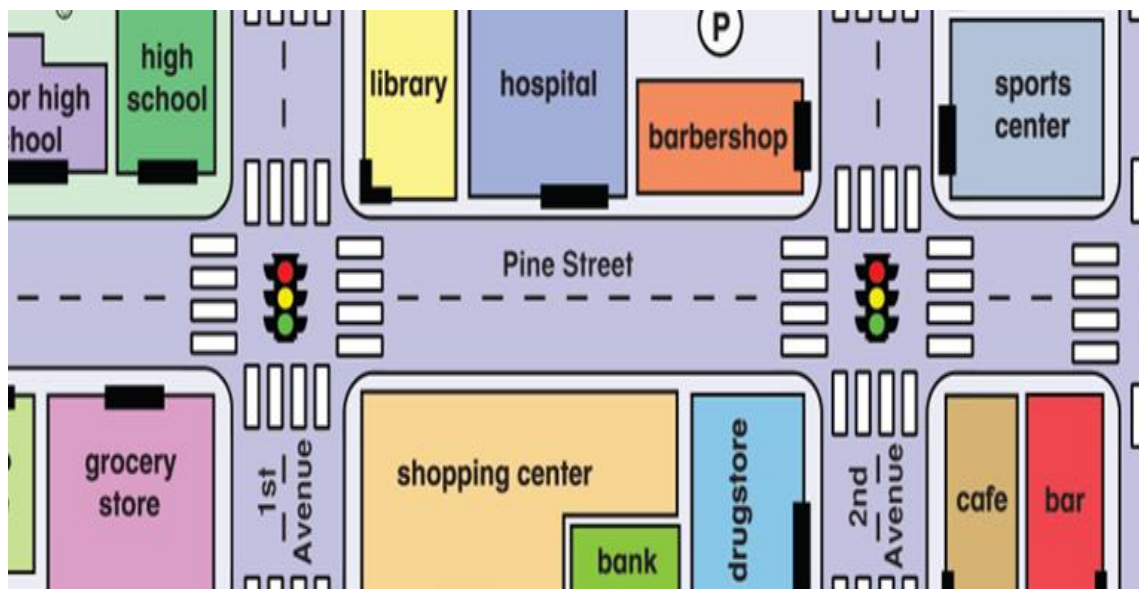


Figure 1: A Street Map

Source: <http://blog.sproutenglish.com/prepositions-of-place-giving-directions/>

**Communicative Practice** is activities where students can practice language within a real communicative context where real information is exchanged and the language used is not predictable. Examples include drawing or using a map of their neighborhood/city/village and doing a pair activity in which one student (A) wants to know the location of a place/building he/she wants to visit, and the other student (B) can help him/her. Similarly, students can take up roles such as one student is a tourist while the other is a resident who can give directions to a place where the tourist wants to go using the map. Communicative practice is what EFL teachers should promote in their classrooms to train their students to become proficient users of the target language.

Do an exercise based on a CLT coursebook to understand the three types of practices better.

### ***Superlative adjectives***

Superlative adjectives usually appear before the noun they modify.

**The funniest** person I know is my friend Bob.

**The most caring** individual in our school is the custodian.

They can also occur with the noun they modify.

Of all the people in my family, my Aunt Ruth is **the kindest**.

Of all my professors, Dr. Larry is **the most inspiring**.

Relative clauses often follow superlatives in the present perfect.

My cousin Anita is **the most generous** person **I've ever met**.

**The closest** friend **I've ever had** is someone I met in elementary school.



**A. Complete these sentences with your information, and add more details.**

Then compare with a partner.

1. One of the most inspiring people I've ever known is ...

*Example: One of the most inspiring people I've ever known is my science teacher. She encourages students to think critically rather than just memorize the notes given by the teacher.*

2. The most successful individual I know is ...

*Example: The most successful individual I know is my neighbor. He has a good business, and he does it honestly.*

3. Of all the people I know .... is the least self-centered.

4. The youngest person who I consider to be a hero is ...

5. The most moving speaker I have ever heard is ...

6. The most important role model I've ever had is ...

7. Of all the friends I've ever had .... is the most understanding.

8. One of the bravest things I've ever done is ...

**B. Use the superlative form of these adjectives to describe people you know. Write at least five sentences.**

*brave honest interesting smart generous inspiring kind exciting*

**C. Group work**

Discuss the sentences you wrote in Exercises A and B. Ask each other follow-up questions.

Example:

A: My next-door neighbor is the bravest person I've ever met.

B: What did your neighbor do, exactly?

A: She's a firefighter, and once saved a child from a burning building. It is really a brave act.

B: Yes. I agree with you. I also know about a brave person. He lives in my village.

A: What did he do?

B: One day, he saved a boy from drowning in a river.

A: Really. That's great.

**Task**

Now carefully read the grammar box and three activities (A, B, and C) above and decide which activity is mechanical, meaningful, and communicative.

Reading the sentences in the grammar box aloud.

Activity A \_\_\_\_\_ Activity B: \_\_\_\_\_ Activity C: \_\_\_\_\_

### ***Other activities to be used in CLT***

Communicative activities should have three characteristics in general: information gap, choice, and feedback. In real communication, people normally communicate to get the information they do not have. In communication, the speaker has a choice of what they will say and how they will say it. However, the exchange is not communicative if an exercise is tightly controlled so students can only say something in one way. For example, in drills, students have no choice but to repeat the same utterance as the teacher does.

**Teacher:** Repeat after me, “I like grapes.”

**Students:** I like grapes

Real communication is purposeful, meaning that the speaker evaluates their purpose based on the feedback they receive from the listener. If the listener does not have a chance to provide feedback, the exchange is not communicative. An example of this is shown in the following example.

**Speaker A:** How can I go to the city library from here?

**Speaker B:** It’s quite far from here. You should take bus number 16.

**Speaker A:** Thank you.

In CLT, teachers use information gap activities to help students practice language forms and use their linguistic and communicative resources to obtain information. An example of an information gap activity is to role-play a real-world situation in pairs, where one student is a receptionist in a hotel, and the other is a customer who needs to obtain information on the prices of different types of rooms and the facilities available in them. In cue cards, their roles and required information can be written, and they should not look at each other's cue cards.

### **Example:**

**Student A:** You are a hotel receptionist. You have the following information. When a customer inquires about booking a room in your hotel, you should provide him/her with the required information.

#### **The Mercy Hotel**

<b>Types of rooms</b>	<b>Facilities</b>	<b>Charges</b>
Single room	1 bed, 1 bathroom, Fan, breakfast included TV, Free Wi-Fi	1,600 Baht per night
Double room	2 beds, 1 bathroom, AC, TV, mini-fridge, Free Wi-Fi	2,500 Baht per night
Other facilities:	restaurant, massage, spa, Wi-Fi in the public areas, laundry service, Car park, swimming pool, bar, coffee shop, taxi service.	

**Student B:** You want to book a room at The Mercy Hotel and you want to know the following information before booking a room for one night. You should ask the receptionist the following questions.

- Tell the receptionist your need.
- Ask if a single room available for today.
- Ask the price per night.
- Ask what facilities and amenities are included.
- Ask about public transportation.
- Ask about check-in and check-out times.
- Ask for any other information you think is necessary

Like information gap activities, Jigsaw activities can also be used in a CLT classroom.

### ***Jigsaw activities***

Teachers should divide the class into groups and use language resources to facilitate meaningful communication practice. An example of a jigsaw activity can help students improve their listening, speaking, and writing skills.

The teacher plays a recording of three people with different opinions discussing a topic of interest. Students are divided into three groups and role-play the discussion using the information they obtained. The teacher then divides the story into twenty sections and students must move around the class and decide where their section belongs. Eventually, the students must put the entire story together in the correct sequence.

### ***Organizing a jigsaw activity is a five-step process:***

1. Divide the class into ‘expert’ groups of four to six learners (keeping the groups the same size as far as possible). Give each group a letter, a color, or another name. Then ask the learners within each group to number themselves one to four (or one to six).
2. Give each group a section of text or information (this can be in pictorial form). The group should spend time reading, discussing, and helping each other understand the text or information. Word banks and dictionaries (bilingual or English) may be useful at this stage. For a more in-depth activity, the group may use ICT and reference books to further research a sub-topic.

3. Learners, who are now ‘experts’ on their section of text or information, then move into ‘jigsaw’ groups with a shared number, i.e., all the number ones work in a group, all the number twos work in another group, etc.
4. Each ‘expert’ learner, in turn, shares with their ‘jigsaw’ group the section of text or information they were originally given. The others ask questions to ensure all have a good understanding.
5. The ‘jigsaw’ group completes a task requiring them to understand all the information shared by each ‘expert.’ This could be anything that requires each learner to contribute their expert knowledge: filling in a grid or table, completing a diagram, designing a poster, or devising a role-play (Gardner, 2012).

Many other activity types have been used in CLT, including the following:

**Task-completion activities:** puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task.

**Information-gathering activities:** student-conducted surveys, interviews, and searches in which students must use their linguistic resources to collect information.

**Opinion-sharing activities:** activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

**Information-transfer activities:** These require learners to take information presented in one form and represent it in a different form. For example, they may read instructions on how to go from place A to B, then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

**Reasoning-gap activities:** These involve deriving some new information from given information through the process of inference, practical reasoning, etc. and for example, working out a teacher’s timetable based on given class timetables.

**In roleplay activities,** students are assigned roles and improvise a scene or exchange based on given information or clues.

## Testing in CLT

A communicative test requires students to complete an authentic task that is a realistic reflection of a learner's experiences in the outside world. It can include a listening task, a speaking task, a reading task, or a writing task. Unlike traditional tests, there is no particular focus on any grammar point or vocabulary item. The aim of the test is the successful completion of the task, regardless of how it is achieved. The test is adaptable to any age and level of students, and teachers will have a better idea of their students' overall communicative ability.

### ***Why doesn't everyone use communicative tests?***

Teachers face difficulties designing and conducting communicative tests due to a lack of clear answers and time constraints. However, the benefits of these tests far outweigh the drawbacks, so teachers are encouraged to try out a communicative test in their classroom context and see what the washback is.

### ***Characteristics of Communicative Language Test***

Brown (2004) suggests five core characteristics for designing a communicative language test: meaningful communication, authentic situation, unpredictable language input, creative language output, and integrated language skills.

1. The purpose of language learning is communication, so language tests should be based on communication that is meaningful to students and meets their personal needs.
2. Authentic situations can help increase meaningful communication, and Weir (1993) states that language cannot be meaningful if it is devoid of context.
3. Brown (2004) uses 'unpredicted language input' and 'creative language output' to help learners prepare for responding to what they are asked/told/ordered/requested.
4. Integrated language skills should be measured, and teachers should consider these characteristics when designing communicative tests.

Given below is an example of a testing procedure applied in traditional “Paper-and-pencil test” items and a “Performance-based test” task used in communicative testing (Puppín, 2007).

Traditional test items	Performance-based test tasks
<p><b>1. Fill in the blanks.</b></p> <p>Complete the sentences below with the correct personal pronouns or possessive adjectives.</p> <p>A. Anita is Australian. <u>Her</u> last name is Wokel.</p> <p>B. Amani and _____ are in the same college. _____ college is very nice.</p> <p>C. Rani and Sumitha are sisters. _____ are from India.</p>	<p><b>Oral performance skills:</b> Speaking</p> <p><b>Level:</b> beginner- College students</p> <p><b>Task:</b> You have 5 minutes to prepare a brief presentation about yourself. In one to two minutes, state in complete sentences:</p> <ol style="list-style-type: none"> <li>a. Your name and how you spell your last name.</li> <li>b. Your age and phone number.</li> <li>c. Where you come from (your city).</li> <li>d. Your major subject.</li> <li>e. What would you like to do in your free time?</li> </ol> <p>This can be extended by including more information depending on the learner's level and interests.</p>

Traditional test items	Performance-based test tasks
<p>2. Complete the dialogue. Write the questions for the following responses.</p> <p>A. _____</p> <p>B. Yes. I do. I play badminton</p> <p>A. _____</p> <p>B. I usually spend about 2 hours a day.</p> <p>A. _____</p> <p>B. I play with my friends.</p>	<p><b>Writing Task</b></p> <p><b>Level:</b> intermediate</p> <p><b>Task:</b> What celebrity/politician/football player would you like to interview? Say why?</p> <p>In about two paragraphs, prepare your interview plan. In the first paragraph, mention whom you would like to interview and say why. In the second paragraph, prepare five questions you would like to ask this person that may be interesting to others too.</p>

### Test your knowledge about CLT and other aspects related to ELT.

#### A. Choose the best answer

- It is based on the idea that learning a language successfully comes through having to communicate real meaning.
  - Direct Method
  - Communicative Approach
  - Community Language Learning Method
  - Grammar-Translation method
- Students are talking about future verb tenses in small groups, and the teacher is observing them without intervening in their discussion. The teacher will provide feedback after the discussion.
  - Suggestopedia
  - Audio-lingual
  - The Structural Approach
  - Communicative Language Teaching
- Which one is not true about CLT?
  - The target language is exclusively used to maintain a cultural identity in the classroom.
  - Grammar is inductively taught where learners are encouraged to make their generalizations about grammar rules.
  - The emphasis is on the mastery of language forms rather than the process of communication.
  - Not only accuracy but also fluency is evaluated by the teacher.

4. Which one is not a principle of CLT?
- Students should learn to answer automatically without stopping to think.
  - Authentic language should be used.
  - The target language is a vehicle for classroom communication, not just the object of the study.
  - The teacher is the facilitator in setting up communicative activities.
5. \_\_\_\_\_ is knowledge that enables a person to communicate functionally and interactively.
- Linguistic Competence
  - Communicative Competence
  - Cohesion and Coherence Competence
  - Comprehension Approach
6. Which one is not an activity used in CLT?
- Giving and obeying commands
  - Roleplays
  - Language games
  - Scrambled sentences
7. Which one is the role of the Teacher in CLT?
- Authority
  - Facilitator
  - Counsellor
  - Director
8. Which one is a disadvantage of CLT?
- Grammar is more focused on than listening.
  - There are too many grammar structures presented.
  - It is difficult if the level of proficiency of students is low.
  - Only suitable for beginners of the language.

**B: Match the problems teachers have with materials with the ways of supplementing or adapting those materials listed A – H. Mark the correct letter (A–H) in the space provided. There is one extra option that you do not need to use.**

Teachers' problems	Ways of adapting materials
1. The textbook contained a text regarding pets. I wasn't sure if my students would understand the distinctions between budgies, canaries, guinea pigs, hamsters, etc.	A. personalizing the content B. omitting some unnecessary details
2. The children were keen to find out more about a new film which came out recently. I found a good review in a	C. adapting the task D. adding a transcript

Teachers' problems	Ways of adapting materials
newspaper, and although the language was above their level, I knew they would find it all interesting.	E. changing the layout F. giving them some possible answers G. adding some visual support H. simplifying the language
3. The coursebook had a recipe for something that isn't popular among children in our country. I thought it would be more useful for them to study the language in a recipe for something they like.	
4. I got some information about chocolate from a local factory. Still, I wanted the children to read only about how it is made and not about the history of chocolate making.	
5. The recording from the coursebook about the festivals was interesting. But I wanted the children to do something more communicative than just listen and answer the comprehension questions.	
6. I wanted my class to draw a Venn diagram of the similarities and differences between camels and giraffes. I knew they wouldn't think of enough things to make a complete diagram.	
7. The story in the coursebook was written as one long paragraph in very small print and was hard to read	

### Answers

**A.** 1-b 2-d 3-c 4-a 5-b 6-a 7-b 8-c

**B.** 1-G 2-H 3-A 4-B 5-C 6-F 7-E

### Assignment

Imagine you were a teacher at a school. Select 1 activity from the following that you plan to use with your students.

- Information Gap Activity
- Jigsaw Activity
- Role Play Activity

Then, design an activity that is suitable for your students. You must include information as follows:

1. Level of students
2. Name of the activity
3. Expected problems
4. Language functions you want to teach
5. Procedure
6. Materials



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## Chapter 2

### English Language Activities



Figure 2: An English Activity in a Classroom

Source: <https://www.teachingenglish.org.uk/article/creativity-english-language-classroom>

### The Role of Textbooks in a Language Program

Riazi (2003) wrote that instructional materials in a language program play an important role and are the next important factor in EFL classrooms after the teacher. Textbooks are a key component in most language programs, providing the basis for much of the language input learners receive and the language practice they take part in. They can also serve as a form of teacher training, providing ideas on how to plan and teach lessons as well as formats that teachers can use. Learning how to use and adapt textbooks is an important part of a teacher's professional knowledge. The section that follows looks at the selection of and use of coursebook materials.

#### *Selection and Use of Course Book Materials*

Coursebook materials are used in the classroom to present and practice language and help develop learners' language skills. Teachers often base their selection of teaching materials on a "need analysis" of learners' levels, language needs, and interests. This information helps to build a class profile and shows what they have in common and how they differ

from each other. The following case illustrates a common phenomenon in many EFL/ESL classes across the world.

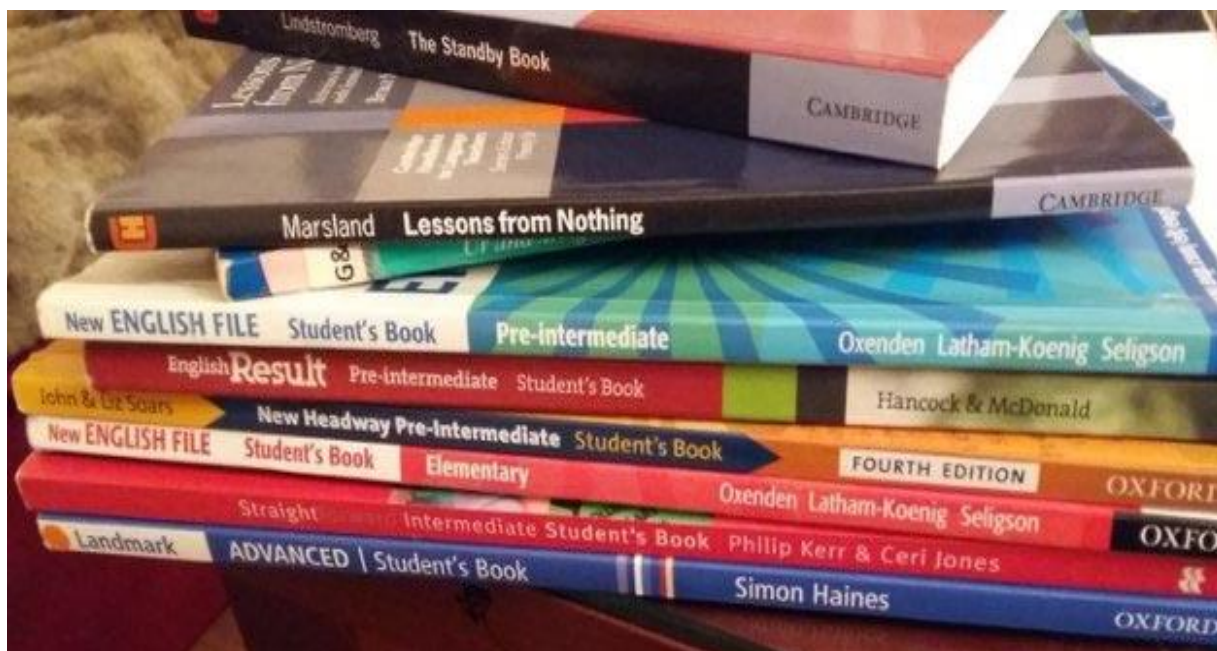


Figure 3: Course Book Materials

Source: <https://englishlanguagelearningstudio.wordpress.com/2018/02/19/to-use-or-not-to-use-coursebooks/>

### *A Case Study*

Mr. N, a junior state high school English teacher, is concerned about the coursebook he uses. He notices that his learners' proficiency level and performance in the target language have some differences, with some students having higher performance than others. He decides to find out the underlying cause of the students' different performances. He finds that some students already know the materials taught in the classroom, and the coursebook, as well as the language activities and tasks, are "easy" for them. However, for a majority of students, the coursebook and teaching materials offer a challenge, and they can complete assignments if they make a reasonable effort.

Mr. N's coursebook and teaching materials are tailored to his students' language level, but a significant minority of students find it difficult to keep up with the rest of the classroom due to their lack of knowledge of the English language. To address this, the three students randomly selected using the students' register may be provided with supplementary material and individualized tasks, while some coursebook tasks can be adjusted to their ability level. Personalizing the curriculum will also entail creating specific short- and long-term goals for these students, which are clear, challenging, and achievable with reasonable

effort. Based on the results of his action, he realizes that a coursebook alone is not a good fit for students with different proficiency levels and that supplementary materials and activities should be used to cater to their different learning styles.

We should know how to select a coursebook for our course.

## Selecting Teaching Materials

Decisions about whether to use a coursebook or part of it will depend on the answers to several questions.

- Is the material visually attractive? Is it visually clear (e.g., using different colors, different fonts, headings) Does the visual materials help learners to understand context and meaning?
- Is it well-organized? Can you and your learners follow the logic of the material and find your way around the page or the unit quickly and easily?
- It is culturally appropriate? Will the context(s) be familiar to learners?
- It is suitable for your learners' age and their needs and interests?
- Will the topics be motivating to suit the age, gender, experience, and personal interests of your learners?
- Is it the right level? Does it provide a clear enough context and/or explanation for learners to understand a new language?
- Does it give learners enough opportunities to use the language?

Suppose if the answer to any of these questions is 'No', then you have two choices.

1. To replace the course material with materials with the same focus/aim from another book or resources, such as a teacher's website or supplementary materials.
2. To adapt the coursebook material, i.e., change it in some way to make it suitable for our learners.

We find that there are several ways to adapt materials that are not suitable for a particular teaching situation. Some ideas are given below.

Strategies	Problems	Possible solutions
Extending material	<ul style="list-style-type: none"> <li>• The task or exercise is too short.</li> <li>• The learners need more practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Write extra items, following the same pattern.</li> </ul>
Shortening material	<ul style="list-style-type: none"> <li>• The task or exercise is too long.</li> </ul>	<ul style="list-style-type: none"> <li>• Use as much as you need, but do not feel you have to use it all.</li> </ul>



Strategies	Problems	Possible solutions
	<ul style="list-style-type: none"> <li>The learners don't need so much practice.</li> </ul>	<ul style="list-style-type: none"> <li>Give different parts of the text or task to different learners.</li> </ul>
Changing the form of tasks	<ul style="list-style-type: none"> <li>The task doesn't suit the learners' learning style.</li> <li>You want a change of pace.</li> <li>The coursebook often repeats the same kind of task.</li> </ul>	<ul style="list-style-type: none"> <li>Change the interaction pattern, e.g., use a matching task as a mingling activity (learners move around the class, in this case, to find their partners).</li> </ul>
Changing the level of the material	<ul style="list-style-type: none"> <li>The texts or tasks are too easy or too difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Make material more challenging, e.g., learners try to answer comprehension questions before reading.</li> <li>Make material less challenging, e.g., break up a long text into shorter sections.</li> </ul>
Reordering material	<ul style="list-style-type: none"> <li>The activities in the units in the book always follow the same sequence.</li> <li>The learners need to learn or practice things in a different order.</li> </ul>	<ul style="list-style-type: none"> <li>Change the order of the material, e.g., ask learners to cover up a page or part of a page so that they focus on what you want them to do first.</li> </ul>
Making use of all the resources in the book	<ul style="list-style-type: none"> <li>There is not enough practice material in a particular unit.</li> <li>The learners need to revise particular items.</li> <li>You want to preview material in a future unit.</li> </ul>	<ul style="list-style-type: none"> <li>Use extra material from the book: grammar summaries, word lists, lists of irregular verbs, etc.</li> <li>Give whole-book tasks, e.g., searching through the book for texts, pictures, and language examples.</li> </ul>

Before we move on to the next part, you had better do the following task.

**Match the coursebook instructions with the activity aims listed A-H. There is one extra option that you do not need to use.**

**Activity items**

- A. accurate use of a specific structure
- B. Finding collocations
- C. Reading for gist
- D. Oral fluency practice
- E. Finding connections in a text
- F. Listening for detailed information
- G. Writing a short story
- H. Listening for gist

**Coursebook Instructions**

1. Look quickly through the text and choose the picture that matches the situation.
2. Complete the sentences below using one of the following model verbs.
3. Play the audio file again and answer the true/false questions.
4. Underline all the pronouns and draw arrows to show the nouns they refer to.
5. Choose the words that go together.
6. In groups of three, discuss the problem and decide on the best solution.
7. Look at the photographs and decide who you think is speaking.

**Answers:** 1-C    2-A    3-F    4-E    5-B    6-D    7-H

**Advantages and Limitations of Textbooks**

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use.

***Advantages of Textbooks***

1. They provide structure and a syllabus for a program.
2. They help standardize instruction.
3. They maintain quality.
4. They provide a variety of learning resources.
5. They are efficient.
6. They can provide effective language models and input.
7. They can train teachers.
8. They are visually appealing.

***Potential Negative Effects of Textbooks***

1. They may contain inauthentic language.
2. They may distort content.
3. They may not reflect students' needs.
4. They can deskill teachers.
5. They are expensive.

We want to use supplementary teaching and learning materials and activities that are appropriate for our learners. We expect the following from supplementary materials in our teaching.

- To replace unsuitable material in the coursebook.
- To fill gaps in the coursebook.
- To provide suitable material for learners' specific needs and interests.
- To give learners extra language or skills practice.
- To add variety to our teaching.

Coursebooks contain grammatical structures, vocabulary, and activities in a sequential manner, providing students with a variety of lessons and useful extra practice. Teachers should make sure supplementary materials and activities fit into learners' study programs, are suitable for the class, and match the aims for particular lessons. Different kinds of supplementary materials have different advantages and disadvantages.

Materials	Possible advantages	Possible disadvantages
Class library of readers	<ul style="list-style-type: none"> <li>encourage extensive reading</li> <li>gives learners confidence</li> </ul>	<ul style="list-style-type: none"> <li>language is sometimes too simple</li> <li>may not be challenging</li> </ul>
Skills practice books	<ul style="list-style-type: none"> <li>focus on individual skills</li> </ul>	<ul style="list-style-type: none"> <li>may not fit coursebook</li> </ul>
Teacher's resource books	<ul style="list-style-type: none"> <li>new ideas for lessons</li> </ul>	<ul style="list-style-type: none"> <li>may not suit lesson aims</li> </ul>
Websites	<ul style="list-style-type: none"> <li>variety of lesson plans, and teaching materials, other resources</li> </ul>	<ul style="list-style-type: none"> <li>sometimes difficult to find the right materials for the learners</li> </ul>
Video	<ul style="list-style-type: none"> <li>Provides visual context</li> <li>Source of cultural information</li> <li>Shows body language</li> </ul>	<ul style="list-style-type: none"> <li>equipment may not always be available</li> <li>Language may not be graded</li> </ul>
Language practice books	<ul style="list-style-type: none"> <li>Extra practice</li> <li>Learners can work alone without the teacher's help</li> </ul>	<ul style="list-style-type: none"> <li>repetitive exercise</li> <li>little or no content</li> </ul>
Electronic materials	<ul style="list-style-type: none"> <li>motivation</li> <li>familiar technology for learners</li> </ul>	<ul style="list-style-type: none"> <li>difficult for the teacher to control how learners are working</li> <li>little or no human feedback</li> </ul>
Games	<ul style="list-style-type: none"> <li>enjoyment</li> <li>language practice</li> <li>more interaction</li> </ul>	<ul style="list-style-type: none"> <li>may not be suitable for older learners</li> </ul>

#### Suggestions for Selection of Supplementary Materials and Activities for Classroom Teaching

- Supplementary materials are available in schools and should be considered when planning a scheme of work. Use a survey questionnaire or interviews to find out what needs to be added to the coursebook.



- Language practice materials are not always accompanied by a teacher's guide and the aims of activities may not be stated, so it is important to consider how they will replace or improve on the material in the coursebook when selecting materials.
- Authentic materials, such as those discussed in Unit 1 (Principles and theories of Communicative Language Teaching), can help learners gain experience in more challenging texts and tasks.
- The activities in materials designed to develop individual skills often involve using other skills, such as reading a text before carrying out a reading task or writing as a follow-up activity after a speaking/reading activity.
- Check the appropriate levels of language skills for learners before using materials to practice separate language skills at different levels.

### **Use of Supplementary Materials and Activities**

- Learners should get used to the methodology in their coursebook.
- You can adapt many supplementary materials for use in the classes at different levels.
- Games and extra communicative activities can provide variety and make learning fun.

### ***Other Supplementary Books***

In addition to coursebooks, we find several books that aim to provide practice in language and skills development in learners. They include the books of language games, songs, role-plays, and simulations, and many include communicative activities that students do in pairs or groups. We now examine what other supplementary books can be used to make our teaching interactive and engaging in detail below.

### ***Reference Books***

The most commonly used reference books are dictionaries and grammar books. They not only give the meanings of words but also give information about grammar rules, pronunciation, and use.

Grammar reference books can be used in EFL/ESL classrooms, as well as specialized reference books on aspects of language such as prepositions, phrasal verbs, idioms, and specific phrases. Authentic English language reference works (encyclopedias) can also be used. Online reference books can also be found.

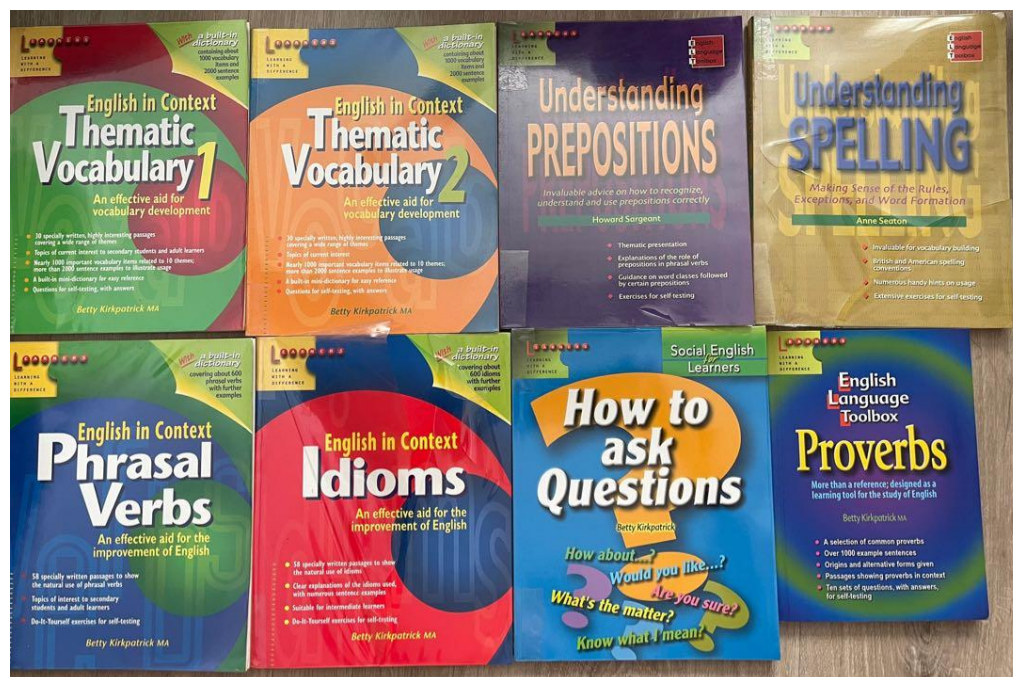


Figure 4: Reference Books

Source: <https://www.carousell.sg/p/8-books-english-grammar-vocabulary-reference-books-1165283969/>

### Using Reference Books in a Classroom

It is important to teach students how to use reference books in their studies. Plan one or more lessons at the beginning of a course to help them make the best use of their dictionary and grammar book. Once they have good reference skills, integrate the use of reference books into lessons dealing with grammar, vocabulary, pronunciation, and skill practice.

### Using Videos in a Classroom

Using videos in a language teaching context is a simple way to integrate technology into the classroom. Videos can be used to introduce grammatical and functional structures and they are particularly useful if you want to practice listening and speaking skills (including pronunciation) with a class. Research shows that videos are useful media to demonstrate aspects that cannot be recreated in a classroom. Most students are interested in videos, and videos can stimulate and arouse curiosity.

### When to Use Video

Using video is an appropriate method of instruction for many goals of teaching and learning.

Some of these include:

- Minds-On/Hook
- Inspire
- Listening Skills

- Predicting
- Debate
- Interviewing Skills
- Comprehension
- Writing Prompt
- Information/Explanation
- Storytelling



Figure 5: Using Videos in a Classroom

Source: <https://www.vyopta.com/blog/resources/case-studies/brisbane-catholic-education/attachment/video-conferencing-in-classroom-3/>

### ***Procedures to Create a Video Lesson Plan***

Kositchaivat & Serbinova (2022) suggested effective procedures to create a video lesson plan to teach English as follows:

**Step 1:** Choose a video which is suitable for the students. Limit the amount of lexis that would be presented in one lesson.

**Step 2:** Create a warm-up to lead in the scene and personalize the topic of the lesson. Make sure the students are tightly engaged towards the topic.

**Step 3:** Pre-teach the vocabulary before watching the video if needed. Let the students have enough background knowledge with the target vocabulary.

**Step 4:** Give students a task while watching the video.

**Step 5:** Set the Post-watching task that would check the comprehension of the video.

**Step 6:** If there is enough time, show desired episodes again. Give additional tasks if possible.

**Step 7:** Assign some activity to perform during the class or as homework. Tell students to include much of what they learnt from the video.

### ***Designing a Lesson***

When designing a lesson that will include a video, you may ask yourself some of the following questions:

- What is your topic?
- What are your learning goals?
- Are you introducing this topic?
- What do your students know about the topic?
- What information should students gain from this lesson?
- Is this video suitable?
- What will your lesson contain?

Watch the video before playing it to ensure it is age-appropriate, consider students' lives and backgrounds, and decide what activities to use to help students understand and expand on the material.

### **Using a Computer in a Classroom**

Technology has had a major impact on the teaching and learning process, particularly for English Language (EL) students. Technology, especially computers, can provide EL students with valuable language experiences as they learn a new language. Computers can be used to provide additional language learning opportunities beyond normal classroom instruction, and activities can be done at home with family members. This provides EL students with a rich language learning experience.

Computer-assisted instruction (CAI) can be a supplemental teaching tool for English Language Learners (ELLs). It can be used to promote verbal communication and the acquisition of English, and can be extended at home to create a greater school-home relationship.





Figure 6: Using a Computer in a Classroom

Source: <https://www.fluentu.com/blog/educator-english/esl-technology-2/>

### **Vocabulary Development**

One way to use computers for English Language Learners is to teach vocabulary in context and with visual clues. Computers also allow students to become active learners in a one-on-one environment, incorporate various learning strategies, and accommodate a variety of learning styles. Computers can be used to aid in teaching English Language students to core academic subjects, but they are not a substitute for effective teaching. It is important that EL students are given additional opportunities to extend their English language skills by providing activities that can be used at home.

**Do the following activity and test your knowledge about teaching**

**Choose one of the task types (A–K) for each of the activities below (1–11).**

<b>A.</b> guided writing	<b>B.</b> role-play	<b>C.</b> problem-solving	<b>D.</b> survey
<b>E.</b> brainstorming	<b>F.</b> chant	<b>G.</b> jumbled text	<b>H.</b> warmer
<b>I.</b> rank-ordering/prioritizing	<b>J.</b> visualization	<b>K.</b> jigsaw listening /reading	

- \_\_\_\_\_ 1. Students find out information from others by asking questions or using questionnaires to practice speaking skills and/or a specific language.
- \_\_\_\_\_ 2. Students repeat a phrase, sentence, rhyme, verse, poem, or song, usually with others, in a regular rhythm.
- \_\_\_\_\_ 3. A teacher uses an activity at the beginning of a lesson to give the class more energy.
- \_\_\_\_\_ 4. A text is divided into two or more different parts. Students listen to or read their part only, then share their information with other students so that everyone knows all the information.
- \_\_\_\_\_ 5. Students think of ideas (usually quickly) about a topic (often noting these down). This is often done as preparation before writing or speaking.
- \_\_\_\_\_ 6. An activity where the teacher asks students to close their eyes and create pictures in their minds of the story, she is telling them.
- \_\_\_\_\_ 7. Students produce a text after a lot of preparation by the teacher. The teacher may give the students a plan to follow or ideas for the language to use.
- \_\_\_\_\_ 8. A classroom activity in which students are given parts to act out in a given situation. They usually work in pairs or groups.
- \_\_\_\_\_ 9. Students are given a list of things to put in order of importance. It involves discussion, agreeing/disagreeing, and negotiating.
- \_\_\_\_\_ 10. Students work in pairs or groups, talking together to find the solution to a problem.
- \_\_\_\_\_ 11. Students are given a text in which the paragraphs or sentences are not in the correct order. The students put the paragraphs or sentences in the correct order.

(Retrieved from Cambridge English TKT Module-1)

### Answers

1. D 2. F 3. H 4. K 5. E 6. J 7. A 8. B 9. I 10. C 11. G

### *How to integrate major language skills into a single lesson*

In Communicative Language Teaching, teachers are often encouraged to integrate the primary listening, speaking, reading, and writing skills together in a lesson rather than separately teaching skills. I want you to draw your attention to current perspectives on integrated instruction.

### **Current Perspectives on Integrated Instruction**

- In many cases and for many purposes, the separation of the four macro skills is considered less effective than integrated instruction.

- The main objective of integrated language input is to facilitate language acquisition naturally.
- The current models of integrated language skills aim to develop learners' fluency and accuracy and their socio-cultural communicative competence.
- The evolution and change of integrated teaching models and methods will remain one of the defining characteristics of language teaching worldwide.

Some challenges and limitations of integrated instruction should be acknowledged and discussed here.

- Integrated instruction places greater demands on both the teacher and the learner.
- Expects the teacher to devote more time and effort to preparing materials appropriate for integrated instruction.
- Learners might have unevenly developed proficiencies across the four macro-skills. However, in language learning, this process is natural.
- It takes language learning as skills development, and teachers might ignore the grammar and aspects of accuracy.
- Maybe challenging while implementing with large classes.

### *How to integrate skills*

There are three ways to integrate skills into a lesson.

#### 1. Integration with the same medium (oral/ written)

	Receptive	Productive
Oral medium	Listening	Speaking
Written medium	Reading	Writing

#### 2. Integrating between mediums.

3. Complex integration. A series of activities that uses various skills ensures that one activity is closely linked thematically to the next.

Study the following example, which includes a sequence of activities.

Start with a Reading activity by having students look at a poster giving information about an English club. (See the poster below) Then follow with an Oral activity: Students make up a dialogue between the club secretary and a person who wants to join the club.

A dialogue: The person's name: Walter

**Walter:** Hello, Can I speak to the secretary of the English club, please?

**Secretary:** Yes, speaking. What can I do for you?

**Walter:** My name's Walter, and I am a university student. I saw your English club poster on Facebook today. I want to join your club.

**Secretary:** You are welcome. That's great. I will tell you some information about our club in short. If you join our club, you will get a chance to talk with native English speakers. We need volunteers to do some community projects. You can work as a volunteer too.

**Walter:** That is great. I like volunteer work.

**Secretary:** That's really nice. I will send you a membership application. Please fill it in with your personal information and email it to me. May I know your email, please?

**Walter:** Ok. My email address is walter12@yahoo.com By the way. How much is your annual membership fee?

**Secretary:** 1000 Bhat per year. You can pay via our club website. Ok.

**Walter:** I will send you my membership application and then I will pay the fee. Is that right?

**Secretary:** Ok. That's right. If you need anything to know, please call me again.

**Walter:** Ok. Thank you very much. Have a good day.

**Secretary:** Goodbye.

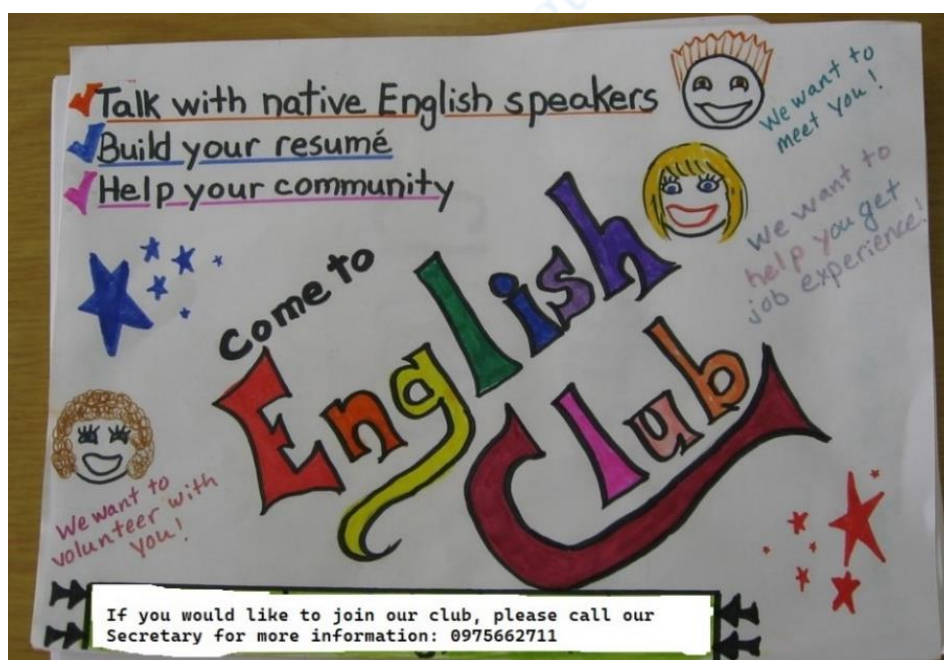


Figure 7: English Club Advertisement

Source: <https://www.flickr.com/photos/54158212@N02/5039896453>

Lastly, have students do a writing activity: Students complete a membership application form for the English club with their information.



English Club Membership Application	
First Name: _____	Middle Name: _____
Surname: _____	
Address: _____	
Date of birth: _____	Age: _____
Mobile Phone Number: _____	
Line ID: _____	
Interests: _____	
I agree to pay 500 Baht as the membership fee for the current year and abide by the rules of the club.	
_____ Signature	_____ Date

You can notice how one activity is closely linked thematically to the next. The information that the students get from the reading is useful in the oral activity, while the writing activity is based on information from the oral activity.

### Strategies for Motivating ESL/EFL Learners

Norman Chomsky argued that language acquisition is not a product of habit formation, but rather of rule formation. He proposed that speakers have knowledge of underlying abstract rules, which allow them to understand and create novel utterances. The Cognitive Approach to language learning emphasizes that learners should more actively be responsible for their own learning, engaged in formulating hypotheses to discover the rules of the target language. In 1975, Rubin investigated what 'good language learners' did to facilitate their learning, identifying some of their learning strategies. Good language learners are willing and accurate guessers who have a strong desire to communicate and will attempt to do so even at the risk of appearing foolish. They also practice and monitor their own speech as well as the speech of others.

Researchers have identified that language learners need training in learning strategies to improve their learning effectiveness. An advanced organization can be applied to improve their reading comprehension and speed. To gain a better understanding of this technique, an EFL teacher uses it in a reading class where he finds students have problems with reading long texts that contain a lot of new vocabulary.

*A teacher entered the class and distributed a reading passage. "What I do first is reading the title. I try to figure out what the passage is about. I look at the subheadings and pictures,*

too, if there are any. I ask myself what I know about the topic and what questions I have. Next, I read the first paragraph. I don't read every word., however, I let my eyes skim it very quickly- just picking up what I think are the main ideas. I especially look at the content or meaning-bearing words—usually the nouns and verbs.”

The teacher called out the words that he considered key words in the first paragraph. “From doing these things, I know that this passage is about wild horses. I do not know very much about the topic, but from skimming the first paragraph, I have got some ideas that the passage is about the challenges of catching and taming wild horses. I would like you to practice only this much now. I am going to hand out a new reading passage for you to practice on. When you get it, keep the reading passage face down. Don't read it yet. Does everyone have got the passage? Good. Now, remember, before you turn the paper over, think about the strategy I have just introduced. Ready? Turn over the paper. Take a look at it. Now, quickly turn it face down again. What do you think this passage is about? Who can guess?”



Figure 8: An English teacher was teaching reading in a classroom.

One student said the passage is about whales. “Why do you think so?” asked the teacher. The student said he had guessed from the title, which is ‘Rescuing the World’s Largest Mammal.’ “What do you know about whales?” The teacher asked the class. One student replied there were many kinds of whales. Another added that they traveled long distances. A third student said that they were very intelligent. “All right, what do you mean by rescuing?” the teacher asked. No one knows, so the teacher asked them to keep this

question in mind as they read. Then the teacher said “Turn your page over again. Read through the first paragraph quickly. Don’t read every word. Skip those you don’t know the meaning of. Don’t use dictionaries or search for the meaning on the web. The teacher gave the class two minutes to read the first paragraph.

Next, he asked, “Who can tell me the main idea of the passage is?” “What is the gist?” A student replied that the passage was about certain types of whales that have been put on the endangered list. Another student immediately raised his hand. “What does ‘endangered’ mean?” he asked. The teacher encouraged him to take a guess. “Is there any part of the word ‘endangered’ you recognize?” “What do you think it might mean in the context of the passage about whales?” The student paused, thought for a while, and then said, “The whales are disappearing.” “Yes,” replied the teacher. “Scientists are concerned that whales will disappear if conditions do not improve. Good. Do you know what ‘rescuing’ mean now?” The students nodded. One volunteer said, ‘saving.’ “Ok,” said the teacher. “Does anyone want to predict the main idea in the second paragraph now?” Several students said that the second paragraph talked about the conditions that were not good for whales. That’s a good guess, said the teacher. “Let’s see if your predictions are right.” Read the second paragraph now. This time, however, I will give you one and a half minutes.”

The lesson continued like this until, by the fourth paragraph, the students were given only a minute to skim the main idea. “Good job! We are off to a good beginning. We will practice more with this technique tomorrow.” Next, the students evaluated what they had done. Some felt distressed because they still needed to understand every word. However, others were feeling better because they understood that their reading assignments would not take long as they previously did. Some students felt that they should apply this strategy when reading texts. Most students felt that they need more practice with this new strategy.

The teacher said, “I want you to practice this strategy tonight. For homework, I ask you to read an article from a newspaper, a magazine, or a book. Don’t just begin by reading the first sentence. See what you can see and learn by reading the headlines or titles. See if there are any pictures with captions. Then when you go to read, read the first paragraph first. When you come to a word you don’t know, skip over it and continue. See what you can learn about the main idea of the article (more information about all reading strategies is discussed in Unit 5-Activities to enhance English reading skills) in this way. That’s all for today.”

### **Thinking About the Experience**

We should now examine this experience under two aspects; observation and the principles as follows.

Observations	Principles
1. The teacher decides to have the students work on the strategy of the advanced organization.	Studying certain learning strategies will contribute to academic success.
2. The teacher models the strategy using a think-aloud technique.	The teacher's duty is not only to teach language but to teach how to learn.
3. The students practice the new learning strategy.	For many students, strategies have to be learned. The best way to do this is with 'hands-on' experience in the classroom.
4. The students evaluate their success in learning the strategy. They modify the strategy to meet their own learning needs. They share their innovations with their classmates	Students need to become independent, self-regulated learners. Self-assessment contributes to learner autonomy.
5. The teacher asks the students to try out the new strategy on a different reading activity they choose for homework that night.	An important part of learning a strategy is being able to transfer it. In other words, learners must be able to use this strategy in different situations.

Research has shown that strategies should not be taught in isolation but as part of the curriculum (Grabe & Stoller, 1997). Metacognitive strategies include arranging the conditions that help someone learn, setting long and short-term goals, and checking comprehension during listening or reading (Chamot & O'Malley, 1994). Cognitive strategies involve learners interacting and manipulating what is to be learned, while social/affective strategies involve interacting with other persons or using affective control to assist learning. Learning strategy training can help learners to continue to learn after they have completed their formal study of the target language.

Motivation plays a vital role in learning a foreign language, and a good advisor can teach learners effectively. Language learning is complex and simple when given the right opportunity. Learners must expose themselves to speech when they face difficulties, engage in conversational interactions, and learn to know the people whose language they are learning. When a learner learns a language, he not only learns the language also their life, experiences, and beliefs (Thomson 1993).

A web-based article published by Lesly University concerning strategies for motivating EFL students recommends that teachers should:

### ***1. Trigger learners' interests***

Make English learning personal by integrating current topics, music, movies, and fads, investigating the theme of self-expression, using personalized tasks, idea journals, and



speaking circles, and choosing a topic that appeals to the interests of learners. Project-based learning involves several steps so learners can get different types of experiences relating to their academic and social life. Each step incorporates their major language skills.



*Figure 9: Students get some materials which help them to speak English.*

## ***2. Integrate fun activities and Technology***

Games and fun activities have been found to promote learner centeredness, create the space for genuine communication, and be team-oriented. Examples include cognition-oriented games like SpellingCity's pedagogical version of a crossword puzzle and socially-oriented games such as Simon Says, Hangman, and Scrabble. A monologue activity used for short stories can match students' levels and interests. Students read a story, choose vocabulary they want to learn, journal the vocabulary, and then create a monologue that a character in the story could have delivered. The rest of the class should guess who it is. Technology can help learners find effective games and activities, which can help them find pleasure and develop an identity in learning English.

## ***3. Encourage language experiences outside of the classroom***

Engaging students with English outside of the classroom can increase their motivation. Technology can help students express themselves and pursue their interests, and gaming is particularly noteworthy. Another way to encourage outside-of-the-classroom language experiences is to ask students to create short videos/movies on topics of their choice using digital cameras or cell phones. To acquire a language, students need many opportunities to

practice the target language using different types of language learning tasks in the classroom.

### ***Why do we need to add activities to English lessons?***

Activities in a foreign language classroom provide learners with a chance to develop basic language skills in an enjoyable manner. Activities are considered an educationally valuable learning tool as they encourage learners to interact and communicate effectively and successfully with others. Activities reduce anxiety and allow learners to study in a relaxed and enjoyable environment. Language exercises mostly refer to written work, while tasks focus on both form and meaning. Activities are typically less controlled and focus on meaning while they are active and physical with an emphasis on fluency and communication.

Richards (n.d.) describes these three terms as follows:

- An exercise is a controlled and guided practice of a particular language aspect such as reading comprehension.
- An activity describes any procedures in which learners work towards a goal such as playing a game or engaging in a discussion.
- Finally, a task is something undergone by students using pre-existing or scaffolded language resources.

With this background knowledge of these key terms, we now look at the role of activities in English language teaching.

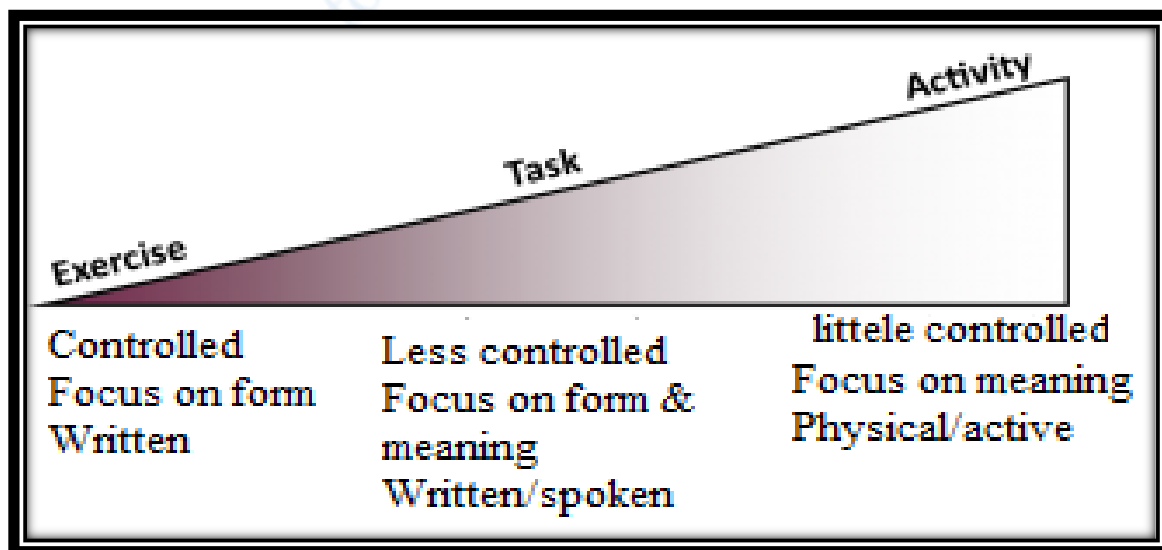


Figure 10: The Role of Activities in English Language Teaching

Source: <https://blogs.brighton.ac.uk/tlm25dagnell/2017/05/04/task-activity-exercise/>

### ***English Language Teaching: Role of Activities***

The 21st century has shifted the play styles of children compared to the previous centuries, making activities an important part of classroom language learning. Activities motivate learners, promote interaction, and help them acquire the target language. They also help make students feel socially comfortable and can be a means to build friendships. Unconventional teaching strategies like activity-based methods are being used to grab the attention of students and make them desire to learn and achieve higher academic achievements. Activities in language classrooms encourage learners' interaction, which brings a positive attitude, collaboration, and team spirit. Pair or group work is one of the most important ways to step up teamwork and develop negotiation skills. Different activities can be done in pairs or in small groups, allowing learners to develop their negotiation skills and competency to use several functions such as agreeing/ disagreeing/ asking for clarifications/ expressing a desire for something/ requesting information/ giving opinions and so on. Different activities make learners proficient in different skills, such as speaking, reading, and playing games. These activities can help learners gain mastery of using the target language proficiently and accurately, find a better job in the local or foreign job market, and become informed of the latest innovations and developments. Games can also lower anxiety and make learning a fun activity (more information about using games in a language classroom will be discussed in a different unit).

Teachers must use classroom activities to help learners develop communicative competence, develop class cohesion, and promote a healthy environment. They should also use relevant language learning activities with learners to build up good characteristics such as sharing information, respecting each other, collaborating, and cooperating with others, which are essential for living in a society as useful citizens.

#### **Assignment 1**

Imagine you are required to teach a lesson about '*Places in town and Directions*' for beginner-level students in your school. Your school has not decided what coursebook will be used to teach English language skills to beginner-level students next semester. Moreover, your principal has asked you to prepare some teaching and learning materials (activities/tasks) for the lesson. Prepare a few activities/tasks in line with the principles of communicative language teaching. You must include the level, topic, aim, language focus, and skills in your lesson.

#### **Assignment 2**

You must briefly analyze some course material and select some appropriate material to include in a lesson as a supplement. You should use this material in a lesson and then evaluate its effectiveness.

**Guidelines**

1. Briefly go through a unit or selection of units in your coursebook/course materials.
2. Describe how you might supplement it/them for use with a specific class, commenting on what is missing or inappropriate, or simply how you might provide variety.
3. State what you might need to supplement with additional material such as visuals, authentic texts, or material adapted from other sources.
4. Identify supplementary material and provide a rationale for selection and use.
5. Plan a lesson using your chosen supplementary material.
6. Ensure a copy of all material, original and adapted, is included and that copyright sources are fully referenced.

Activities for English Language Teaching



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## Chapter 3

### Activities to Enhance English Listening Skills



Figure 11: Listening Skills

Source: <https://www.nomat.com.au/2019/04/17/active-listening/>

#### What is listening?

Listening is one of the four major language skills. Listening is a receptive skill like reading, which involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of the language. We do this by using context and our knowledge of the world. As we know, listening involves understanding spoken language, which is different from written language.

What differences can you think of between English spoken and written language? Read the following table and see how much you can agree with it.

Written language in English	Spoken language in English
Stays on the page and does not disappear	It disappears as soon as it is spoken. Sometimes it is said fast and sometimes slowly, with or without pauses.
Use punctuation and capital letters to show sentences.	Shows sentences and meaningful groups of words through stress and intonation.
It consists of letters, words, and sentences.	It consists of connected speech and sentences: incomplete sentences or single words.
It has no visual support- except photos or pictures sometimes.	The speaker uses body language to support their communication: gestures (movements of hands or arms to help people understand our message) and facial expressions (the looks on our face). This allows the listener to understand what the speaker is saying.

Written language in English	Spoken language in English
It is usually quite well organized: sentences follow one another in logical sequences and are joined to previous or following sentences.	It is not well organized; e.g., it contains interruptions, hesitations, repetitions, and frequent topic changes.
Usually uses quite exact vocabulary and more complex grammar.	Often uses general vocabulary and simple grammar instead.

To understand spoken language, we need to be able to deal with all the characteristics of spoken language listed in the table above. Look at the example of spoken language. You can see that it can be less well organized and less exact than written language:

**Father:** How's your homework? You know, your Science?

**Son:** Easy.

**Father:** You sure?

**Son:** It's just.....I mean, all we need to do is, well, just read some stuff.

**Father:** But do you understand it?

**Son:** Yeah. Can I go to play with Tom?

To help us understand spoken language, we need to use the context in which language is spoken and our knowledge of the world. In this example, understanding the relationships between fathers and sons and children's attitudes to homework helps us understand. Still, if we knew the context of the conversation (e.g., where it took place, the father's and son's body language, and their attitudes to homework), we would understand more. When we listen, we also need to understand different kinds of spoken text types, such as conversations, stories, announcements, songs, instructions, lectures, and advertisements. They contain different ways of organizing language and additional language features; some consist of just one voice, while others consist of more.

We also need to understand different speeds of speech. Some people speak more slowly and with more pauses. Others speak fast/ or with few pauses. This makes them more difficult to understand. We must also understand different accents (e.g., American, British, Australian English, Indian, and African). Generally, we do not listen to everything in the same way. How we listen will depend on our reason for listening. We might listen for gist, specific information, detail, attitude (listening to see what attitude a speaker is expressing), or do extensive listening (listening to a long speech, a religious talk, or a story).

Now you understand that listening involves doing many things: dealing with the characteristics of spoken language; using context and our knowledge of the world;

understanding different text types; understanding different speeds of speech and accents; using different subskills,

**Match the instructions with the ways of listening listed A-G. There is one extra option that you do not need to use.**

Instructions	Ways of Listening
1. Watch the video to see how the woman looks. How do you think she feels?	A. listening for gist B. understanding body language C. listening for individual sounds D. listening for details E. listening for sentence stress F. extensive listening G. listening for specific information
2. Listen to each pair of words. Say if they are the same or different.	
3. What town does Tim live in? Listen and find out.	
4. Listen to the description of the boy and girl and draw.	
5. Listen and understand the word the speaker says most strongly in the sentence.	
6. Listen to the story and decide the best title for it is.	

**Answers: 1. B 2. C 3. G 4. D 5. E 6. A**

### *Stages of the Listening Process*

The listening process involves five stages: receiving, understanding, evaluating, remembering, and responding. An effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they have received.

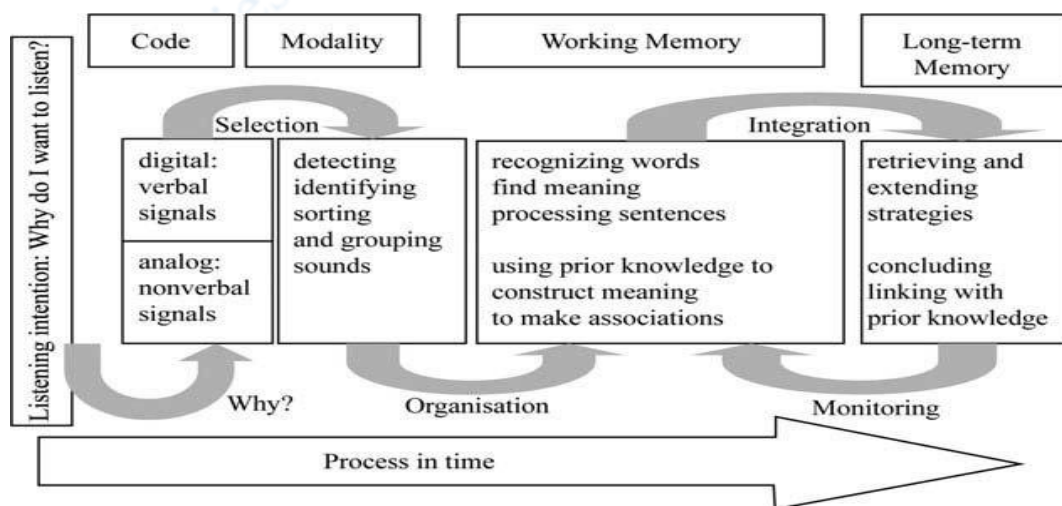


Figure 12: Listening is a multistage process in information processing. (Imhof, 2010).

## Active Listening

Active listening can lead to meaningful connections and promote positive interactions. It includes full involvement of the speaker, understanding the perspective, and empathic response (Tustonja et al., 2024). It is a communication technique that requires the listener to provide feedback on what they hear to the speaker. It involves three main degrees of listening: repeating, paraphrasing, and reflecting. It also involves attention to the speaker's behavior and body language, allowing the listener to understand the speaker's message accurately.

### *1. The Receiving Stage*

The first stage of the listening process is the receiving stage, which involves hearing and attending. Hearing is the physiological process of registering sound waves as they hit the eardrum. Attending is the process of accurately identifying and interpreting particular sounds we hear as words. Listening is an active process that constructs meaning from verbal and nonverbal messages. The clearer the sound, the easier the listening process becomes.

The Challenges of Reception: Effective listening involves focusing on speech sounds while disregarding other noise. For instance, a train passenger that hears the captain's voice over the loudspeaker understands that the captain is speaking. Discriminating speech segmentation can be more challenging when the listener faces an unfamiliar language.

### *2. The Understanding Stage*

The second stage in the listening process is the understanding stage. This is the stage during which the listener determines the context and meanings of the words he or she hears. Choosing the context and meaning of individual words and assigning meaning in language is essential to understanding sentences and a speaker's message. Understanding what we hear is a huge part of our everyday lives, and one tactic for better understanding a speaker's meaning is to ask questions.

### *3. The Evaluating Stage*

The evaluating stage of the listening process is when the listener assesses the information they received, qualitatively and quantitatively. This allows the listener to form an opinion and develop a response. It is most effective when the listener fully understands the speaker's message, allowing them to evaluate it without getting bogged down in ambiguities or spending unnecessary time and energy addressing nonessential points.

### *4. The Remembering Stage*

The listening process helps the listener categorize and retain the information gathered from the speaker. Memory allows the person to record information about people, objects, and events for later access. Using information immediately after receiving it enhances information retention and lessens the forgetting curve. Too many students try to get a grade by going to class, taking notes, and cramming through the text right before an exam. Colleges require students to take responsibility for their learning and be better prepared.

### 5. *The Responding Stage*

The responding stage is the stage of the listening process where the listener provides verbal and nonverbal reactions based on short- or long-term memory. Nonverbal signals can include nodding, making eye contact, tapping a pen, fidgeting, scratching or cocking their head, smiling, rolling their eyes, grimacing, or other body languages to determine if and how their message is being understood.

## Listening Strategies

Strategies are specific actions, behaviors, steps, or techniques students use to improve their progress in learning, and using the L2 devoted to. Listening strategies are how a learner approaches and manages a task, and EFL teachers should teach effective ways of approaching and managing their listening. These activities should involve listeners actively in the process of listening.

There are two kinds of strategies for listening:

**1) Cognitive strategies:** Mental activities related to understanding and storing input in working or long-term memory for later retrieval.

- Comprehension processes: this process is associated with the processing of linguistic and nonlinguistic input
- Storing and memory processes: this process is associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory
- Using and retrieval processes: this process is associated with accessing memory with being ready for output

**2) Metacognitive strategies:** Conscious or unconscious mental activities that perform a managerial function in managing cognitive strategies.

- Assessing the situation: Assess the conditions of a language task by using one's knowledge, one's available internal and external resources, and the restrictions of the situation before engaging in a task
- Monitoring: Determine the effectiveness of one's own or another's performance while engaged in a task
- Self-evaluating: Determine the effectiveness of one's own or another's performance after engaging in the activity
- Self-testing: Test oneself to determine the effectiveness of language use.

How to apply the metacognitive activities of planning, monitoring, and evaluating to the teaching of listening:

This strategy helps learners determine the learning objectives and how they can be achieved.



***General listening development***

- Identify learning objectives for listening development.
- Determine ways to achieve these objectives.
- Set realistic short-term and long-term goals.
- Seek opportunities for listening practice.

***Specific listening task***

- Preview main ideas before listening.
- Rehearse language (e.g., pronunciation) necessary for the task.
- Decide in advance which aspects of the text to concentrate on.

**Monitoring**

This strategy helps learners check on the progress in learning or carrying out a learning task.

***General listening development***

- Consider progress against a set of predetermined criteria.
- Determine how close it is to achieving short-term or long-term goals.
- Check and see if the same mistakes are still being made.

***Specific listening task***

- Check understanding during listening.
- Check the appropriateness and the accuracy of what is understood and compare it with new information.
- Identify the source of the difficulty.

***Evaluating of Listening***

This strategy helps learners determine the success an attempt to learn or complete a learning task.

***General listening development***

- Assess listening progress against a set of predetermined criteria.
- Assess the effectiveness of learning and practice strategies.
- Assess the appropriateness of learning goals and objectives set.

***Specific listening task***

- Check the appropriateness and accuracy of what has been understood.
- Determine the effectiveness of strategies used in the task.
- Assess overall comprehension of the text.



## Importance of Listening

Listening is important in daily and classroom communication (Guo & Wills, 2006). It takes up 40-50% of the total time spent on communicating, with speaking taking up 25-30%, reading 11-16 %, and writing about 9 % (Mendelson, 1994). Most people think that being able to write and speak in a second language means knowing the language, but if they do not have efficient listening skills, it is impossible to communicate effectively. Listening is the basic skill in language learning, and over 50% of the time students spend functioning in a foreign language will be devoted to listening (Nunan, 1991).

The importance of listening in the language classroom is as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is a stimulus, not an obstacle, to interaction and learning.
3. Authentic spoken language challenges learners to understand language as native speakers use it.
4. Listening exercises allow teachers to draw learners' attention to new forms (Vocabulary, grammar, new interaction patterns) in the language.

### *Steps in a Listening Lesson*

Current thinking suggests that listening sequences should be divided into pre-listening, while listening, and post-listening.

#### **Pre-listening**

The pre-listening stages help students prepare for what they will hear. The first stage of pre-listening usually involves activating schemata (a mental representation of a situation, a topic, or a text) to help students predict the content of a listening passage. The second stage is setting up a reason to listen. There may be an information gap that needs to be filled, an opinion gap, or pre-set questions, or perhaps the students have asked questions based on things they would hope to hear.

#### **While-listening**

The most important details in this text are the number of times students should listen to a spoken text, the difficulty, length, pedagogical focus, and the potential for boredom. The most important details are that multiple opportunities to hear the input give students a safety net that helps reduce their anxiety, and that teachers should consider 'chunking' the

text by pausing it at various intervals to make extended listening more accessible and avoid overloading the students.

### **Post-listening**

The whole class checks answer, discusses difficulties such as unknown vocabulary and responds to the passage's content, usually orally, sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups. A final stage may involve the 'mining' of the recording for useful language, a particular grammatical structure, vocabulary, or discourse markers.

Here is a summary of the sequence:

<b>Pre-listening</b>	1. Activate schemata: What do I know about the topic/subject 2. Reason: Why do I listen? 3. Prediction: What can I expect to hear?
<b>While-listening</b>	1. Monitor (1): Are my expectations met? 2. Monitor (2): Am I succeeding in the task?
<b>Post-listening</b>	1. Feedback: Did I fulfill the task? 2. How can I respond?

To exploit them, but for several reasons, transcripts remain underexploited. One problem is that book configurations do not allow sufficient space for large print transcripts. Another is the lack of teacher education on how to use them. A third problem is a controversy surrounding their use; many teachers believe that transcripts facilitate cued reading rather than listening.

### ***Reasons for Using Transcripts.***

1. Transcripts show students the language in the recording.
2. They are printed on a page.
3. Sound is short-lived, and conversations in recordings will disappear soon, but the transcripts allow students to look again, re-read and check.
4. Transcripts allow students to see the difference between how words are written and how they are spoken.
5. Transcripts can be marked up, annotated, and kept as reminders of vocabulary or other features, while recordings cannot.

The sections below explain bottom-up and top-down processing in listening and how to use them in classroom teaching.

### ***Teaching bottom-up processing***

Learners need an extensive vocabulary and a good working knowledge of sentence structure to process texts bottom-up. Exercises that develop bottom-up processing help the learner to do things as follows:

- Retain input while it is being processed
- Recognize word and clause divisions
- Recognize keywords
- Recognize key transitions in a discourse
- Recognize grammatical relationships between key elements in sentences
- Use stress and intonation to identify word and sentence functions

Many traditional classroom listening activities focus primarily on bottom-up processing, with exercises such as dictation, cloze listening, multiple-choice questions after a text, and similar activities that require close and detailed recognition and processing of the input. They assume that everything the listener needs to understand is contained in the input.

When you teach learners to develop their bottom-up listening skills, listeners should be able to do the following:

- Identify the referents of pronouns in an utterance (John ate the cake his sister baked for him) him is the referent pronoun for John
- Recognize the time reference of an utterance (*"I visited Laos three years ago"*). 'Three years ago,' is my time reference
- Distinguish between positive and negative statements. (My sister had a headache this morning, but now she doesn't)
- Recognize the order in which words occurred in an utterance \*(See below)
- Identify sequence markers (first, second...then, finally).
- Identify keywords that occurred in a spoken text
- Identify which modal verbs occurred in a spoken text

\*An utterance occurs primarily in oral speech and has several related features, such as facial expressions, gestures, and posture. These include stress, intonation, tone of voice, and ellipsis, in which the listener inserts words in spoken language to fill gaps. In addition to these, an utterance may also include voiced/un-voiced pauses like "umm," tag questions, false starts, fillers like "and stuff," and deictic expressions such as "over there" with other simple conjunctions like "and," "but," etc.

Here are some examples of listening tasks that develop bottom-up processing.

**Example I**

Students listen to positive and negative statements and choose an appropriate form of agreement.

**Students hear**

That's a nice camera.  
 She doesn't have any sisters.  
 The coffee isn't hot.  
 This meal is really tasty.

**Students choose the correct response**

Yes / No  
 Yes / No  
 Yes / No  
 Yes / No

**Example II**

The following exercise practices listening for word stress as a marker of the information focus of a sentence. Students listen to questions with two possible information focuses and use stress to identify the appropriate focus. (Words in *italic* are stressed.)

**Students check**

The bank's *downtown* branch closed today.  
 Is the city office open on *Sunday*?  
 I'm going to the *museum* today.

**Students hear information focus**

Where / When  
 Where / When  
 Where / When

**Example III**

The following activity helps students develop the ability to identify keywords.

**Students hear**

*"My hometown is an excellent place to visit because it is close to a beach, and you can do lots of exciting walks in the surrounding countryside."*

**Students' task**

Which of these words do you hear? Number them in the order you hear them.

_____ beach shops	_____ walk	_____ hometown
_____ countryside	_____ nice	_____ schools

**How to teach top-down processing activities**

Top-down processing refers to using background knowledge to understand a message's meaning. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts."

For example, consider how we might respond to the following utterance:

*“I heard there was a really big earthquake in Japan last night on the news.”*

By recognizing the word earthquake, we can generate a set of questions for which we want answers:

- Where exactly was the earthquake?
- How big was it?
- Did it cause much damage?
- Were many people killed or injured?
- What rescue efforts are underway?

These questions guide us through understanding any subsequent discourse we hear and focus our listening on what is said in response to the questions.

Look at this example – Imagine I say the following to a colleague at my office one morning:

*“I am going to the dentist this afternoon.”*

This utterance activates a schema for “going to the dentist.” This schema can be thought of as organized around the following dimensions:

- A setting (e.g., the dentist’s office)
- Participants (e.g., the dentist, the patient, the dentist’s assistant)
- Goals (e.g., to have a checkup or to replace a filling)
- Procedures (e.g., injections, drilling, rinsing)
- Outcomes (e.g., fixing the problem, pain, discomfort)

When I return to my office, the following exchange takes place with my colleague:

*“So, how was it?”*

*“Fine. I didn’t feel much pain.”*

Because the speaker and the hearer share the understanding of the “going to the dentist” schema, the details of the visitors need not be described. Participants can understand what happened with minimal information. This is another example of the use of top-down processing. Much of our knowledge of the world consists of knowledge about specific situations, the people one might expect to encounter in such situations, what their goals and purposes are, and how they accomplish them. Likewise, we know many topics and concepts, their associated meanings, and links to others. Comprehension can often proceed from the top-down ideas and prior knowledge about things, concepts, people, and events to a particular utterance. The actual discourse is used to confirm expectations and fill out details.

Consider the meaning of the expression “Good luck!” and how its meaning would differ if said as a response to each of the following statements:

- I’m going to the casino.
- I’m going to the dentist.
- I’m going to a job interview.

The meaning of “good luck” differs according to the situation we mentally refer to and the background knowledge we bring to each situation when used. An utterance or discourse may be incomprehensible if the listener cannot use top-down processing. Bottom-up processing alone often provides an insufficient basis for comprehension.

### ***Activities to Develop Top-down Listening Skills***

- Students generate a set of questions they expect to hear about a topic, then listen to see if they are answered.
- Students generate a list of things they already know about a topic and would like to learn more about, then listen and compare.
- Students read one speaker’s part in a conversation, predict the other speaker’s part, then listen and compare.
- Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- Students listen to part of a story, complete the ending, then listen and compare endings.
- Students read news headlines, guess what happened, listen to the full news items, and compare.

### **Combining the Top-down and Bottom-up Processing in the Lesson**

In real-world listening, we use both bottom-up and top-down processing together. Depending on the listener’s familiarity with the topic and content of a text, the text types, and the learner’s purpose of listening, one must decide which processing method is dominant. For example, an experienced cook might listen to a radio program where a chef describes a recipe for cooking chicken. She can compare the chef’s recipe with her own because she has a precise schema (background knowledge and experience in cooking recipes).

The most important details in this text are that while listening to a radio program, a novice cook can use more top-down processing to identify each step to write down the recipe. A typical lesson in current teaching materials involves a three-part sequence of activities that link bottom-up and top-down listening (Field, 1998). Pre-listening prepares students for

top-down and bottom-up processing by activating prior knowledge, making predictions, and reviewing key vocabulary. While-listening focuses on comprehension through exercises that require selective listening, gist listening, and sequencing.

The post-listening phase involves a response to comprehension and may require students to give opinions about a topic. However, it can also include a bottom-up focus if the teacher and the listeners examine the texts or parts of the text in detail, focusing on sections that students cannot follow. This may involve a microanalysis of text sections to enable students to recognize such features as blends, reduced words, ellipsis, and other features of spoken discourse that they could not process or recognize.

The most important details in this text are the components of a lesson plan, which help us plan and prepare a lesson for teaching. These components help us think through what we will teach and how to teach it guide us during and after the lesson. We can identify the most important components by thinking carefully about what we want our learners to do and how we want them to do it. This lesson will deal with planning and preparing a lesson plan.

## **A Lesson Plan for a Listening Activity**

Before you start any listening activity, you need a device like a CD player/ computer/ laptop/ in-built sound system in the classroom. If you plan to use handouts, distribute them to the class and tell them not to read until you ask them to do so. If you use a textbook, tell the students the page number.

### **Stage 1: Pre-listening activities**

This stage is helpful to prepare the learners for what they will hear. Important points to consider for this stage are as follows:

- To get the students interested in the topic of the listening text, you can show picture or other realia related to the topic and ask them what they think the picture is about. Ask the students if they know any English words related to the topic. On the board, you can write the topic and ask the class if they already know any English words/terms related to it. If learners say any words, you can write them on the board.

- Next, you can explain the unknown vocabulary related to the topic through actions or using visuals. Do not take a lot of time for this activity.

### **Stage 2: While listening activities (first and second listening)**

The first listening aims to give students an idea of what the listening material sounds like. Let the students listen to the audio without any interruptions so that they can hear what someone or people are talking about. After the first listening, tell the students to look at the activity (ies) in the handout. Give students a minute or two to read the instruction for the activity. Please check if everyone understands what they are supposed to do. If you

find any student who cannot understand what he/she is supposed to do, explain it to the whole class.

Before playing the audio/recording for the second time, clearly instruct the class what they should do while listening (whether to tick the correct answer, underline, circle, match, or write the missing number/s/ word/s in the space provided). When the class is ready, play the audio again and let the students do the activity (if they are more than one activity, allow them to complete all). Once the class finishes the activity, check their answers. You can read the correct answers by asking the students to check themselves.

### **Stage 3: Post-listening activities**

The teacher can focus on other language skills during the post-listening stage, such as reading, speaking, and writing. They can role-play a dialogue between a doctor and a patient or help students with the necessary language. Post-listening activities can include writing/reading with the same topic as listening.

### **Post-listening**

A post-listening activity can be done to role-play job interview situations with students in small groups of 3 or 4 students. Two students can act as interviewers, while two can be interviewees (or job applicants) for four student groups. The interviewers should prepare questions to ask during the interview, and the interviewees should be ready to answer the questions. The interview questions can range from personal information and education to experience, and students should be asked to follow formal etiquette in an interview. The teacher can check to see if the questions are well structured and include the most important questions that help the interviewer/s decide on a potential candidate. After performing, give each group constructive feedback.

### **Assignment**

Design a listening activity suitable for grade 6 or 7 students. Use the audio script of "I love my neighborhood" below. Include two tasks: true and false and Wh-questions with answer keys. Write out a lesson plan for this lesson in which you should include the followings:

- Main objectives
- Subsidiary objectives
- Personal objectives
- Assumptions
- Anticipated language problems
- Possible solutions
- Procedures (A Pre-listening activity, While-listening activities-Two, a post-listening activity that should be based on the same topic (a speaking activity))



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## Chapter 4

### Activities to Enhance English Speaking Skills

#### Introduction

The primary function of a language is for human communication, which can take place either in spoken or written form between or among speakers in a given speech community. No communication problems or barriers arise if a conversation occurs between speakers whose mother tongue is the same, but if a speaker wishes to share their ideas with someone who cannot understand the language the speaker is using, communication problems can arise. To bridge this gap, it is essential that a speaker of a given community should have proficiency in an international language like English, which is used in broader communication the world over.

As indicated by several authors (Krashen & Terrell, 1983; Richards, 2006; Larsen-Freeman, 2000; Luoma, 2004; Nunan, 2003), achieving oral proficiency in the target language is the prime goal of ESL/EFL learners. However, many fail to attain that proficiency in classroom situations despite working hard, and teachers teach with all their efforts. This failure can be attributed to the learners' internal and external factors. Advances in linguistics based on the nature of spoken discourse have revealed how spoken discourse differs from written discourse (McCarty & Carter, 1997). These differences reflect the purposes for which spoken and written language are used. Jones (1996, p. 12) asserts:

In speaking and listening, we tend to get something done, explore ideas, work out some aspect of the world, or simply be together; in writing, we may create a record, committing events or moments to paper.

Luoma (2004) points out some of the features of spoken discourse as follows:

- Composed of idea units (short phrases and clauses)
- May be planned (e.g., a lecture) or unplanned (e.g., conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involved reciprocity (i.e., interactions are jointly constructed)

- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

### Language functions

A function is a reason why we communicate. We do so whenever we speak or write for a purpose or function. Here are some examples of functions:

greeting	apologizing	agreeing-disagreeing
clarifying	inviting	expressing obligation
advising	refusing	giving opinions
interrupting	requesting	expressing preferences

Functions are ways of describing language use. We can also describe language grammatically or lexically (through vocabulary). When we describe language through functions, we emphasize the use of the language and its meaning for the people in the context where it is used.

Look at the following table.

Context	Exponent (In speech marks)	Function
A boy wants to go to the beach with his friend at the weekend.	The boy says to his friend: "Let's go to the beach on Sunday."	Suggesting/suggesting going to the beach
A foreigner meets some local people for the first time. She wants to get to know them.	The foreigner says to the local people: "Hello, my name is Alice."	Introducing yourself
A student does not understand what the teacher has just said.	The student asks the teacher: "Sorry, I didn't get that?"	Asking for clarification
A man writes a letter to a relative thanking him for a birthday present.	The man writes, 'Thank you so much for your lovely present.'	Thanking someone for a present

The language we use to express a function is called an **exponent**. The piece of direct speech in the middle column in the table above are all examples of exponents. You can see that we use 'ing' forms of verbs to name functions.

An exponent can express several different functions. It all depends on the context it is used. For example, think of the exponent "I'm so tired." This could be an exponent of the function of describing feelings. But who is saying it? Who is he/she saying it to? Where

is he/she saying it? What is the context in which it is being said? Imagine saying, “I’m so tired” in these two different contexts:

### Context

### Function

A boy talking to his mother while he does his homework

Request to stop doing homework

A patient talking to her doctor

Describing feelings.

Here are five different exponents of inviting someone to lunch. How are they different from one another?

- Coming for lunch?
- Come for lunch with us?
- Would you like to come to lunch with us?
- Why don’t you come for lunch with us?
- We would be very pleased if you could join us for lunch.

Formal, informal, and neutral exponents express different levels of formality. We use the level of formality that suits a situation. For example, a teacher can greet a class by saying, "I'd like to wish all of you a very good morning," This greeting includes an exponent of the function of greeting that is too formal. A teacher normally says "Good morning, everyone," or “Good morning children.”

In language teaching, course books are often organized around functions, and functions are taught in coursebooks together with the grammar of their main exponents.

For example, look at the following extract taken from a coursebook.

Functions	Language
Expressing likes	The first and third person present simple affirmative: I like .....
Expressing dislikes	The first and third person present simple negative: I don’t like.....

The language in the second column indicates, ‘Present simple affirmative,’ which is a grammatical term, while ‘I like..... he/she likes .....

### Activity 1

Here are eight examples of a learner's language. Match the function (1-8) to each example that shows the reason to communicate.

Learner language	Function
_____ A. Can you repeat it, please?	1. offering an opinion
_____ B. I didn't write the same answer.	2. agreeing
_____ C. See you later.	3. greeting
_____ D. Is today 4 or 6?	4. asking for clarification
_____ E. What do your idea?	5. asking for repetition
_____ F. Yes, I agree with you.	6. saying goodbye
_____ G. Well, I think this is the best solution.	7. disagreeing
_____ H. Good afternoon.	8. asking for an opinion

### Answers

A - 5    B - 7    C - 6    D - 4    E - 8    F - 2    G - 1    H - 3

### Activity 2

Each of the following sets of exponents A- D expresses one function of learners' language. Which function does each set express?

<b>A</b> How about going for a walk? Let's play a video game online. Why don't we start our project soon?	<b>B</b> Can you explain it with an example? Can I add an adjective to this sentence? Does this word mean the same?
<b>C</b> It's good to see you again. How are you? Good afternoon.	<b>D</b> My answer's similar to yours. Yes, that's right. That's my idea, too.

### Answers

A. Making suggestion

B. Checking the meaning

C. Greeting

D. Agreeing

### Test your knowledge of functions

Read the situation and three possible functions. Choose the correct option.

1. A student does not hear the teacher's instructions the teacher gives. He should:

- ask for repetition
- express agreement
- offer an option

**2. A student does not comprehend the definition of a new word. She should:**

- a. express doubt
- b. give advice
- c. ask for clarification

**3. The student is capable of starting a pair work activity. He should:**

- a. make a suggestion
- b. make a comparison
- c. express disagreement

**4. A student believes she has misunderstood a term. She should:**

- a. give an example
- b. check meaning
- c. ask for an opinion

**5. A learner wants to support a timid learner in group activities. He should:**

- a. check information
- b. invite him to speak
- c. explain his meaning

### Answers

1. a   2. c   3. a   4. b   5. b

Language functions are important for learners and teachers to understand when studying speaking skills and teaching students to improve their speaking abilities.

We will now look at what speaking skills entail in detail.

## The Meaning of Speaking

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is a productive skill, like writing. It involves using speech to communicate with others to achieve specific goals or to express their opinions, intentions, hopes, and viewpoints. Furthermore, speaking is the most frequently used language skill in most social settings.

Read the activities on the list below. Tick the things that people often do when they speak.

- 1. Pronounce words
- 2. Ask questions
- 3. Use stress and intonation
- 4. Ask for clarification and or an explanation

5. Correct themselves
6. Participate in discussions with others
7. Change the content and style of their speech according to how their listeners respond
8. Greet people
9. Plan what they will say
10. Smile
11. Ask for and give information
12. Respond appropriately
13. Persuade others
14. Starts speaking when someone stops
15. Tell stories
16. Use entirely accurate grammar and vocabulary
17. Use tenses

We usually do all these things when we speak except 9 and 16. Speaking does not allow us time to do these except in formal speaking, such as making speeches or doing a presentation. Following is a list of the categories.

- Grammar and vocabulary (17)
- Functions (2, 4, 6, 8, 11, 12, 13, 15)
- Features of connected speech (1, 3)
- Appropriacy (12)
- Body language (10)
- Interaction (5, 6, 7, 14)

We now explore a little bit of the theoretical base of speaking.

### **Theoretical Background to Speaking**

There is no model or theory of speaking that adequately captures the complexities of speaking. Richards (n.d.) argues that approaches to the teaching of speaking in EFL/ESL have been more influenced by fads and fashions than the teaching of listening. The emergence of communicative language teaching in the 1980s led to changed views of syllabi and methodology, which continue to shape approaches to teaching speaking skills today. Fluency became a goal for speaking courses, which could be developed using information-gap and other tasks requiring learners to attempt real communication despite limited proficiency in English. Mastering speaking skills in English is a priority for many second or foreign-language learners, and they often evaluate their success in language learning and the effectiveness of their English course based on how well they feel they have improved in their spoken language proficiency.



Direct approaches focus on specific features of oral interaction, while indirect approaches create conditions for verbal interaction through group work, task work, and other strategies. (Richards, 1990).

### ***Conversational Routines***

Conversational discourse is characterized by the use of fixed expressions or routines, which have specific functions in the conversation and give it a natural quality. Pawley and Syder (1983) suggest that native speakers have a repertoire of thousands of routines that can be used to create a conversational discourse that sounds natural and native-like. When designing speaking activities or instructional materials for second or foreign language teaching, it is important to recognize the different functions speaking performs in daily communication and the different purposes for which students need speaking skills.

### ***Styles of Speaking***

Speech styles are an essential part of conversation, reflecting the roles, age, sex, and status of participants. A casual speech style that stresses affiliation and solidarity is appropriate if the speaker and hearer are judged to be of equal status, while a more formal speech style marks the dominance of one speaker over the other. Successful management of speech styles creates a sense of politeness essential for harmonious social relations (Brown & Levinson, 1978).

### ***Functions of Speaking***

Brown and Yule (1983) made a distinction between the interactional functions of speaking and the transactional functions. Richards (1990) expanded this framework to include talk as interaction, talk as a transaction, and talk as performance. Talk as interaction refers to what we usually mean by "conversation" and serves a primarily social function. Talk as a transaction relates to situations where the focus is on what is said or done, rather than the participants and how they interact socially with each other. Talk as performance refers to public talk, which transmits information before an audience.

### ***Implications for Teaching***

Three core issues must be addressed when planning speaking activities for an oral English course. Informal needs analysis is the starting point, followed by observation of learners performing different communicative tasks, questionnaires, interviews, and diagnostic testing (e.g., Tsang & Wong 2002). The second issue is identifying teaching strategies to "teach" each talk.

***Teaching Talk as Interaction***

Talk as interaction is a complex and subtle phenomenon under "unspoken" rules. To make small talk, safe topics such as weather, traffic, and so on must be chosen.

***Teaching Talk as a Transaction***

Talk as a transaction can be practiced through group activities, information-gap activities, and role-plays. These include ranking activities, value clarification activities, brainstorming, and simulations. Group discussion activities can be initiated by having students work in groups to prepare a shortlist of controversial statements for others to think about. Role-play activities are another familiar technique for practicing real-world transactions.

***Teaching Talk as Performance***

Teaching talk as performance requires a different teaching strategy that involves providing examples or models of speeches, oral presentations, or written examples. Approaches to the teaching of speaking inform us that teachers should better understand spoken language and the characteristics of different types of spoken discourse (interactional, transactional, and performance-based). The challenge for teachers and material developers is finding strategies that help learners develop fluency, accuracy, and appropriateness of language use. A combination of teaching methods is appropriate depending on the focus of the activity. The most important question in teaching speaking skills is how L2 teachers can help learners move beyond the level of linguistic competence to achieve communicative competence, that is, knowing how to use English appropriately for a range of different communicative purposes.

***Teachers' and learners' language in the classroom***

Using language appropriately in the classroom best suits the learners and the situation. Classroom functions include managing activities and learning, explaining learning points, and moving smoothly from one stage of a lesson to the next. Teachers' and learners' language in the classroom applies to all skills.

***What are some common classroom functions used by the teacher?***

Following are some classroom functions that teachers often use.

***Instructing***

Instructions are given at different lesson stages, with the language of instructions being imperative for young learners and beginners and other language forms used for higher levels. For example, for an activity, instructions may include working in pairs.

***Explaining***

We may explain to learners how to do an activity, organize a project, or why a correction is needed. For example, we may say that project work should be easy to read and look nice.

***Narrating***

Narrating is telling a story or talking about something that has happened.

***Eliciting***

Eliciting is when we provide learners with information about topics or language, such as a picture or general information, rather than giving it to them.

***Prompting learners***

Prompting is when we say something to help learners think of ideas or remember a word or phrase by giving them part of it. For example, we could tell learners at the start of a storytelling activity to start with a picture or help them remember the first sound.

***Correcting***

We can correct learners by using language to indicate where or how they have made a mistake.

***Checking learning***

We can use concept questions to check learners' understanding, such as 'Can anyone give me a sentence using this word?' at the end of a lesson.

***Conveying the meaning of a new language***

When we convey meaning, we show the meaning of new words or structures. We can do this in several ways, such as bringing in realia, mime, or asking concept questions. We may want to explain the meaning, to demonstrate it, or in some situations where the meaning is complicated to explain in English.

Now answer the following questions 1-5. Look at the following situations and three possible teacher languages. Choose the most appropriate option, a, b, or c.

1. In a class of primary children of 9-10 years of age, the learners are finishing a pair work activity. The teacher wants to check the answers with the class.
  - a. What is the answer to number 1? Hands up, please.
  - b. Can any of you tell me what you think might be the answer to the first question?
  - c. Answer?

2. In a class of teenagers in their second year of English, the teacher has just presented a new grammatical structure and wants to check that the learners understand the meaning.
  - a. Does everyone understand?
  - b. Who can give me an example sentence?
  - c. Please explain the meaning.
3. A group of businessmen is doing a discussion activity. The teacher notices a learner has made a mistake and says:
  - a. That's wrong.
  - b. A bad answer.
  - c. Is that quite right?
4. In a class of adult learners of mixed levels, the teacher gives the first instruction for a complex group activity.
  - a. You all know what to do so you can start.
  - b. First, get into the groups you were in yesterday.
  - c. Here's the handout for the activity. You can start.
5. The teacher is telling a story to a class of very young primary learners who have only been learning English for one month.
  - a. Here is a little boy. Look. One day....
  - b. There is a story about a little boy who used to live in the city.
  - c. Stories are essential for you. They will help you learn new grammar.

### Answers

1- a    2- b    3- c    4- b    5- a

## Why is correct pronunciation important in English?

Pronunciation is essential for proper communication, as incorrect pronunciation can lead to misunderstandings. Pronunciation of the letter sounds in words and syllable emphasis on parts of words can change the meaning and context of the word, altering the meaning of the sentence being communicated. An example of this is the word present, which is used to refer to one's presence at a particular place or time.

Students studying English as a foreign or second language should learn how to pronounce English correctly if they wish to be effective communicators. Proper English pronunciation adds value to an individual speaking English, as it allows them to construct meaningful sentences when speaking and communicate a message. Two important aspects of

pronunciation are grammar and vocabulary, as well as fundamental ability in pronunciation.

### ***Stress and Intonation***

English words consist of syllables. E.g., **pen** **cil** (This word has two syllables), so when we pronounce it, we pronounce the first syllable (pen) with greater energy than the other syllable/s. Another example is children **chil** **dren** but in this word important - **im** **por** tant, we have stressed the **second** syllable, not the **first** or **third**.

Connected speech means you join all the words to make a connected stream of sounds.

Intonation is the movement of the level of the voice. We use intonation to express emotions and attitudes or signal to others the function of what we are saying (to show we are starting or stopping speaking, asking a question, or making a statement).

Try saying this sentence, **'School's just finished'** with these meanings: as a statement of fact, with surprise, with happiness, as a question, to emphasize **'just'** you should hear the level of your voice rising and falling in different patterns.

As a statement of fact, your intonation should follow a falling tone as follows:

↘ School's just finished.

When you say it as a question, it has a rising tone. ↗ School's just finished?

And when you say it with surprise, you should say it with a fall-rise tone

↘↗ School's just finished.

Exercises to improve pronunciation include listening to English, picking out the meaning, and saying it out loud.

### ***Pronunciation Practice***

#### **Sound: /dz/**

Jacket, dangerous, large, jump, job, joke, German, age, change, damaged, passenger.

#### **Contrast with /tʃ/**

Jeep – cheap    Jane – chain    Joyce – choice    Jeered – cheered    joke – choke

### **Contrast with /j/**

Jet – yet      jot – yacht      jaw – your

### **Phrases**

In June and July, Not just yet

Jill's job makes Charles jealous.

George is changing his job again.

You must be joking!

Which job would you chose?

### **Sound- /ʃ/**

ship, shirt, shoes, sugar, sure, should, delicious, wash, wish, French

### **Contrast with /tʃ/**

Sheep- cheap    shop- chop    wash- watch    wish- witch    cash- catch.

### **Contrast with /s/**

She- see    sheets- seats    share- save    Fashion- fasten    push –puss

**Phrases:** Fish and chips, Fashions change, Sugar's cheap. Some delicious Swiss chocolate  
Is this the switch?

I'm sure she's the French Tennis champion. I was so sure those were Sue's shoes.

That sort of person is never ashamed, so she needs a short, sharp shock

### **Sound /θ/**

method, think, thirsty, nothing Thursday, author, bath, south, growth

### **Contrast with /t/**

Thin – tin    Three – tree    Thanks – tanks    Thought - taught

### **Contrast with /f/**

Three – free    thirst – first    thought – fought

### **Contrast with /s/**

theme – seem    teeth – tease    worth – worse    forth – force

**Phrases:** North and south, Thirty-three, six months, through thick and thin,

They fought to be free.

I think Thursday's the third this year.

There were between thirty and forty there  
I think I'll get them something for their birthdays.

### **Sound /ð/**

Then, with, the, this, that, these, those, their, then, though  
It also occurs in the middle and at the end of a number of other common words E.g., either, father, another, together, rather, rhythm, smooth,

### **Contrast with /d/**

They – day there – dare those- doze

### **Contrast with /s/ or /z/**

Though- sew they –say that –sat these-seize Breathe- breeze  
This and that, then and there, this is theirs  
They're over there.  
My mother, father, and brother were there  
Brown's is the best café in the Eastern region. That's the best bathing place in the Southern region.  
He went to Spain yesterday.  
There's a very nice plastic one over there.

### **Combination of /d/ and /ð/**

He said the situation would get worse.  
They thought the weather would get worse.  
We speak like that here.  
This is for my brother's party.

### **Sound /z/**

Zoo, lazy, please, zip, easy, busy, noisy, cause, is, isn't, does, these, those, his, hers, theirs,

### **Contrast with /s/**

Pens- pence prize- price plays- place Knees- niece peas- piece please- police  
He's lazy.  
It wasn't his shoes.  
It's theirs, not yours.  
Whose shoes are those?  
Socialism is based on optimism.  
We gave Mary some flowers.  
We gave Susan a dozen of roses.



To better understand how the organs of articulation produce the sounds of English, please visit the website at <http://www.uiowa.edu/~acadtech/phonetics>. This site contains animated libraries of English, German, and Spanish phonetic sounds. For each consonant and vowel, you can see an animated articulatory diagram, a detailed description, and video and audio of the sound spoken in context.

### **Activities to Promote Speaking in the EFL Classroom.**

Teaching speaking should improve students' communicative skills to express themselves and follow social and cultural rules. To do this, speaking activity types can be applied to ESL and EFL classroom settings.

#### ***Discussions*** (suitable for intermediate and advanced learners)

The purpose of a discussion should be relevant to the purpose of the activity, so that students do not spend time chatting about irrelevant things. Students can become involved in agree/disagree discussions by forming groups of students, preferably 4 or 5 in each group, and presenting their opinions to the class. This activity fosters critical thinking and quick decision-making, and students learn how to express and justify themselves in polite ways while disagreeing with others. It is important to form large groups for efficient discussions, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Finally, students should be encouraged to ask questions, express ideas, check for clarification, and so on.

#### ***Role Play***

Role-playing is an effective way to get students to speak by giving them information about themselves and their social roles. Teachers can design role-playing activities in advance and assign the class to do them.

#### ***Simulations***

Simulations are similar to role-plays, but they are more authentic and allow students to bring items to create a realistic environment. Role plays and simulations have many advantages, such as motivating students and increasing their self-confidence.

#### ***Information Gap***

Students should work in pairs in information gap activities, where one student has information that the other partner does not have and the partners share their information. These activities serve many purposes, such as solving a problem or collecting information, and each partner plays an important role in completing the task. They are effective because everybody has the opportunity to talk extensively in the target language.

***Storytelling***

Storytelling fosters creative thinking and helps students express ideas in a beginning, development, and ending format. It can also be used as an opening to address students' speaking abilities and get the class's attention.

***Interviews***

Students can conduct interviews on selected topics with people to practice their speaking ability and become socialized. After interviews, each student can present their study to the class and "introduce" their partner to the class. Teachers should provide a rubric and students should prepare their interview questions.

***Story Completion***

This activity involves a teacher telling a story, then each student narrating from the point where the previous one stopped. Each student is supposed to add from four to ten sentences, adding new characters, events, descriptions, and so on.

***Picture Narrating***

This activity is based on several sequential pictures. Students are asked to tell the story taking place in sequential pictures by paying attention to the vocabulary or structures they need to use while narrating.

***Picture Describing***

Pictures can be used in speaking activities to foster creativity and imagination, as well as speaking skills. Students can form groups and each group is assigned a different picture, and a spokesperson for each group describes the image to the whole class.

***Find the Differences***

For this activity, students can work in pairs. Each couple is given two different pictures, for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and differences in the pictures.

**Suggestions For Teachers in Teaching Speaking**

Here are some suggestions for teachers to teach speaking skills:

- Provide a maximum opportunity for students to speak the target language by providing a rich environment with collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" to prompt students to speak more.
- Provide written feedback like "Your presentation was great. It was a good job. I appreciated your efforts in preparing the materials and efficient use of your voice...."
- Do not correct students' pronunciation mistakes often while speaking. Correction should not distract the student from her speech.
- Involve speaking activities in and out of class; contact parents and other people who can help.
- Circulate the classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty expressing themselves in the target language and provide more opportunities to practice the spoken language.

### Assessing Speaking Proficiency of Learners

Assessing students' speaking skills requires considering the test taker's needs, the kind of information you want to know, and the most appropriate ways to assess them to ensure a fair and accurate score.

What are the different exam formats we can use to assess speaking?

Format	Number of test takers
Interview	<i>One (with one or more examiners)</i>
Oral presentation	<i>One (speaking to a real or imagined audience)</i>
Interactive task	<i>At least two or more</i>
Group discussion	<i>Four to six</i>

What are some of the different tasks we can use to assess speaking?

Task	Example
Describing something	<i>A picture, a place, a person, or an action</i>
Telling a story	<i>Based on a single picture or a series of pictures, or invented.</i>
Comparing things	<i>Real objects, photographs, artwork, or abstract concepts</i>
Giving some personal information	<i>Talking about your family, hobby, hometown, or some experience you've had (such as a holiday)</i>

What are the different settings we can use to assess speaking?

- A. *Performed live in front of one or more examiners*
- B. *Recorded and evaluated later by one or more examiners*
- C. *Talk over the phone to an examiner or a recording device*
- D. *Communicate via a computer or tablet, with the examiner either live or working from a recording*

When you evaluate your students, you can use the Speaking Rubrics below.

***Speaking Rubrics (Each criterion is scored out of 5, and the total is 20 marks)***

Score	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
5	*Speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to finding words or grammar *Speaks coherently with fully appropriate cohesive features * develops topics fully and appropriately	* Uses vocabulary with full flexibility and precision in all topics * Uses idiomatic language naturally and accurately	* Uses a full range of structures naturally and appropriately * Produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	* Uses a full range of pronunciation features with precision and subtlety * Sustains flexible use of features throughout * Is effortless to understand
4	* Speaks at length without noticeable effort or loss of coherence * May demonstrate language-related hesitation at times or some repetition	*Uses vocabulary resources flexibly to discuss a variety of topics * Uses some less common and idiomatic	* Uses a range of complex structures with some flexibility * Frequently produces error-free sentences, though some	* Uses a range of pronunciation features with mixed control * Shows some effective use of features, but this is not sustained

Score	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
	and/or self-correction * Uses a range of connectives and discourse markers with some flexibility	vocabulary and shows some awareness of style and collocation, with some inappropriate choices * Uses paraphrasing effectively	grammatical mistakes persist	* Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
3	* Usually maintains the flow of speech but uses repetition, self-correction, and/or slow speech to keep going * May over-use certain connectives and discourse markers * Produces simple speech fluently, but more complex communication causes fluency problems	*Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility * Attempts to use paraphrase but with mixed success	* Produces basic sentence forms with reasonable accuracy * Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	*Uses a limited range of pronunciation features * Attempts to control features, but lapses are frequent * Mispronunciations are frequent and cause some difficulty for the listener
2	* Speaks with long pauses * Has limited ability to link simple sentences * Gives only	*Uses simple vocabulary to convey personal information * Has insufficient	* Attempts basic sentence forms but with limited success or relies on apparently	* Shows minimal features of pronunciation

Score	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
	simple responses and is frequently unable to convey the basic message	vocabulary for less familiar topics	memorized utterances * Makes numerous errors except in memorized expressions	
1	* Pauses lengthily before most words * Little communication possible	* Uses simple vocabulary to convey personal information * Has insufficient vocabulary for less familiar topics	* Attempts basic sentence forms but with limited success or relies on apparently memorized utterances * Makes numerous errors except in memorized expressions	* Speech is often unintelligible
0	* Does not attend.			

(Adapted from IELTS Speaking: Band descriptors (public version))

## Lesson Planning

### *Lesson Plan for a Birthday Party*

The following lesson plan is based on the Task-Based Learning (TBL) approach.

Topic: Birthday Party

Class/Level: Secondary school learners

Language skills: Speaking skills

Materials: Worksheets, whiteboard, pictures of party food and drinks



Figure 13: A Birthday Party

Source: <https://www.tribes.world/en/community/my-birthday-celebration-and-the-rich-diversity-of>

### Expected problems:

- \* Learners may have difficulty understanding the instructions.
- \* All learners will not be able to answer all the comprehension questions.
- \* Some students cannot speak out the dialogue completely and accurately.
- \* Students sometimes find difficulties while speaking they think about grammar, and it disturbs them to speak, so most prefer to remain silent.
- \* Some learners may feel shy and never give answers in the target language.

### Objectives:

The goal of teaching speaking skills is to improve communicative competency. By learning these skills, students will be able to:

- \* Avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary.
- \* Clarify their meaning or ask for clarification of their understanding.
- \* Practice the language they know in situations that resemble real-life settings.
- \* To be able to choose food and drinks for a birthday party.
- \* Develop learners' socio-linguistic competence

(Sociolinguistic competence means knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting



and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect)? When do I need to? How do I know what attitude another person is expressing?)

**Procedure:**

1. The teacher discusses with the class what presents they would like, what birthday parties they have been to, what they want to dress in, and what they like to eat and drink at birthday parties.
2. The teacher puts students into small groups and gives them a worksheet with pictures, names, and prices of lots of party food and drinks.
3. The teacher tells students to choose the food and drinks they would like for a birthday party for ten friends keeping within a price limit of 2000 Baht.
4. The students do the task while the teacher goes around the class listening and answering any questions students may have.
5. Each group tells the others what decisions they have made and why.
6. The students ask the teacher questions about any language they need for the task, and the teacher tells the students about any language they noticed they did not know while they were doing the task, e.g., pronunciation of some food/drinks, the grammar of uncountable and countable nouns.  
 E.g., How much is a kilo of apple?  
 How much does a fried rice pack cost?  
 What else do we need?  
 How about fried fish?  
 They are expensive.  
 How many apples can we buy?
7. As a post-speaking activity, Students can organize a birthday party in the class using pictures or party food and drinks. They can do this as groups with roles such as A celebrating his/her birthday, B selling party food, and C and D being friends of A.

**Procedure:**

*(C and D talk)*

C: Hello Mai, tomorrow is Eye's (A) birthday. She has a party at her home. We should go there.

D: Oh! Yes. I just remembered. We need to buy something today.

C: Right. We go to a shop and buy some food and drinks.

D: Ok. That's fine.

C: Let's go to Kwan's (B) shop. It is not far.

*(They go to the shop, and Kwan welcomes C and D)*

B: Good morning. Can I help you?

C: Good morning. We are looking for some party food.

B: Ok. Are you going to a birthday party?  
 D: Yes. We want to buy a birthday cake. How much is this one?  
 B: It's 320 Baht. What else do you want?  
 C: 5 coke cans and ten donuts  
 D: 10 chicken nuggets.  
 B: Anything else?  
 D: That's all. How much is the total?  
 B: 480 Baht.  
 C: Ok. Here you are (*C gives a 500 hundred Baht note*).  
 B: Here's your change. Thank you.  
 (*Both C and D leave the shop*)  
 C: See you tomorrow. I will pick you up at your house.  
 D: Ok. Bye. See you tomorrow.

Suppose you want to present the above lesson using PPT (Presentation, Practice, and Production, you must follow the following stages.

**Lesson plan** (Organization of the lesson plan remains the same as above in TBL. However, we can add one more objective to the above list.)

### Objectives:

- \* Students will learn the difference between countable and uncountable nouns and when to use "a" and "some" with them.
- \* Students will use expressions like "I'd like....."

### Procedure:

1. The teacher asks students what food and drinks they like at birthday parties.
2. The teacher sticks pictures of different party foods/drinks on the whiteboard (They should be a mixture of countable and uncountable nouns, e.g., ice cream, fruit, cola, sandwich, cake, ... etc.).
3. The teacher asks the students the names of food and drinks and writes the names on the board under each picture, and then does a quick choral drill on the pronunciation of these words.
4. The tells the class: "I'm having a birthday party this weekend. I'd like a box of sweets and a cake for my party. And I'd like some ice cream, cola, and fruit. In addition, I'd like some sandwiches, bananas, and chicken nuggets."

5. The teacher asks the class to repeat each sentence chorally. ("I'd like a cake," "I'd like some ice cream." Etc.).
6. The teacher can point out to the students that they can count some nouns but can't count others. These are called countable and uncountable nouns. They can use "a" with singular countable nouns and "some" with uncountable or plural countable nouns.
7. The teacher can ask the students some concept questions (as we have learned earlier), e.g., "Which food items on the board are countable/uncountable/singular/plural?"
8. Next, the students can do a gap-fill exercise (Filling the gaps with "a" or "some")
9. The teacher allows students to work in pairs with a worksheet of pictures of food and drink items. One student tells the other what they'd like for their party. E.g., "I'd like some drink,"  
"I'd like a piece of cake," ..... while other student takes notes. Then they swap roles.
10. As a post-speaking activity, students can organize a birthday party in the class. They can use pictures or party food and drinks. They can do this activity as groups where the teacher assigns them roles such as A: the student who celebrates his/her birthday. B: A seller who sells party food and drinks (He/she can use photos of party food/drinks where the prices are displayed). C and D are two friends of A.

## Conducting a Survey

### Lesson plan for an interview

Topic: Conducting a survey

Class/Level: Intermediate and advanced learners

Language skills: Speaking skills & fluency/accuracy

Materials: Survey questions form, whiteboard,

### Expected problems:

- \* Learners may have difficulty understanding the instructions.
- \* All learners will not be able to answer all the comprehension questions.
- \* Some students cannot speak out the dialogue completely and accurately.
- \* Students sometimes find difficulties while speaking, they think about grammar, and it disturbs them to speak, so most prefer to remain silent.
- \* Some learners may feel shy and never give answers in the target language.

**Objectives:**

The goal of teaching speaking skills is to improve communicative competency. By learning these skills, students will be able to:

- \* Avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary.
- \* Clarify their meaning or ask for clarification of their understanding.
- \* Practice the language they know in situations that resemble real-life settings.
- \* Develop learners' socio-linguistic competence as mentioned in the Birthday Party lesson above.

Imagine you plan to survey TV-watching habits among your friends who study with you in the same class because you want to write an article for a local magazine about this topic. To make it easy for you, the questions you want to ask each participant have already been prepared, and you can use them.

**Procedure:**

1. The teacher explains the activity to the class, "Good morning, students. Today, I want you to talk about one of your free time activities, or it can be a hobby for most of you. The teacher can ask the class several questions relating to watching TV.

"Do you like watching TV?"

"What programs do you like most?"

"Do you watch TV alone or with your family"?

"What time do you usually watch TV?"

The teacher can ask the students a few more questions or introduce today's activity to survey to find out what their friends like watching on TV daily. The teacher will give the students a worksheet with the questions they need, and each one should ask ten friends these questions and record their answers.

2. The teacher next puts the class into a few groups, each consisting of five members.

3. The teacher distributes the worksheets to each group and instructs that one group member must interview others while others should answer the questions correctly.

4. The teacher can monitor each group going around the class to see if they have any problems.

5. Once each group finishes, the teacher should allow them time to prepare a short report about their survey results which each group can present to the class. At this stage, the teacher can help them prepare their respective survey reports (See below for an example).

### Survey questions about TV-watching

Student Name: \_\_\_\_\_

1. How often do you watch TV? \_\_\_\_\_
2. How many hours per day? \_\_\_\_\_
3. What kind of programs do you like? \_\_\_\_\_
4. Do you ever watch English channels? \_\_\_\_\_  
If so, which ones? \_\_\_\_\_
5. What do you think about TV commercials? \_\_\_\_\_  
Are they useful or a waste of time? \_\_\_\_\_
6. Is watching TV good or bad for you? \_\_\_\_\_  
Can you explain a little? \_\_\_\_\_
7. When and where do you usually watch TV? \_\_\_\_\_
8. Do you watch TV during breakfast, lunch, or dinner? \_\_\_\_\_
9. What is your favorite TV program? \_\_\_\_\_  
Why do you like it very much? \_\_\_\_\_

### Survey report example

The most important details in this text are the results of a survey of four classmates' TV-watching habits. The first participant (nickname) watches TV daily and spends 2 to 3 hours watching different programs, such as cartoons, news, and comedy. She sometimes watches English channels and likes wildlife programs on Nat Geo, but hates commercials that show children eating junk food. She believes watching TV too much can harm your health and that watching TV while eating the main meal is not a good habit.

*(Note: Each group can adapt this to suit their results)*

### Picture describing

#### Lesson plan for picture describing.

Topic: Speaking

Class/Level: Intermediate and advanced learners

Language skills: Speaking skills & fluency/accuracy, critical thinking

Materials: Pictures showing different social/human problems, whiteboard.



Figure 14: At a Golf Course

Source: <https://www.golfdigest.com/story/british-open-2019-with-a-swing-admittedly-in-need-of-more-practice-tiger-woods-braves-wednesdays-rain>

### Expected problems:

- \* Learners may have difficulty using the right vocabulary.
- \* Some students may not accurately describe what they can see in the pictures.

### Objectives:

By learning to describe pictures, students will be able to:

- \* Improve their fluency and accuracy in the target language.
- \* Use expressions relevant to different themes of pictures.
- \* Practice the language they know in situations that resemble real-life settings.
- \* Develop learners' socio-linguistic competence.

### Procedure:

1. The teacher first explains today's activity to the class. She says, "describing pictures helps them improve their speaking fluency, creativity, and even critical thinking abilities." She highlights the common saying, "A picture is worth a thousand words." This means it is often easier to show something in a picture than to describe it with words. She, moreover, says that picture describing is essential to some international English examinations.

2. The teacher explains some language expressions they can use when describing pictures.

*Here is some language you can use when you describe a picture*



What is in the picture	What is happening (Use continuous form)
In the picture, I can see ... There's / There are ... There isn't a ... / There aren't any ...	The man is ...ing The people are ...ing It's raining.

Where in the picture	If something is not clear
At the top/bottom of the picture ... In the middle of the picture ... On the left/right of the picture ... next to in front of behind near on top of under	It looks like a ... It might be a ... He could be ...ing Maybe it's a ...

### For example:

The teacher gives a picture of a lot of many foreigners celebrating the Songkran festival in Thailand. Then have the student describe the picture. The example how to describe a picture could be as follows:



Figure 15: Songran Festival

Source: <https://www.euronews.com/travel/2024/04/08/what-is-songkran-everything-you-need-to-know-about-thailands-wet-and-wild-new-year-celebra>



In the picture, there are many foreigners. They're holding water guns and shooting at each other. And they are laughing, and I think they're very excited about this. They are celebrating the Songkran festival, one of Thailand's biggest cultural events. During this festival, people go to the streets with water guns and splash water on each other. I can see some local people enjoying this event.

3. The teacher asks the class to form into a few groups and then distributes pictures for each group. (The teacher should prepare enough pictures for each group in advance)
4. The teacher instructs each group to look at their pictures carefully, discuss what they can see in the picture, and explain what they think is happening. In addition, they can talk about any problem that the picture shows. For example, some pictures show environmental or social problems related to humans. Encourage students to think critically and talk.
5. The teacher can monitor each group and see if they have any problems with the picture or language. If they have, the teacher should help them.
6. Students can work as a group, but when they describe the picture, they should do it individually.
7. When a group is ready, the teacher can either go to that group and ask them to do the task or allow them to do it before the class.
8. While each student is describing their pictures, the teacher should note down what errors they make, and later she should give them feedback.
9. As a post-speaking activity, each student can write a description of their pictures, and the teacher can check them.
10. The teacher can do this activity once a week with different pictures.

### Pictures for describing activities



*Figure 16: The social problem that shows the exploitation of child labor.*

Source: <https://worlded.org/local-organizations-address-child-labor-in-nepal/>



*Figure 17: An Environmental Problem (Trash in Oceans)*

Source: <https://www.wastewiseproductsinc.com/blog/sustainability/how-our-oceans-became-the-worlds-garbage-dump/>





Figure 18: People suffer due to extreme water scarcity.

Source: <https://www.worldfinance.com/news/the-threat-of-water-scarcity-looms>

### Picture Narrating

#### Lesson plan for picture narrating

Topic: Narrating an event or an incident using a series of sequential pictures.

Class/Level: Intermediate and advanced learners

Language skills: Speaking skills & fluency/accuracy, critical thinking

Materials: Sequential pictures showing different events/incidents, whiteboard.

#### Expected problems:

- \* Learners may have difficulty narrating an incident or an event.
- \* Some students may not narrate the incident or event using the correct tense.

#### Objectives:

By learning to narrate incidents/stories or events, students will be able to:

- \* Narrate incidents or events sequentially
- \* Practice the language needed to describe different events and incidents associated with real-world situations.
- \* Develop learners' socio-linguistic competence as mentioned in the Birthday Party lesson above.

**Procedure:**

1. The teacher first explains today's activity to the class. She says, "In the previous lesson, we learned how to describe pictures, and today we will learn how to narrate an incident or event sequentially (in the order of how something happened) using several pictures.
2. The teacher explains some language they can use when narrating an incident or event that happened in the past.

**Here is some language you can use when you narrate an incident or event**

When we narrate a past incident, we must use simple past, past continuous, or past perfect.

I heard a loud noise last night around 11 p.m.

While sleeping, I heard someone screaming from my neighbor's house. (Past continuous and simple past)

While sleeping, I heard.....

I saw someone entering my house last night.

I heard someone trying to open the door in my kitchen.

In addition, some vocabulary relevant to the incident or event can be taught.

3. The teacher gets the class to form into a few groups and then distributes pictures for each group. (The teacher should prepare enough pictures for each group in advance)
4. The teacher instructs each group to look at the series of pictures carefully and tell what is happening in each picture using the past tense. The students can use the questions below in each picture to help them understand what they should say.
5. The teacher can monitor each group and see if they have problems with each picture or language. If they have, the teacher should help them.
6. Students can work as a group, but when they narrate the incident, they should do it individually.
7. When a group is ready, the teacher can either go to that group and ask them to do the task or allow them to do it before the class.
8. While each student narrates the incident in each picture, the teacher should note down what errors they make, and she should later attend to them during her feedback session.
9. As a post-speaking activity, each student can write the incident or do a role-playing activity

### The situation

Imagine, last night, while sleeping, you heard a loud explosion from the direction of your neighbor's house. Followed by the explosion, you heard someone shouting for help. You got up from the bed and opened your window and saw some flames coming out from a room on the first floor of your neighbor's house. At the same time, you saw your neighbor (a middle-aged lady) trying to escape from the next window. Finally, you managed to save her life, and the following day this incident spread in your locality. A news reporter from a local newspaper came to meet you as he wanted to write a report about this incident for his paper. First, prepare a set of questions the news reporter would like to ask you and then do the activity.

Roles: A: A news reporter      B: You

### The news reporter's questions

1. What were you doing when you heard an explosion last night?
2. What time was it?
3. What did you do after that?
4. What did you see first?
5. ....? (Should prepare some more questions)

### **Find the Differences**



Figure 19: Find the Differences in Identical Pictures

Source: <https://www.lifehack.org/432325/finding-4-differences-between-these-two-images-can-power-up-your-brain-research-finds>

### **Lesson plan for finding differences in identical pictures**

Topic: Find the differences between the two identical pictures

Class/Level: Primary level students

Language skills: Speaking skills & fluency/accuracy.

Materials: Pictures showing similarities and differences

#### **Expected problems:**

- \* Learners may have difficulty finding some differences between two identical pictures.
- \* Some students may not use the correct language to describe similarities and differences.

#### **Objectives:**

By learning to find similarities and differences in pictures, students will be able to:

- \* Focus on thinking and analyzing pairs of ideas.
- \* Strengthen students' ability to remember key content.
- \* Use comparing and contrasting acts as a practical introduction to higher-order thinking.
- \* Make abstract ideas more concrete and reduce the confusion between related concepts.
- \* Practice the language needed to describe similar and different things in objects, places, and people.
- \* Improve learners' eye-brain coordination.
- \* Develop learners' speaking skills.

#### **Procedure:**

1. The teacher explains the activity to the class. She says, "In previous activities, we learned how to describe pictures and narrate a series of events, and today we will learn how to find and talk about similarities and differences between two identical pictures. In this activity, we talk about only what similarities and differences we can see in two identical pictures. I want you to do this activity as pair work.
2. The teacher explains some language they can use when describing similarities and differences in two identical pictures.

#### **Here is some language you can use**

We can use the simple present tense when we describe the similarities and differences between two identical pictures.

There is a/an .....

E.g., There are only two baby birds in the nest in picture A, but three are in picture B.

Both pictures show a scene at a park.

Picture A shows a scene at the park, while picture B shows a background of a city behind the park.

In the first picture, the yellow duck is in the pond, whereas in the second one, the orange fish is swimming in the pond.

3. The teacher asks the class to get into pairs and then distributes two identical pictures for each pair. (The teacher should prepare enough identical pictures for each group in advance)
4. The teacher instructs each pair to look at the two pictures carefully, find the differences, and be ready to talk about the differences.
5. The teacher can monitor each group and see if they have problems with each picture or language. If they have, the teacher should help them.
6. When the pair is ready, the teacher can either go to that group and ask them to do the task or allow them to do it before the class.
7. While each student talks about the differences between two identical pictures, the teacher should note what errors they make and attend to them later during her feedback session.
8. As a post-speaking activity, each student can write the differences as a short paragraph.



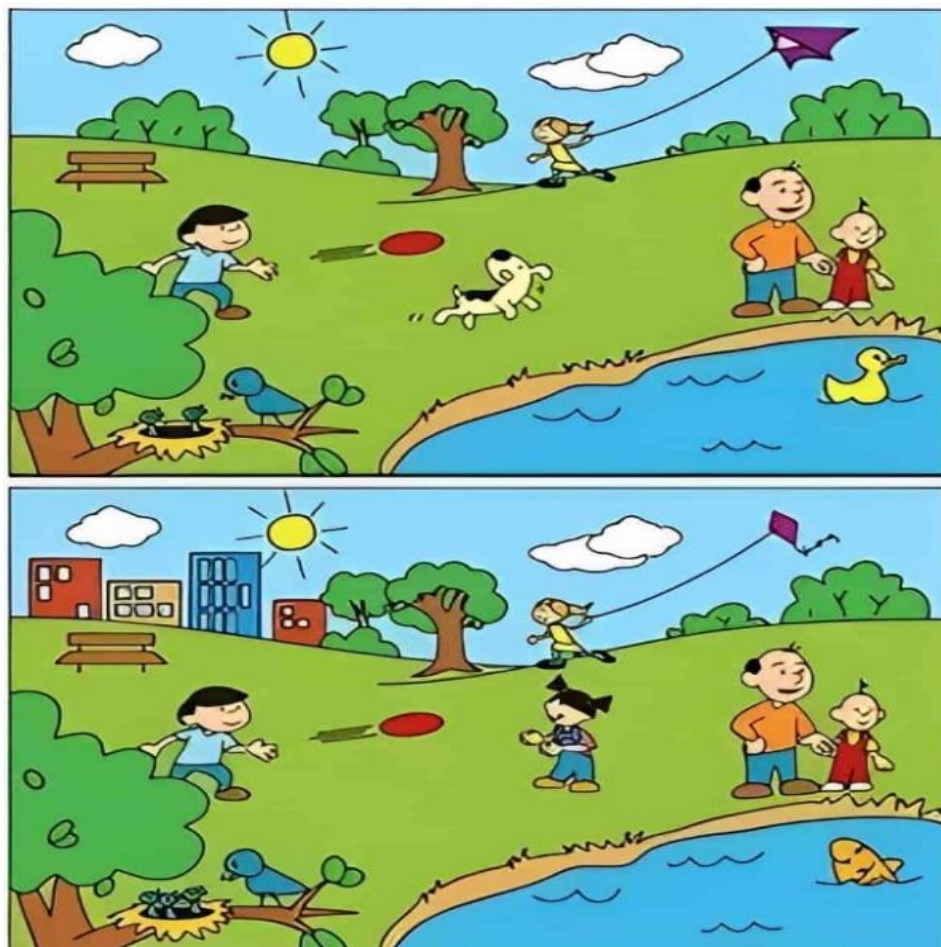


Figure 20: Identical Pictures for young Learners to find differences

Source: <https://img.jagranjosh.com/images/2023/February/1822023/find%205%20differences-min.jpg>



Figure 21: Identical Pictures for Describing Similarities and Differences

Source: <https://img.jagranjosh.com/images/2023/February/122023/Spot-10-Differences-in-53-Seconds.jpg>

## Group Discussion Activities



Figure 22: Group Discussion

Source: <https://www.avanse.com/blog/5-faults-you-should-always-avoid-during-a-group-discussion>

### Lesson plan for group discussions

Topic: Conducting discussions

Class/Level: intermediate and advanced level students

Language skills: Speaking skills & fluency/accuracy and critical thinking, decision-making skills

Materials: Handouts/Fact sheets/videos/articles/

### Expected problems:

- \* Learners may have difficulty talking about topics in detail.
- \* Some students may not have the necessary linguistic knowledge or vocabulary to conduct a discussion on a given topic.

### Objectives:

By learning to participate in the discussion, students will be able to:

- \* Come up with new ideas about a topic/situation/issue.
- \* Identify a solution to a specific problem or issue.
- \* Reach a positive agreement regarding a conflict/problem.
- \* Learn to respect others' views and opinions.
- \* Improve analytical abilities to think on a particular topic
- \* Develop learners' spoken skills, effectively participating in discussions.
- \* Improve confidence in public speaking.

**Procedure:**

1. The teacher explains the activity to the class. She says, “We have done different speaking activities, and some are groups while others are pairs or individuals. Through all types, we hope you can improve your speaking skills. Today, we will do a group activity. In this activity, you can express your opinions concerning the topic. You can politely agree with the opinions or views of other group members. You can argue with the opposing ideas if you can justify your opinions/facts. However, this is not a debate. I will give you a topic with advantages and disadvantages. You are supposed to speak about both.
2. Before I give you the topic, I want you to review some of the guidance for your discussion.

Here are some guidelines for discussions.

- Think about your opinion before the discussion starts.
- Say what you think about the topic and explain why you think that.
- Listen to what your partner says and say if you agree or disagree.
- Make sure you know the language for agreeing and disagreeing.
- Be polite if you disagree.
- Ask your partner what he/she thinks.
- Finish the discussion by summarizing what you have spoken about.

Some expressions you can use to agree and disagree

Agreeing	Disagreeing	Partly agreeing
<i>That's right!</i> <i>Absolutely!</i> <i>Exactly!</i> <i>Me too!</i> <i>Yes, I agree!</i> <i>I totally agree!</i> <i>I couldn't agree more!</i> <i>I see exactly what you mean!</i> <i>You're right. That's a good point.</i>	<i>I don't agree!</i> <i>I totally disagree!</i> <i>Absolutely not!</i> <i>That's not right!</i> <i>I'm not sure about that.</i>	<i>I agree up to a point, but ...</i> <i>I see your point, but ...</i> <i>That's partly true, but ...</i> <i>I'm not so sure about that.</i>

When you speak with someone or a group, you must take turns with your partners because everyone needs to talk. Use these expressions to help you.

Take turns	Make your turns longer with examples	Avoid silence and get time to think
<i>You start.</i> <i>I'll go first.</i> <i>Shall I go first?</i> <i>Do you want to begin?</i>	<i>What I mean is ...</i> <i>So, in other words ...</i> <i>For example ...</i> <i>Such as ...</i>	<i>So ...</i> <i>Erm ...</i> <i>Well ...</i> <i>Let me think ...</i>

It is important to look at the other person and use expressions to indicate when you want to speak. Avoid long silences and pauses.

- The teacher divides students into groups of 4 or 5 and gives them a discussion topic for each group. They can select from the list below or use other topics they think are relevant.

#### Discussion topics

- The internet is the best way to do your shopping.
- Young people under 15 shouldn't use mobile phones.
- All young people should stay at school until they are 18.
- There shouldn't be any advertising on TV during children's programs.
- It is the children's responsibility to look after their parents when they get old.
- Dogs should be banned from cities.

- The teacher should ask the group to brainstorm before they start talking so they are ready to start.
- Teachers should give groups enough time to be ready but not too long, and when they are ready, they should tell the teacher to listen to their discussion.
- The teacher should listen to each group's discussion and comment on their performance after they finish. To do this, video record the discussion and show it to the class.

#### Assignment

Prepare a lesson plan for a speaking activity suitable for primary-level students. You should include all components in your plan as follows:

- Topic
- Materials
- Expected problems
- Objectives
- Language functions you hope to teach
- Procedure (warm-up activity, practice activity, post-speaking activity)

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## Chapter 5

### Activities to Enhance English Reading Skills

#### What is Reading?

Reading is a receptive skill that involves making sense of the text and connecting it to our world knowledge. To do this, we need to understand the language of the text at the word level, sentence level, and whole-text level. We also need to connect the text's message to our knowledge of the world. For example, study this sentence:

*"The boy was surprised because the girl was much faster at running than he was."*

We need to understand the let a sentence's letters, words, and grammar sense of this sentence. Our knowledge of the world helps us understand why the boy was surprised. Reading involves understanding the connection between sentences, as seen in the previous example. A text is usually longer than just a word or a sentence and often contains a series of sentences connected by grammar, vocabulary, and world knowledge.

*"The boy was surprised because the girl was much faster at running than he was. Then he discovered her mother had won a medal for running at the Olympic Games."*

The second sentence explains why the girl was so good at running, but only if we understand that Olympic runners are excellent. We must use our world knowledge to understand the connection between the two sentences (coherence) and the grammatical link between the sentences (cohesion). For example, 'he' refers to 'the boy' in the first sentence, and 'her' refers to 'the girl.'

We will look at the reading in a little more detail.

The common view of reading as comprehension is generally thought of as a cognitive or mental view of reading—of what takes place in the brain. *Reading is several interactive processes between the reader and the text, in which readers use their knowledge to build, create, and construct meaning.* The most important details in this definition are that interactive reading processes involve two different conceptions: the interaction between the reader and the text and the interactivity occurring simultaneously among the many component skills that result in comprehension. Processes include word recognition, syntactic parsing, and meaning encoding. Knowledge is also critical, including knowledge



of the language, topic, author, genre, and world. Readers have different knowledge of building, create, and construct meaning (Grabe, 1991).

Suppose two people read the same book. Will they construct the same meaning? Why or why not?

The best answer is that they may have similar knowledge but not identical meanings.

Reading can be seen as a cultural event, shaping what, how, where, and when people read. Some cultures are nonreading, while others are reading cultures. In a nonreading culture, people are not seen reading on buses or trains, while in a reading culture, people read at every opportunity.

The affective dimension of reading sees reading as enjoyment, excitement, and even magic. Readers can visit a different city, country, or distant past without leaving their chairs. This magical dimension of reading can lead to a flow experience where readers lose track of time and space. Psychologists call this a flow experience.

### ***Other definitions of reading***

Reading is a cognitive process of combining information from a text and background knowledge to build meaning. It is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended (Nunan, 2003; Mikulecky, 2011).



*Figure 22: Reading Activity*

*Source: Retrieved from <https://www.istockphoto.com/th/>*

Reading with a purpose helps the reader direct information toward a goal and focus their attention. It is a thinking process that uses strategies to understand what they are reading, themes to organize ideas, and textual clues to find the meanings of new words. Each of the three components of reading is equally important.

## **The Reading Process**

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages.

- 1) The first is the pre-reading stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.
- 2) The second stage occurs during reading when the reader makes predictions as they read and then confirms or revises the predictions. For example, a double-entry journal enables the reader to write the text from the reading on one side and their reaction on the other.
- 3) The final stage occurs after reading and allows the reader to retell the story, discuss the elements of a story, answer questions, and compare it to another text.

Comprehension is an intentional, active, and interactive process that occurs before, during, and after a person reads a particular piece of writing.

Reading comprehension has two elements: vocabulary knowledge and text comprehension. Vocabulary knowledge helps the reader understand the vocabulary used by the writer, while text comprehension combines the vocabulary and different comprehension strategies to develop an understanding of the text. Comprehension is the mental process that allows the reader to understand the text, and strategies can be used to increase comprehension. Reading comprehension skills are critical so students should be motivated to acquire the reading habits (Bozan, 2024).

Reading comprehension instruction is important to help students develop the knowledge, skills, and experiences necessary to become competent and enthusiastic readers. Without comprehension, reading becomes a frustrating, pointless exercise.

## ***Cognitive Science***

Research has revealed much about how readers get meaning from what they read and the instructional activities and procedures that are most successful in helping them become

good readers. For many years, reading instruction was based on reading as the application of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. However a classroom study in 1970s found that typical comprehension instruction followed a mentioning, practicing, and assessing procedure that did little to help students learn how or when to use the skills, nor was it established that this specific set of skills enabled comprehension.



*Figure 23: Cognitive Science*

Source: <https://web.sas.upenn.edu/cogsci/program/major/>

Cognitive science is a research movement that aims to produce an applied learning science. In the field of reading, several cognitive scientists focused on how readers construct meaning as they read. An entirely new concept emerged about what reading is: it is a complex, active process of constructing meaning, involving not just the reader but also the text and the context in which the reading takes place.

Strategic — readers have purposes for their reading and use various strategies and skills to construct meaning.

Adaptable — readers change the strategies they use as they read different kinds of text or as they read for other purposes.

While cognitive science research produced valuable information about comprehension processes, reading education researchers reported essential findings on what comprehension instruction looks like in the most effective reading classrooms.

### ***What do good readers do as they read?***

Good reading is a complex activity that involves complex, well-developed, and well-practiced skills and abilities. Research has found that good readers actively and consciously coordinate these skills and strategies before, during, and after reading a text. Before

reading, they set goals and create a mental overview to help them decide whether the text is relevant to their goals.

Good readers read accurately and quickly and simultaneously deal with the meanings of words and phrases. They connect the meaning of one sentence to the meaning of another and use their background knowledge to clarify the meanings. They also interact with the text by asking questions and reflecting on its ideas. They are adept at using their background knowledge to predict what might happen next and understand ideas as they encounter them. They are selective as they read, focusing more on the text parts closely tied to their reading goals. They may skip some text parts because they already understand the content or do not think the details are essential to what they need (or want) to learn from the text. After reading several pages, they may skip the rest of a chapter or reread a passage or chapter before going on. They may also summarize the content of a passage as they read it to consciously determine what is essential, what is supportive, and what is less critical.

Good readers make inferences and create mental images to help them understand a text. They monitor their comprehension and apply procedures to "repair" or "fix-up" their lack of understanding. After reading, they often think about or reflect on what they read and may mentally summarize major points or events or go to other sources to find additional information. They are strategic readers, using comprehension strategies to get meaning from text. Cognition refers to mental functions such as remembering, focusing attention, and processing information, while metacognition refers to people's awareness of their understanding. Good readers with metacognitive awareness can consciously and automatically select the appropriate comprehension strategies for use with a particular text. Academic reading helps students deal with literary texts such as textbooks, dictionaries, encyclopedias, journal articles, and online resources. Since most of our students who study at the university level are expected to master the followings:

- Recognize the author's purpose and possible bias
- Differentiate between facts and the author's opinions
- Challenge questionable assumptions and unsupported claims
- Think about the possible consequences of the author's claims
- Integrate information across multiple sources
- Identify rival hypotheses, possible contradictions, and competing views
- Evaluate evidence and draw conclusions instead of simply accepting what the author says

With this background knowledge about what good readers do as they read, we now examine the benefits of reading.

## Benefits of Reading

Aside from its necessity, reading has wide-ranging cognitive and literacy-building benefits. Here are some of them:

### ***1. Enhanced brain activity***

Unlike watching television or streamed entertainment, reading requires focus. This engages the mind and stimulates more brain regions than passive forms of entertainment.

In a study at Emory University, for example, researchers used functional magnetic resonance imaging (fMRI) to scan students' brains before and after reading *Pompeii*, a novel by Robert Harris. In the days after reading sections of the book, they found increased connectivity in the brain areas involved in receptivity for language, plus physical sensation and movement.

### ***2. Improved vocabulary***

By exposing students to new words, reading can expand vocabulary. This has been shown in research, such as this 2015 study which found that reading-related activities were the primary cause of vocabulary growth from grades four to ten.

### ***3. Developing critical thinking***

Reading allows students to encounter different ideas and ways of understanding the world, compelling them to consider their beliefs and why.

### ***4. Increased ability to understand others***

Encountering different ideas also helps us to understand others. Research has indicated that reading literary fiction (fiction books with literary merit) enhances what researchers call 'Theory of Mind,' or the capacity to understand the mental state of others.

Furthermore, reading can enhance mental and emotional well-being. The therapeutic effect of reading is bibliotherapy, derived from two Greek words: *biblion*, meaning book, and *therapeia* or healing. This term was first used in 1914 by American minister and author Samuel Crothers, who described bibliotherapy as a "process in which specific literature, both fiction and non-fiction, was prescribed as medicine for a variety of ailments."

More recently, research has proven the health benefits of reading, which include:

- Reduced stress – reading can lower stress by 68 percent, according to a study by the University of Sussex. They found reading more relaxing than listening to music, walking, or having a cup of tea or coffee. The results led cognitive neuropsychologist, Dr. David Lewis, to say, "Losing yourself in a book is the ultimate relaxation ... This is more than merely a distraction, but an active engaging of the imagination as the words on the printed page stimulate your creativity and cause you to enter what is essentially an altered state of consciousness."
- Management of depression – a 2017 review of studies exploring bibliotherapy and depression concluded that it "appears to be effective in the reduction of adult depressive symptoms in the long-term, providing an affordable, prompt treatment that could reduce further medications." A 2013 article exploring the effectiveness



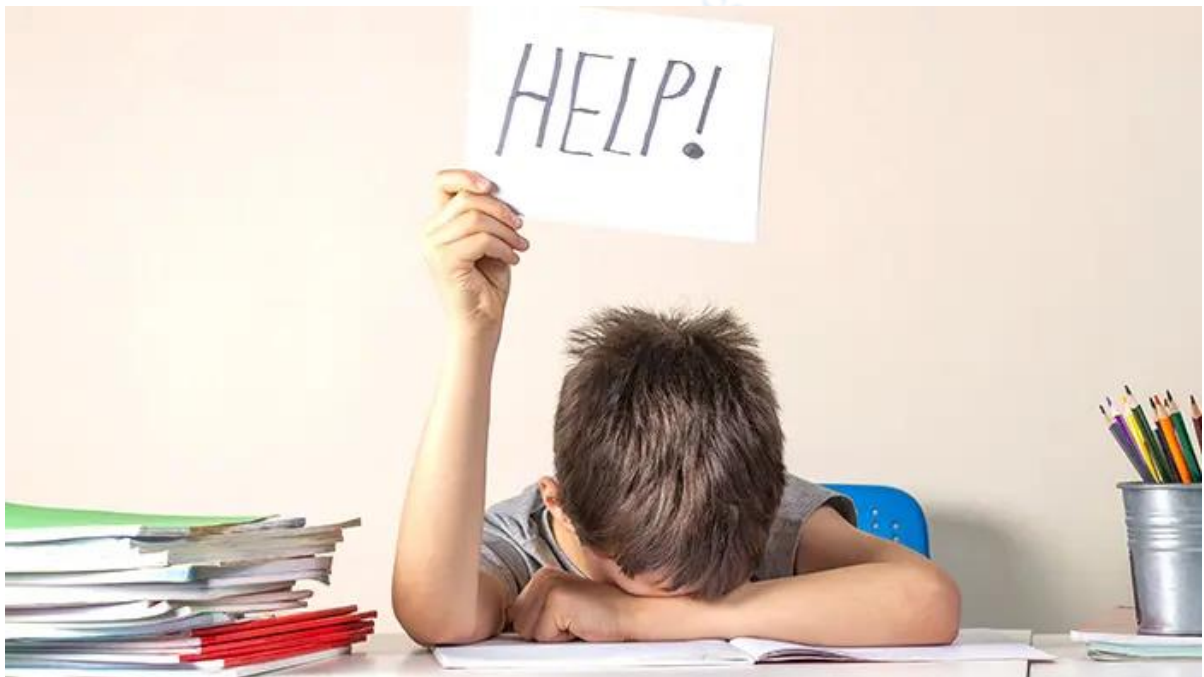
of bibliotherapy in 96 young adults with subthreshold depression found that bibliotherapy resulted in statistically and clinically significant improvements in depressive symptoms and cognition.

- Reducing memory loss – a 2013 study with almost 300 participants found that people who engaged in more cognitive activities (like reading) throughout their lives had slower late-life cognitive decline than those who did not.

Even though we find several benefits in reading, there are still students who struggle with reading. The section that follows will discuss why some students struggle with reading briefly.

### **Why do some students struggle with reading?**

The need to foster a reading habit is clear, with many cognitive and health benefits. But what about students who find it difficult?



*Figure 24: A Struggling Reader*

*Source: <https://readingeggs.com.au/articles/engage-struggling-readers-with-hi-lo-books-in-the-reading-eggs-library/>*

Struggles with reading are common, affecting around one in five people, and are rarely a sign of low intelligence. As we discussed above, reading is a highly complex task: it requires physical and cognitive strategies such as controlled eye movement, fine motor skills, phonemic awareness (awareness of sounds in spoken words), phonics (the

relationship between sounds and written symbols), and sustained attention, word decoding, and comprehension. A problem with just one of these strategies can impair reading development. Some children will require instruction or therapy to boost specific reading skills. It is the classroom teacher who should identify such a need.

Furthermore, reading is a language-based activity, and learning starts well before children enter school. Research shows that providing children with stimulating literacy experiences from birth will help them once formal schooling begins. For this reason, children raised in poverty, with limited English language proficiency, or whose parents had low reading levels are at greater risk of reading difficulties than children with speech, language, and hearing impairments or learning disabilities.

However, such difficulties can be overcome with the right strategies such as activating and using prior knowledge to make connections to the reading text and guidance teachers give students to become proficient readers.

**Use the following activity with the class**

**Strategy training activities (Use the video relevant to the task)**

**Student worksheet Reading (Previewing/Predicting and Inference)**

Task 1: Now, you will watch a video with short clips. Each clip has an incident with visual clues that help you to predict. Watch them carefully and predict “What will happen next?”

**Instructions: Read the questions below and circle your prediction.**

1. How many blocks will the martial artist break in this video clip?
  - a. None
  - b. Half
  - c. All
2. Will the player kick the ball into the goal?
  - a. Yes
  - b. No
3. Will this cyclist win the race?
  - a. Yes
  - b. No
4. What will happen to the lady trying to open the door holding a large cake with her hands?
  - a. She will be able to open the door
  - b. Someone will open the door, and the door will hit her cake.
  - c. She will put the cake on the floor and open the door



5. What will happen to the little girl who is walking covered her head with a plastic bucket?
  - a. She will fall.
  - b. The dog will run after her.
  - c. She will strike her head, against the pantry cupboard wall.
6. What will happen to the food which the man is carrying?
  - a. He will trip over something, and the food will fall.
  - b. He will strike against the table, and the food will fall.
  - c. He will trip over, and the food will slip out and fall out of the window.

**Instructions: Read the following text.**

- **Visualizing** – this involves using the five senses to create a mental image or ‘movie’ of what is being read. For example, readers can think about the pictures, sounds, smells, and tastes associated with what they read.
- **Asking and answering questions** – skilled readers frequently ask and answer questions of themselves before, during, and after they read. For example, they might wonder about the book before reading it. During reading, they might question the meaning of a new word. Afterward, they might consider the book’s central idea or seek clarification about any confusion.
- **Summarizing** – successful readers understand the sequence of a text, put it into their own words, and choose the most important ideas to sum up what an author has told them.
- **Synthesizing** – this higher-order cognitive skill is about merging existing knowledge with new information. New knowledge might confirm what a reader already knows or challenge them to consider alternatives.
- **Critical thinking** requires the reader to consider how texts have been intentionally crafted by their author. For example, the reader might consider why an author wrote a text, what viewpoint they are supporting, what information has been left out, and what the reader thinks about the topic.

The most important details in this text are that reading strategies can help enhance students' reading comprehension. These strategies include trying different reading materials that suit their learning style, reading aloud, and asking questions to encourage thought and understanding. Additionally, most students prefer reading on-screen to traditional reading, so there is a difference between reading printed materials and reading on screen. This issue is discussed in a book called Digital Kids by Kutscher (2017).

### ***Digital Reading vs. Hard Copy***

In *Digital Kids*, pediatric neurologist Martin L. Kutscher, MD, describes four ways online reading can obstruct in-depth learning.

#### ***1. Screens lack the tactile experience***

Research suggests that holding a book helps us absorb information more effectively by combining touch and sight.

#### ***2. Hypertexts and scrolling can be problematic***

Hypertexts are essential for online articles, but can be distracting when readers jump from one site to another. When reading a book, readers have fixed cues about where they are in the text, such as their place on a given page and how far they are into the book (Kutscher, 2017).

In contrast, screens scroll, alter text size, and present pop-up ads, making it harder to accurately visualize what we are reading and relocate where we were up to on-screen.

#### ***3. It can encourage shallow reading***

Reading online can be fast, but it can also interfere with the development of deep reading skills such as thoughtful pondering, critical analysis, and inferential thinking. Kutscher notes that an average webpage holds the reader for 18 seconds, limiting the brain connections needed for deep reading.

#### ***4. Distractions are readily available***

On Internet-enabled devices, distractions such as video games and social media can lead to multitasking. Research shows that 90% of students felt they were more likely to be multitasking while reading online, compared to only 1% for reading a hardcopy document. While there are clear benefits to reading hardcopy books, children should balance this with reading from screens. Motivating students to read is one of the responsibilities of teachers, and research shows several ways to do this.

### **Ideas to Motivate Students to Read**

Teach students about the benefits of reading by reading aloud to them. This will help them understand the text and develop strategies to read independently.

Motivational strategies can be used at school and home.

- Lead by example and discuss what you read with students, what you learn, and why you love reading.
- Allow children to choose their own books, which can boost motivation and reading skills.
- Introduce them to a book series and they will become hooked.
- Join a reading club or book club to make reading more enjoyable and improve comprehension skills.

Some evidence is that carefully chosen rewards may enhance reading motivation.

The most important idea is to practice reading activities before moving on to the next topic. Compare the directions to the reading strategies A to F. There is one additional choice that is optional.

### Ways of reading

- A. reading for specific information
- B. reading for details
- C. reading for gist
- D. intensive reading
- E. deducing meaning from context
- F. extensive reading

### Instructions

1. Find every word in the narrative about pets.
2. Read the text. Decide which is the best heading for it.
3. To learn more about the machine's precise operation, read the article.
4. Finish reading the story at home.
5. Find Susan's, David's, and Janet's birthdays by reading the poster.

**Answers:** 1. D   2. C   3. B   4. F   5. A

### Reading Activities

We need to use different reading tasks to help students become proficient readers in their community. We can do this by developing reading activities or using activities included in a textbook.

### Lesson Planning

**The topic of the lesson:** Birth order

**Reading Skills:** Practicing skimming and scanning

**Level:** Primary-level students

**Time:** 50 Minutes

**Teaching aids:** Worksheets/Computer/Multi-media projector/whiteboard

### Objectives:

1. Practice skimming and scanning skills in reading
2. Increase their anticipation skills (through word-guessing activity)

**Subsidiary objectives:**

1. Reinforcing students' comprehension skills through speaking.
2. Exposing them to some vocabulary items they are responsible for in the exam, such as “mediator, order, engaging and excel at” through reading text.

**Anticipated problems/Possible solutions:** If students do not understand the text, I will let them use dictionaries and mobile phones (as some use online dictionaries).

**Assumption:**

1. Students will find the lesson interesting because the text, which is about birth order is directly related to their lives, so they will easily personalize it.
2. Students will find the lesson beneficial since they will practice skimming and scanning skills that they need in their proficiency exam.

**Procedure:**

1. T shows a family picture on the screen and asks students to guess the topic they will read in groups of three/four. T can ask the class a few questions about the students' birth order. E.g.,  
“What is your position in your family?” “Are you the youngest or eldest?”
2. T gets the answers from students. Answers may not be the same as the topic.  
This activity helps activate the vocabulary schemata of the students related to the topic and group work increases the interaction among students.
3. T can project the topic on the screen.
4. T distributes a word guessing activity and wants students to put a tick if they think the word is going to be in the reading text and put a cross if they think it is not.



Figure 25: Reading with Students

Source: <https://www.prodigygame.com/main-en/blog/reading-activities/>

### First-born, middle, or last-born?

“Where do you come from your family?” According to Frank Sulloway, a US sociologist, the order in which we came into this world -first-born, middle, or last-born- can not only help shape our personality, it could affect the success of our relationships, too. Sulloway has interviewed more than 6000 people over the past 26 years to prove this theory: “Children compete for a place in the family,” he says, “and if one role has already been taken, later-born children have to choose from what's left.” Because firstborns begin life with **exclusive** parental attention, they are often more open to accepting their parents' values. Later-born children, forced to compete for a place in the family, may grow into rebellious adults.



Figure 26: Siblings

Source: <https://www.theguardian.com/lifeandstyle/2009/mar/08/birth-order-identity>

So, if birth order significantly impacts our behavior, does it affect our interactions with others? For example, can we judge our partners' suitability by their birth order? Absolutely, says Sulloway, “Birth order is an excellent way of telling whether a relationship will survive. For example, a marriage between a typical first-born husband who's **dominating** and **assertive**, and a later-born wife who likes being looked after, is very likely to work out”.

According to Kevin Leman, A psychologist, parents often try very hard to ensure that everything is perfect for their first-born son or daughter, which leads first-born children to be perfectionists. He also claims that the middle child will often excel at and be good at something that the first-born child is not as good at. For example, a firstborn may be very

good in 20 schools, while the second child is gifted in athletics. Middle children often play the role of **peacekeeper** in the family, mediating between the older and younger siblings. Unlike first and middle-born children, last-born children, who are very social and outgoing, take on fewer responsibilities and have more freedom, making them free-spirited and creative.

(Adapted from: <http://www.sheknows.com/parenting/articles/974203/does-birth-order-affect-personality>)

**A. Find a word or expression in the text that, in context, is similar in meaning to:**

- a. exclusive (par. 1) \_\_\_\_\_ b. dominating (par. 2) \_\_\_\_\_  
c. assertive (par. 2) \_\_\_\_\_ d. peacekeeper (par. 3) \_\_\_\_\_

**While reading tasks**

**B. Read the text and mark whether the following statements are true or false.**

	Statement	T	F
A	Later-born children usually agree with their family values.		
B	Birth order is a good way of knowing whether a relationship will be successful.		
C	A last-born child tends to be more creative as s/he has more freedom.		
D	Parents take special care of their first child.		
E	First-born and middle-born children's talents may be similar.		

**C. Choose a, b, or c in each question below. Only one choice is correct.**

**1. The order in which we are born affects**

- a. both our personality and our relationships.  
b. only our personality.  
c. neither our personality nor our relationships.

**2. According to Sulloway, what type of marriage will be successful?**

- a. a first-born husband and a first-born wife.  
b. a last-born husband and a first-born wife.  
c. a first-born husband and a last-born wife.

**3. The writer's purpose is to \_\_\_\_\_.**

- a. persuade people that birth order is important just for our personality.  
b. give information about how birth order affects our personality and relationships.  
c. criticize people who don't believe that birth order affects our lives.

**Post-reading task-Birth order survey**

As a post-reading task, students can do the following survey. They can interview several classmates and obtain information on the questionnaire below.

Imagine you want to find out about birth order and other information about some of three friends. Go around the class and interview them.

For example:

Student A: Good morning/afternoon. I want to ask you some questions about your birth order.

1. How many siblings do you have in your family? \_\_\_\_\_

2. What is the birth order in your family?

First-born \_\_\_\_\_ Middle-born \_\_\_\_\_ Last-born \_\_\_\_\_ Only child \_\_\_\_\_

3. What personality type are you?

Independent	_____	Demanding	_____
Responsible	_____	Cautious	_____
Friendly	_____	Studious	_____
Moody	_____	Punctual	_____
Reliable	_____	Sensitive	_____
Easy going	_____	Humorous	_____
Objective	_____	Patient	_____
Well organized	_____	Impatient	_____
Self-confident	_____	Competitive	_____
Shy and quiet	_____	Dependable	_____

Now, ask students to write a personality trait description about one of their classmates. They can include some positive and negative personality traits of their classmates.

Name:	Personality traits
Your classmate's photo	_____ is my classmate. He/ She is described as .....



**Lesson: Photographs and photography****Objectives:**

- To develop students reading skills and reading strategies.
- To improve students' vocabulary around the topic of photography.
- To help students understand the history and how this visual medium has developed over the years to the current status due to the advancement of technology.

**Level:** Suitable for secondary level students



*Figure 27: Photography*

*Source: <https://petapixel.com/2021/06/14/15-unignorable-ways-to-show-your-photographs/>*

**Introduction:**

This lesson plan explores how photography as an art has developed over the years and how it has been impacting human life as a visual medium.

**Teaching aids:** Worksheets/Computer/Multi-media projector/whiteboard

**Subsidiary objectives:**

1. Reinforcing students' comprehension and critical thinking skills through reading.
2. Exposing them to some vocabulary items associated with photography.
3. Engaging them in different activities through reading text.

**Anticipated problems/Possible solutions:** If students do not understand the text and related activities, I will let them use dictionaries, mobile phones, and the internet to find information.

- Assumption:**
1. Students will find the lesson interesting because the text, which is about photography is related to human lives, so they will easily personalize it.
  2. Students will find the lesson beneficial since they will practice several reading strategies together.

### Procedure

Before introducing the topic, you can ask the students to look at the following picture and ask questions about it.



Figure 28: A woman is taking a picture.

Source: [https://www.freepik.com/premiumphoto/girl-taking-photo\\_3554211.htm](https://www.freepik.com/premiumphoto/girl-taking-photo_3554211.htm)

For example:

- What is the woman in the picture going to do?
- Where is she standing?
- What do you think she is going to photograph?

You can continue further discussion based on the students' answers if needed. After the discussion is over, you can do the pre-reading activity.

### Pre-reading activity

Conduct a short survey about students' preferences in photography. Ask the following questions from the class and put the numbers against each question below. (If you need more questions, you may add them to this list)

1. How many of you like photography? \_\_\_\_\_
2. How many of you dislike photography? \_\_\_\_\_

3. How many of you have cameras? \_\_\_\_\_
4. How many of you don't have cameras? \_\_\_\_\_
5. Do you like to take photos of people or nature? People Nature/animals both
6. How do you share photos with your friends and family?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After the survey, you can write these sentences on the board. For example, 20 students like photography, but ten students dislike it. However, ten students have cameras out of 30 students. Then, ask the class to write the results of question 5 and 6 on the board. You can invite any volunteer/s to do this while you provide him/he with data for questions 5 and 6.

### While-reading activities

Form groups of 4 to 5 students and distribute a reading passage with activities. Encourage each group to read the passage and answer questions set on it. The teacher should monitor while students are reading and offer any help they need. Pre-teaching vocabulary is not essential for each lesson. Instead, instruct the student to guess or infer the meaning of unknown words from the contexts in which they are used.

### Reading passage

#### A

The heart of photography is defined as writing with light. It is the visual language that we use daily to communicate with others. Many photographs appear daily in newspapers, magazines, books, catalogs, movies, posters, and the Internet. Earlier, the main object of photography was to capture pictures and scenes. However, today, it seeks to discover and publish.

#### B

Since the beginning of photography in the 1830s, the medium has gone through many technological advances. Earlier, it was only available to a few, but now it is enjoyed by most people. However, the most significant challenge photography faced compared to painting was whether photography was considered art. The general people and scholars did not consider photography an art in the olden days. Even though Picasso was a famous photographer, he said, "I have discovered photography. Now I can kill myself. I have nothing else to learn." And now, this medium is facing another challenge—whether digital photography is an art.

**C**

Many writers and poets have written about photography or photographers on a subject or a theme. “A good picture,” remarked Eudora Welty, “keeps a moment from running away.” Writing on photography, Susan Sontag reminds us that “to photograph people is to violate them because photos turn people into objects.

**D**

As you read this article, I hope you will enjoy the galleries I have chosen from the world of professional photographers. Here we see the beautiful images and messages of David Goldblatt and Nadine Gordimer, shedding light on discrimination against people based on their skin color. We meet the pictures of Phil Borges as an activist for indigenous tribes and Robert Glenn Ketchum as an activist for the environment. We go into the deep oceans with David Doubilet but soar high on the dancing stage with Lois Greenfield.

**E**

This is the silent language of photography, with endless letters, moments, and style. Without it, our lives would be strangely empty. Here we only hunt and touch with our eyes.

*(Retrieved from <https://www.worldliteraturetoday.org/2013/march/photography-taking-pictures-telling-stories-yousef-khanfar>)*

**The reading passage has five paragraphs; a-e**

**A. Choose a suitable title for each paragraph from the following headings 1-5.**

**Write the correct number on your answer sheet.**

**Headings**

1. A possible definition of photography
2. Galleries of world-famous photographers
3. Life becomes useless without photography
4. Challenges facing photography
5. Writers’ opinions about photography

**B. Do the following statements agree with the information given in the Reading Passage? Write your answer in the answer sheet provided.**

TRUE (T) if the statement agrees with the information

FALSE (F) if the statement contradicts the information

NOT GIVEN (NG) if there is no information on this

- \_\_\_\_\_ 6. Pictures can tell stories about people and events they engage in.
- \_\_\_\_\_ 7. photography was very popular among many people in the olden days.
- \_\_\_\_\_ 8. A digital camera can take a beautiful picture of a person or object.
- \_\_\_\_\_ 9. Nowadays, most people want to publish the pictures in print or electronic media.
- \_\_\_\_\_ 10. The medium of photography is considered art now.

**C. For questions 11-14, choose the correct letter, a, b, c or d.**

11. One of the biggest challenges that photography faced in the old days was \_\_\_\_\_
- that it was not considered art.
  - that it was not very well developed as it is now.
  - that it was not popular among many people then.
  - whether digital photography was an art.
12. What did Picasso say about photography?
- I do not know what photography is yet.
  - I want to study more about photography.
  - I have been able to study most of what photography involves.
  - You can keep a moment stay in your memory.
13. Susan Sontag's opinion about photographing people is that \_\_\_\_\_
- people should be photographed without their permission.
  - people should not be photographed because it will damage their personalities.
  - people should not be photographed as it will have some health effects on them.
  - Keeps a moment from running away.
14. Robert Glen Ketchum's photographs exhibit \_\_\_\_\_
- scenes that show environmental pollution.
  - different events related to the lives of tribal people.
  - scenes of how people perform on stages.
  - discriminates against people based on their skin color.

**Post-reading activity**

In the post-reading activity, students can complete the following text as a summary completion.

**Questions 15-20**

**Complete the summary below using the words from the box. The words are from the passage. Write your answers on your answer sheet.**

photography	visual	silent	letters	technological	art
-------------	--------	--------	---------	---------------	-----

Photography is a (15) \_\_\_\_\_ language that people use to communicate with others across all societies in the world. Due to (16) \_\_\_\_\_ advances, photography has undergone many changes. However, (17) \_\_\_\_\_ still has some problems because there is no clear agreement over whether photography is considered (18) \_\_\_\_\_ or not. Despite

all this, photography remains a (19) \_\_\_\_\_ language with an uncountable number of (20) \_\_\_\_\_, moments, and styles.

*After the class has finished the last activity, you can check their papers as a whole-class activity or an individual activity, provided that you have no time constraints. Before you end the class, you should ask about the class problems they faced while doing the exercises and how they solved the problems if they had.*

### Answer Key

No.	Answer	No.	Answer
1	A 1	11	a
2	B 4	12	c
3	C 5	13	b
4	D 2	14	c
5	E 3	15	visual
6	T	16	Technological
7	F	17	photography
8	NG	18	art
9	T	19	silent
10	F	20	letters

### Encouraging Critical Reading in the Classroom

Reading comprehension exercises involve multiple-choice items, true-false statements, and vocabulary exercises that require students to supply a synonym, antonym, or definition for the words given. These tasks have merits, but they should not be used as the only kind of reading activity in the classroom. They encourage passive reading behavior, do not encourage students to read between the lines, and refer to parts of the text, not the text as a whole. Additionally, they are neither challenging nor fun for most learners.

Considering the importance of critical reading, the sample reading lesson below can help students become more active and critical readers.

#### *How can we exploit literary texts in teaching reading?*

Reading a literary text is more likely to have a long-term and valuable effect on a learner's linguistic and extra-linguistic knowledge when it is meaningful and amusing. Choosing materials relevant to the learner's real-life experiences, emotions, or feelings is important, as well as language difficulty. If the language of the literary work is simple, it may facilitate the comprehensibility of the text. (Collie & Slater, 1990).

**Lesson Plan****The topic of the lesson:** A literary extract taken from the *Old Man and the Sea***Reading Skills:** Practicing skimming, scanning, predicting, comprehension**Level:** Advanced**Time:** 50 Mins**Teaching aids:** Worksheets/Computer/Multi-media projector/whiteboard**Objective(s):**

1. Practice skimming, scanning, comprehension skills, and reading for pleasure.
2. Help learners to read and enjoy literary works from famous writers.

**Subsidiary objectives:**

1. Reinforcing students' comprehension and critical thinking skills through speaking/writing.
2. Arousing the learners' interest in reading literature.
3. Exposing them to some vocabulary items associated with fishing.
3. Engaging them in different activities through reading the literary extract.

**Anticipated problems/Possible solutions:** If students do not understand the text and related activities, I will let them use dictionaries, mobile phones, and the internet to find information.

**Assumption:**

1. Students will find the lesson interesting because it is assumed that reading a literary text can have long-term effects on the learners' linguistic and extra- linguistic knowledge when it is meaningful and amusing.
2. Students will find the lesson beneficial since they can practice several skills together.

**Procedure:****Pre-reading-Warmup activity:**

1. The teacher shows a *PowerPoint* in which students can see a beautiful mountain and asks the following questions. "Do you like the view in this picture?" "What can you see here?"

"Has anyone of you ever climbed a mountain?"

2. The teacher may get answers from students. Based on the students' responses, the teacher can ask more questions such as "Do you like climbing mountains?" "Is climbing a mountain easy or difficult?" You can expect the answer, "difficult." Then the teacher should ask the class to think about the mental qualities and physical abilities they want to



have when they want to do difficult tasks such as mountain climbing, rock climbing, kayaking, etc.

3. Next, the teacher should put students into a few groups and give the following worksheet with pictures of people and words/ phrases describing different abilities and characteristics. Each group can discuss in their group and write relevant characteristic words or phrases under each picture. The teacher distributes the task sheets to the class.



Figure 29: A picture of a beautiful mountain

Source: <https://wallpapersafari.com/beautiful-mountain-pictures-wallpaper/>

### Task sheet

Discuss in groups about which mental or physical abilities and characteristics are needed for these people to do their jobs well. Select the relevant word or phrase from the box and write in the provided space for each type of people. Add a few more if you can.

Type of people	physical abilities and characteristics
Cyclists	
Mountain climbers	
Doctors	
Fishermen	
Wrestlers	

Physical strength	patience	speed
Knowledge of medicines	courage	agility
Mechanical knowledge	endurance	kindness
Ability to row a boat	determination	perseverance
knowledge of the human body		ability to put up a tent
Ability to act in a dangerous situation		ability to make decisions
knowledge about weather changes		knowledge of equipment
ability to identify different kinds of fish		

#### 4. Vocabulary Study

The teacher must tell the learners that they are going to read an extract from a famous story about a courageous fisherman. They should provide clues such as "When fishermen go fishing, what do they travel in?" and explain what a skiff is. They should also help them understand difficult words' meanings and how to pronounce them.

skiff	benevolent
harpoon	shack
furled	charcoal
gaunt	sacred
relics	blotches

5. The most important idea is to use a bridge sentence to connect the pre-reading task to the text. This can be done by saying, "We know people need different skills and abilities to do certain tasks, such as physical strength or courage. We are going to read an extract from Ernest Hemingway's 'The Old Man and the Sea' to illustrate this.

6. The teacher should distribute a reading text to the class and ask them to read it, then ask them questions to check comprehension. For example,

- How many days did the old man pass with no fish?
- How long did the boy stay with the old man?
- Why did the boy leave the old man?
- Who are the two persons in this story?
- What kind of a house does the old man have?

**Reading text** (Extracted from *The Old Man and the Sea* by Ernest Hemingway)

Source: <https://www.lingq.com/en/learn-english-online/courses/543259/chapter-one-the-worst-kind-of-mark-3207291/>

He was an old man who fished alone in a skiff in the Gulf Stream, and he had gone eighty-four days now without taking a fish. In the first forty days, a boy had been with him. But after forty days without a fish, the boy's parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unluck, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come each day with his skiff empty, and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.

The old man was thin and gaunt with deep wrinkles on the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated.

"Santiago," the boy said to him as they climbed the bank from where the skiff was hauled up.

They walked up the road together to the old man's shack and went in through its open door. The old man leaned the mast with its wrapped sail against the wall, and the boy put the box and the gear beside it. The mast was nearly as long as one room of the shack. The shack was made of the tough bud-shields of the royal palm which are called *guano*, and in it, there was a bed, a table, one chair, and a place on the dirt floor to cook with charcoal. On the brown walls of the flattened, overlapping leaves of the sturdy fibred *guano*. There was a picture in color of the Sacred Heart of Jesus and another Virgin of Cobre. There were relics of his wife on the wall but he had taken them down because it made him too lonely to see and it was on the shelf in the corner under his clean shirt.

"What do you have to eat?" the boy asked.

"A pot of yellow rice with fish. Do you want some?"

"No. I will eat at home. Do you want me to make the fire?" "No. I will make it later on. Or I may eat the rice cold." "May I take the cast net?"

"Of course."

There was no cast net, and the boy remembered when they had sold it. But they went through this fiction every day. There was no pot of yellow rice and fish, and the boy knew this too.

"Eighty-five is a lucky number," The old man said.

"I will get the cast net and go for sardines. Will you sit in the sun in the doorway?" "Yes, I have yesterday's paper" and "I will read the baseball."

"You study it all and tell me when I come back" (p. 6-7)

***A printed page can be a cold and distancing medium.***

Collie and Slater (1990) note that the printed page can be a cold and distancing medium, so it is important for teachers to use their power of visualization and imagination to lift the image from the page and paint it in its lustrous colors. In the extract from 'The old man and the Sea,' teachers can ask students to imagine the old man and boy.

- How does he come home without a single fish in his hand?
- What clothes does he wear? Why does the boy like him?
- Why do the other fishermen say that the old man is unlucky?
- What kind of home does he have?
- Is it a big or a small one?
- Does he have a lot of furniture?
- What does he usually eat?
- Is his wife alive?

Likewise, you can encourage your students to create a whole cinematic world about the life of this old man.

***Formal links that operate within and between sentences***

The most important details in this text are the formal links between and across sentences, known as cohesive devices, and verb forms, which can limit the choice of the verb form in the next sentence. These links can be used to recognize language as unified and meaningful, such as "They walked up the road to the old man's shack and went in through its open door" or "The old man leaned the mast.....".

***Cohesive Devices***

Next, you can talk about reference cohesion using the following example, followed by an activity.

**Cohesive devices- Reference cohesion**

Personal: e.g., He was an **old man** who fished alone. **He** had gone eighty-four days now.

Demonstrative: e.g., The **sail** was patched with flour sacks. **It** looked like a flag.

**Activity**

Identify the personal and demonstrative cohesive markers in the following sentences, draw a box around them, and join them with a line as shown in the example above.

1. A: Can I have an egg and bacon burger? B: Would you like cheese with that?
2. The papers should be arriving soon. When they do, can you put them in the study?
3. When we were younger, we went camping during our holidays. We had less money then.
4. We are at the hotel and will be here for about two hours.
5. Tin wanted a bicycle very much. His mother knew this. On his twelfth birthday last week, she gave him a bicycle. She bought it at a sale.

After the activity above, you can ask them to find personal and demonstrative reference words in the first paragraph of the extract and join them with a line.

The conjunction is another type that shows the formal relation between sentences. Therefore, you can give a few examples taken from the text.

E.g., “There was no cast net, **and** the boy remembered when they sold it. **But** they went through this fiction every day.”

“You study it all **and** tell me when I come back.”

Under lexical cohesion, you can draw learners’ attention to repetition (e.g., mast/mast, a pot of yellow rice), synonymy (picture=photograph), and collocation (e.g., sail, mast/ bed, table, chair, shelf).

The next activity is based on language use. This means how language is used for social interaction because literature reveals how actual people use actual language in different social contexts.

Successful communication involves more than just mastery of grammar, but also understanding and appropriate application of the rules of use. Effective teaching of oral skills can lead to the development of "Communicative competence" in learners, as demonstrated by asking them to write down all the utterances used by the old man and the boy.

*“What do you have to eat?”*

*“A pot of yellow rice with fish. Do you want some?”*

*“No. I will eat at home. Do you want me to make the fire?” “No. I will make it later on. Or I may eat the rice cold.”*

*“May I take the cast net?”*

### **Language Functions**

For clarification of functions for your learners, you use the following examples.

	Function
“What do you have to eat?” the boy asked.	(Seeking information)
“A pot of yellow rice with fish.”	(Providing Information)
“Do you want some?”	(Making an offer)
“No. I will eat at home.”	(Rejecting an offer with an alternative)
“Do you want me to make the fire?”	(Offering help)
“No. I will make it later on.”	(Rejecting with an alternative)
“May I take the cast net?”	(Making a request politely)
“Of course.”	(Agreeing)

After the explanation above, you can present the class with a conversation between two EFL students. You can ask them to write the functions using the categories given below. ‘Greeting,’ ‘Information seeks,’ ‘Information provide,’ ‘Information check,’ ‘Feedback,’ ‘Opinion seek,’ ‘Opinion provide,’ ‘Clarification seek,’ ‘Invitation,’ ‘Comment,’ ‘Acceptance’ and ‘leave-taking.’ Two functions have already been written for you.

A: How do you do?	(Greeting)
B: How do you do? What’s your name?	( ..... )
A: I’m Jitraporn. How about you?	( ..... )
B: My name’s Lee.	(Information provide)
Where do you come from?	( ..... )
A: Thailand.	( ..... )
B: Thailand.	( ..... )
A: Yes, how about you?	( ..... )
B: I’m from China	( ..... )
(This conversation can be further extended if you want.)	

### Post-reading activity

Students should take something from the text and create a real-world activity, such as telling the class that the old man in the extract could one day catch one of the biggest fish in the sea. To do this, four groups should be formed, each with a different role. Each group should present their activity before the class.

#### Group A (Three students)

Two reporters from a local newspaper must interview an old man from a fishing village near their city. They must prepare questions and act as the boy and the old man, ready to answer the reporter's questions.

Group B (Two students)

The youth club in your community has decided to honor an old fisherman with a felicitation ceremony at the community hall. To do this, they want to invite the mayor of the city. To do so, they need to draft a letter of invitation to the mayor.

**Use the guidelines given below when you draft your letter.**

- Write below the sender's address on the left and the receiver's address.
- Put the date.
- Write the salutation.
- Write the heading.
- Write the first paragraph introducing who you are and what you have planned to do.
- Describe your event in a little more detail. Mention why you have thought of holding this felicitation ceremony.
- In the second paragraph, invite him to be the chief guest on this occasion. Mention the date, time and place where this event will take place.
- End your letter, put your signature, and write your name below.

Group C (One student)

Draft a short speech to be the main guest at a felicitation ceremony and use the guidelines below.

- First, thank the organizers of this event and appreciate the youth club that organized this Ceremony.
- Tell that you were shocked to hear this brave deed of the old man.
- Talk about the importance of some personal characteristics that people need to have, such as courage, patience, hard work, and risk-taking to accomplish any hard work.
- Make your speech more appealing to people who constantly complain about difficulties and inabilities in doing work.
- End your speech appropriately.

Group D (Two students)

The narrator is a relative of an old man living away from their village/city. They learn about an incident from a newspaper report and decide to call one of their friends in the village/city to verify it. They prepare a telephone conversation and present it to the class.

At the end of the lesson, learners can read the novel "The old man and the sea" by Ernest Hemingway and watch a documentary about the story on YouTube. After each group's presentation, feedback can be given on positive and negative points.



***What is the IELTS exam?***

The International English Language Testing System (IELTS) is an internationally recognized English test that helps you work, study, or migrate to a country where English is the native language. This includes Australia, Canada, New Zealand, the UK, and the USA. Your ability to listen, read, write and speak in English will be assessed during the test. IELTS is graded on a scale of 1-9.

Being able to communicate in the native language of the country you wish to work or study in has a wide range of benefits. It is also essential for job opportunities as well as integration into the community.

***Academic Reading Test format – Reading (60 minutes)***

The Reading section consists of 40 questions designed to test a wide range of reading skills. These include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical arguments, and recognizing writers' opinions, attitudes and purpose. IELTS Academic test includes three long texts ranging from descriptive and factual to discursive and analytical. These are taken from books, journals, magazines, and newspapers.

**IELTS Academic Reading****Timing: 60 minutes****No. of questions: 40****Lesson plan for an IELTS Reading task****Objectives:**

- To enable students to read different reading texts.
- To help students to improve their reading proficiency.
- To encourage students to do international English tests.
- To familiarize students with the IELTS academic reading test and its different question types (matching features, table completion, identifying information, matching sentence ending task, multiple-choice, note completion, summary completion).
- To help students to gain access to study in foreign universities and job opportunities both locally and internationally.

**Lesson plan****Lesson: Why do people migrate?****Topic: Human Migration**

**Objectives:**

- To develop students reading skills
- To develop students' vocabulary around the topic of human migration
- To help students understand some of the issues regarding human migration

**Level:** Suitable for intermediate or advanced students

**Introduction:**

This lesson plan explores some issues associated with cultural and environmental adjustments. It looks at how these have impacted the lives of migrants and countries.

**Procedure** (5 to 10 minutes)

To introduce the topic of migration, you should start by asking students a few questions:

- Have you ever been abroad?
- Would you like to live and work in another country? Why/why not?
- Do you know anyone who lives in another country?
- Why do people decide to live and work abroad?
- Where would you go if you decided to move to another country? Why?

Encourage students to share their ideas and experiences.

**Use the picture below to generate some discussion.**

The teacher can ask some questions about the picture. For example,

- What can you see in the picture?
- Who are these people?
- Where are they going?
- Why are they carrying some of their belongings?
- How are they traveling?
- Why do you think they are walking through a jumble?
- What do we call these kinds of people?

Note: Students can do the pre-reading activity one after posing all these questions to the class.

## Student task sheet



Figure 30: Migration in Africa

Source: <https://aefjn.org/en/business-as-a-cause-of-forced-migration-in-africa/>

### 1. Which caption is suitable for this image?

- A. A group of people is going on a hike.
- B. A group of people is trying to enter another country illegally.
- C. Several groups of families are visiting a famous religious place in their country.

Based on the students' responses, the teacher should try to draw their attention to the words such as 'migration,' 'migrant,' 'illegal migration,' and 'globalization.'

### 2. Match the following words with their definitions. (5 minutes)

1. migration	A. person who travels to another place or country, usually to find work.
2. movement	B. all people living in particular country, area, or place
3. migrant	C. the process of people traveling to new place to live, usually in large numbers.
4. population	D. the condition of being extremely poor.
5. poverty	E. an act of changing physical location or position.

### Pre-reading

**Are these statements true or false? Before they read, they should try.**

1. The main population movement is from developing to developed countries. (T/F)
2. There are 4 million foreign-born residents in Germany. (T/F)
3. Most OECD countries have a foreign population of between 5% and 15%. (T/F)
4. Many countries in the north could not function without a large population of foreign workers. (T/F)

Now read the text and find out if you were right.

### Who migrates – Where to and where from?

Retrieved from: <https://readlang.com/library/635fbbf1d26d050001eca9f1/from/0>

1. The main population movement in today's world is from developing countries in the south to developed countries in the north. People who choose to migrate usually move to more prosperous countries than where they were born. People move to places where they think the quality of life will be better for them.
2. This movement of population is inevitable and necessary. In the north, there is a shortage of young, skilled workers, and the population is aging. There is a need for younger people in these countries. In the south, on the other hand, people often live in under-privileged conditions with few opportunities. Many young people in these countries aspire to a better life and are attracted by the richer countries in the north. So, potentially, there is a mutually beneficial situation: the north needs young, skilled workers, and the south has an abundance of young, skilled workers with few or no job opportunities.
3. Because of this population movement, the migrant population in most OECD countries is now between 5% and 15% of the total population. In some countries, this percentage is even higher. In Australia, 25% of the population was born outside the country. In Canada, 19% of the population is foreign-born. Today in Europe, there are 33 million residents born outside Europe. In the USA, 35 million residents were born elsewhere. Russia, France, Germany, and Ukraine have 5 million each.
4. In a globalized world, this movement of population is inevitable. These days, many developed countries would not be able to operate without a large population of foreign workers.

Once you have finished the first reading, check through the answers.

### While reading tasks

#### Reading for specific information.

Ask the students to reread the text; this time, they should find the statistics in column A and match them to the information it refers to in column B. Draw a line to connect the parts.

Reread the text and match the two parts of the statistics. (10 minutes)

A	B
Between 5% and 15%	• The percentage of foreign-born residents in Australia.
25%	• The number of foreign-born residents in Europe.
19%	• The migrant population in most OECD countries.
33 million	• The number of foreign-born residents in the USA.
35 million	• The number of foreign-born residents in Russia, France, Germany, and Ukraine.
5 million	• The percentage of foreign-born residents in Canada.

- Check that the students have correctly identified the statistics.
- Look at the text's last sentence: "These days, many developed countries would not be able to operate without a large population of foreign workers." Can you explain why this is so? What are your opinions?

### Reading Part 2

Read the text and then write the missing push & pull factors in the correct columns. Do it as pair work. (15 minutes)

#### Why do people migrate?

Retrieved from:

<https://www.europarl.europa.eu/topics/en/article/20200624STO81906/exploring-migration-causes-why-people-migrate>

There are many reasons people move from one place to another. Some factors make some people's countries unattractive, and some factors make other places attractive. These factors have been called **push** and **pull factors**.

**Push factors** are why people want to leave a place – things that push them away from their place of birth.

**Pull factors** are why people want to go to one place rather than another – things that pull them towards a place.

Are these **push** or **pull** factors?

<ul style="list-style-type: none"> <li>• Difficult living conditions</li> <li>• Poverty</li> <li>• No job opportunities</li> <li>• Corruption</li> <li>• Presence of family and friends</li> <li>• Cinemas, museums, theatres, concert halls, etc.</li> <li>• Bad educational infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Good schools and hospitals</li> <li>• Affordable house/flats</li> <li>• Government persecution</li> <li>• Unemployment</li> <li>• Good economic prospects</li> <li>• Good weather</li> <li>• War or social unrest</li> <li>• Safe streets</li> </ul>
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Push	Pull
Difficult living conditions	Affordable house/flats
Government persecution	
	Good weather
War or social unrest	Safe streets
Poverty	
Corruption	Cinemas, museums, theatres, concert halls, etc.

Students can take a post-reading test designed to mimic a real IELTS academic reading test.

### Post-reading task

#### Reading Lesson 1

Retrieved from:

[https://tellingstorieswithdata.com/inputs/pdfs/final-2023-jenny\\_shen.pdf](https://tellingstorieswithdata.com/inputs/pdfs/final-2023-jenny_shen.pdf)  
[www.oecd.org/en/data/indicators/permanent-immigrant-inflows.html](http://www.oecd.org/en/data/indicators/permanent-immigrant-inflows.html)

## Human migration

**Read the following passage about migration and answer the questions that follow.**

### Migration trends

**A.** Migration is about the movement of people from place to place. There are usually push factors and pull factors at work. Since the EU was formed, it has been easier to migrate between countries. Within the EU, migrants may come from different countries in the EU and from outside of the EU. In 2004, Poland and seven other Eastern European countries joined the EU. This increased migration into the UK. The largest group of migrants were from Poland. Immigrants after the world wars mainly came from Commonwealth countries. Immigration was encouraged by the government. Many immigrants provided labor for textile factories, transport, health, or steelworks. The UK tightened migration controls in the 1970s.

**B.** The number of migrants a country receives is influenced by the country's migration policy. Countries such as the UK operate a points-based system. People are awarded points depending on their skills, previous income, and age. This system gives some people visas to allow them entry into the UK for work - especially where there is a labor shortage in that sector. Migration laws are complex and change in different countries, even within the EU.

**C.** Permanent immigrant inflows cover regulated movements of foreigners considered to be settling in the country from the perspective of the destination country. In countries such as Australia, Canada, New Zealand, and the United States, this consists of immigrants who receive the right of "permanent" residence. In other countries, it generally refers to immigrants who are granted a residence permit that is indefinitely renewable. However, the renewability is sometimes subject to conditions, such as holding a job. Excluded are international students, trainees, persons on exchange programs, seasonal or contract workers, service providers, installers, artists entering the country to perform, or persons engaging in sporting events. Permits for persons in this latter group may also be renewable, but not indefinitely. Migrants are defined as "free movement" when they have fundamental rights, usually accorded through international agreements, to enter and leave a country that results in few restrictions being placed on their movements or durations of stay, such as citizens of EU countries within the EU. Their movements are not always formally recorded and sometimes have to be estimated.

**D.** Total permanent immigration increased by about 1.6% overall in OECD countries in 2013 relative to 2012, with the migration picture being a mixed one at the country level. More than half of OECD countries showed increases, with Germany, Korea, and Denmark being among the countries which progressed the most. Permanent migration flows diminished markedly in 2013 in Spain, Italy, and the United States. Migration to European countries continues to be characterized by free circulation within the European Economic Area (EEA). In Austria, Switzerland, Germany, and Norway, it represents 78%,



78%, 76%, and 63%, respectively, of permanent international migration. Family reunification accounted for over one-third of all permanent migration to OECD countries in 2013 (minus 1% compared to 2012) and free movement for 30% (up 4% compared to 2012). Some persons admitted on a temporary basis are sometimes allowed to change to permanent status. They are counted in the year the change of status occurred. For example, asylum seekers are not considered migrants but are candidates for humanitarian migrant status. Only those who are recognized as refugees – or who obtain another permanent-type residence title – will be included in the permanent immigrant inflows statistics in the year they are granted refugee or another permanent-type status. As a consequence, the unprecedented inflows of asylum seekers observed in the EU in 2015 (1.3 million requests filed) will appear in the permanent immigrant inflows in the subsequent years only.

**OECD:** Organization for Economic Co-operation and Development

**OECD member countries:** (37 countries: Austria, Australia, Belgium, Canada, Chile, Colombia, Czech Republic, .....)

### Questions 1-7

**Match the words with their definitions.**

Words	Definitions
_____ 1. Migration	A. consisting of many different and connected parts,
_____ 2. Immigrants	B. give or grant someone (power, status, or recognition)
_____ 3. Complex	C. a person who comes to live permanently in a foreign country.
_____ 4. Permanent	D. a limiting condition or measures.
_____ 5. Perspective	E. moving from one place to another with the intention of settling down at a new location.
_____ 6. Accord	F. lasting or intended to last or remain unchanged.
_____ 7. Restrictions	G. a particular attitude toward something, point of view.

### Questions 8 to 12

**Complete the sentences. Choose NO MORE THAN THREE WORDS/ OR A NUMBER from the passage for each answer.**

8. The largest group of migrants came from \_\_\_\_\_ into the UK in \_\_\_\_\_.
9. The migration \_\_\_\_\_ of a country decides the number of migrants it receives.
10. Pont-based system allows migrants to get \_\_\_\_\_ for entry into the UK for work.

11. Some countries grant \_\_\_\_\_ for immigrants and it can be renewable.
12. Some basic rights for migrants are \_\_\_\_\_ through international agreements.
13. Asylum seekers are not considered migrants but are \_\_\_\_\_ for humanitarian migrant status.

**Choose the correct answer from the four options given for each question below.**

**14. Which information is TRUE for EU citizens regarding migration?**

- a. EU citizens have travel restrictions within the EU countries.
- b. EU citizens can stay longer if they wish within the EU countries.
- c. Movements of EU citizens within the EU countries are not strictly monitored.
- d. EU citizens can travel to any country outside the EU without visas.

**15. Which countries saw a significant decrease in permanent migration in 2013?**

- a. Germany, Korea, and Denmark.
- b. Spain, Germany, and Denmark.
- c. Korea, Denmark, and the USA.
- d. Spain, Italy, and the USA.

**16. Which statement paraphrases paragraph B?**

- a. Each EU country has a policy regarding the migration of people from other countries, and they follow it concerning migration matters.
- b. The UK operates a point-based system for migrant workers.
- c. Migration laws are complex and different from country to country.
- d. The UK's Point-based system effectively selects migrant workers for jobs.

**17. Which title is suitable for paragraph B?**

- a. Migration includes push and pulls factors.
- b. Permanent residence status for migrants.
- c. Influence of migration policy.
- d. An increase in the permanent immigrant.

**18. Which title is suitable for paragraph D?**

- a. Migration includes push and pulls factors.
- b. Permanent residence status for migrants.
- c. Influence of migration policy.
- d. An increase in the permanent immigrant.

**19. What percentage is represented by Switzerland within the European Economic Area in international migration? \_\_\_\_\_**

**20. Mark True or False.**

**Asylum seekers are not regarded as applicants for humanitarian migrant status.**

- a. True                      b. False

**Questions 21 to 25**

**Do the following statements agree with the information in the text?**

**Write “T” for TRUE if the statement agrees with the information.**

**Write “F” for FALSE if the statement contradicts the information.**

**Write “NG” for NOT GIVEN if there is no information on this.**

- \_\_\_\_\_ 21. A person from Poland can migrate into an EU country easily.
- \_\_\_\_\_ 22. After the 1970s, immigrants from commonwealth countries were not allowed to into the UK.
- \_\_\_\_\_ 23. UK visas are given to tourists to work in textile factories.
- \_\_\_\_\_ 24. If you are a citizen from Canada, you can easily get permanent residence in an EU country.
- \_\_\_\_\_ 25. A contract worker who works in an EU country can renew their residence permit with no limit.

**Questions 26 to 30**

**Complete each sentence with the correct ending, A-F, below. Write the correct letter, A-F.**

- \_\_\_\_\_ 26. Some countries grant the resident permit,
- \_\_\_\_\_ 27. International students, trainees, or contract workers
- \_\_\_\_\_ 28. Total permanent immigration went up about 1.6% in 2013
- \_\_\_\_\_ 29. Refugees will be included in the permanent immigrant inflows statistics
- \_\_\_\_\_ 30. A big number of asylum seekers increased

- A. cannot receive a resident permit.
- B. in the year they are granted refugee status.
- C. with the migration pattern being a mixed one.
- D. in the EU in 2015.
- E. which is renewable.

**Assignment 1**

Use the 'Digital habits across generations' passage below to design a lesson plan in which you should include all essential details with pre-reading, while-reading, and post-reading activities that can enhance students' different reading skills and strategies.

**Digital habits across generations**

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK, the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It is a much better way to see what they're doing than waiting for letters and photos in the post. That is how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock, so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. On the other hand, Sheila has contacted old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction, as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to constantly be on his phone or laptop. 'I was always connected, and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

(Retrieved from <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/digital-habits-across-generations>)

**Assignment 2**

Use the literary text below and design pre-reading, while-reading, and post-reading activities that can enhance students' language skills and critical thinking.

**Reading text**

**(Extract from *The Necklace* by Guy de Maupassant)**

She was one of those pretty girls who are sometimes as if by a mistake of destiny, born in a family of clerks. She had no dowry, no expectations, no means of being known, understood, loved, wedded by any rich and distinguished man, and she let herself be married to a little clerk at the Ministry of Public Instruction.

She dressed plainly because she could not dress well, but she was as unhappy as though she had fallen from her proper station; since with women there is neither caste nor rank; beauty, grace, and charm act instead of family and birth. Natural fineness, the instinct for what is elegant, and suppleness of wit are the sole hierarchy and make women of the people the equals of the very greatest ladies.

She suffered ceaselessly, feeling herself born for all the delicacies and all the luxuries. She suffered from the poverty of her dwelling, from the wretched look of the walls, from the worn-out chairs, from the ugliness of the curtains. All those things, of which another woman of her rank would never even have been conscious, tortured her and made her angry. The sight of the little Breton peasant who did her humble housework aroused in her regrets which were despairing and distracted dreams. She thought of the silent antechambers hung with Oriental tapestry, lit by tall bronze candelabra, land of the two great footmen in knee-breeches who sleep in the big arm-chairs, made drowsy by the heavy warmth of the hot-air stove. She thought of the long salons fitted up with ancient silk, of the delicate furniture carrying priceless curiosities, and of the coquettish perfumed boudoirs made for talks at five o'clock with intimate friends, with men - famous and sought after, whom all women envy and whose attention they all desire.

When she sat down to dinner, before the round table covered with a table-cloth three days old, opposite her husband, who uncovered the soup tureen and declared with an enchanted air, "Ah, the good pot-au-feu! I don't know anything better than that," she thought of dainty dinners, of shining silverware, of tapestry which peopled the walls with ancient personages and with strange birds flying in the midst of a fairy forest; and she thought of delicious dishes served on marvelous plates, and of the whispered gallantries which you listen to with a sphinxlike smile, while you are eating the pink flesh of a trout or the wings of a quail.

She had no dresses, no jewels, nothing. And she loved nothing but that; she felt made for that. She would have liked to please, to be envied, to be charming, to be sought after. She had a friend, a former schoolmate at the convent, who was rich, and whom she did not like to go and see anymore she suffered so much when she came back. But, one evening, her husband returned home with a triumphant air and holding a large envelope in his hand. "There," said he, "here is something for you." She tore the paper sharply and drew out a printed card which bore these words: "The Minister of Public Instruction and Mine.

Georges Ramponneau requests the honor of M. and Mine. Loisel's company at the palace of the Ministry on Monday evening, January 18th." Instead of being delighted, as her husband hoped, she threw the invitation on the table with disdain, murmuring:

"What do you want me to do with that?"

"But, my dear, I thought you would be glad. You never go out, and this is such a fine opportunity. I had awful trouble getting it. Everyone wants to go; it is very select, and they are not giving many invitations to clerks. The whole official world will be there."

She looked at him with an irritated eye, and she said, impatiently:

"And what do you want me to put on my back?" He had not thought of that; he stammered: "Why, the dress you go to the theatre in. It looks very well, to me."

He stopped, distracted, seeing that his wife was crying. Two great tears descended slowly from the corners of her eyes towards the corners of her mouth. He stuttered:

"What's the matter? What's the matter?"

But, by a violent effort, she had conquered her grief, and she replied, with a calm voice, while she wiped her wet cheeks:

"Nothing. Only I have no dress, and therefore I can't go to this ball. Give your card to some colleague whose wife is better equipped than I."

He was in despair. He resumed:

"Come, let us see, Mathilde. How much would it cost, a suitable dress, which you could use on other occasions, something very simple?"

She reflected several seconds, making her calculations and wondering also what sum she could ask without drawing on herself an immediate refusal and a frightened exclamation from the economical clerk.

Finally, she replied, hesitatingly:

"I don't know exactly, but I think I could manage it with four hundred francs."

He had grown a little pale, because he was laying aside just that amount to buy a gun and treat himself to a little shooting next summer on the plain of Nanterre, with several friends who went to shoot larks down there, of a Sunday.

But he said: “All right. I will give you four hundred francs. And try to have a pretty dress.”

(Retrieved from <https://www.owleyes.org/text/necklace/read/necklace>)



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## Chapter 6

### Activities to Enhance English Academic Writing Skills

#### Introduction

Academic writing is characterized by clarity, conciseness, focus, structure, and strong evidence. Its primary goal is to enhance the reader's understanding. While it maintains a formal tone and style, it is not overly complex and does not necessitate long sentences or difficult vocabulary.

#### Definition of Writing

Writing is both a process and a product. Some definitions emphasize the linguistic aspects of writing, while others view it as the act of producing a communicative text. Richards et al. (1992) define writing as a system of written symbols that represent the sounds, syllables, or words of a language. This definition highlights the graphical features and linguistic elements but overlooks the purpose of writing, which is to communicate a message.

Halliday (1989) distinguishes between writing and written language, while Atkinson (2003) defines writing as a cognitive process in which learners engage with their thoughts at all stages of composing a text. Atkinson's definition aligns with the process approach to writing, which includes several stages. He also suggests that a writing teacher should adopt a supportive background role without dominating their students' writing.

Academic writing is crucial for students pursuing higher education. It involves the use of rhetoric, linguistic elements, form, and cognitive processes to create coherent and cohesive texts in written form. Most scholars agree that academic writing reflects students' understanding of an expository or argumentative topic, as well as adherence to writing conventions. A well-crafted academic text should have a clear and meaningful thesis statement, which is discussed in an organized, logical, coherent, and accurate manner. Academic writers must use a semi-formal or formal tone and present their arguments from a third-person perspective.

Weideman (2003) provides comprehensive insights into students' capabilities at the tertiary level. He states that students need to understand the relationships between different parts of a text, be aware of the logical development of an academic piece, and know how to use

language effectively to ensure the text is cohesive. This section will focus on the development of these skills from early childhood through adulthood.

### **Development of writing**

Literacy is a developmental process that begins at birth and continues into the preschool years. Preschools support literacy learning by building on the foundations that children have partially developed through prior experiences. Puranik and Lonigan (2014) suggest an organizational framework for the development of emergent writing skills, which helps us understand the theoretical foundations of how young children acquire these skills.

In first grade, children learn to understand the meanings of letters and numbers with the assistance of their teachers. This understanding is reflected in their writing, which often includes 'invented spellings' that make sense to them. The current researcher believes that the framework mentioned can also be beneficial for developing writing skills in EFL (English as a Foreign Language) learners.

Research indicates a connection between linguistic abilities, cognitive and metacognitive skills, and writing. Language development in early schooling is characterized by the acquisition of different discourse styles and metalinguistic awareness. Children learn to recognize how written language differs from spoken language and understand how the language used in a science report varies from that of a narrative text.

### **The importance of cognitive and meta-cognitive abilities and strategies in writing**

Skilled writers internalize the writing process by drawing on their prior knowledge, connecting it to the specific task at hand, and organizing their thoughts before putting them on paper. Metacognition is often triggered by interest or emotional states that evoke strong feelings, such as success and satisfaction, linked to past experiences. According to Wenden (1991), metacognitive strategies are employed to plan, organize, and evaluate writing. Tribble (1996) emphasizes that writers need a diverse range of knowledge bases to effectively tackle a particular writing task. Skilled writers internalize the writing process by drawing on their prior knowledge, connecting it to the specific task at hand, and organizing their thoughts before putting them on paper. Metacognition is often triggered by interest or emotional states that evoke strong feelings, such as success and satisfaction, linked to past experiences. According to Wenden (1991), metacognitive strategies are employed to plan, organize, and evaluate writing. Tribble (1996) emphasizes that writers need a diverse range of knowledge bases to effectively tackle a particular writing task.

***Content knowledge***

Knowledge of the concepts involved in the subject area.

***Context knowledge***

Knowledge of the social context in which the text will be read.

***Language system knowledge***

Knowledge of those aspects of the language system (lexis, syntax) is necessary for completing the task.

***Writing process knowledge***

Knowledge of the most appropriate way of preparing for a specific writing task (Tribble, 1996). Writers need to know the subject area they will write about, be aware of readers' expectations, and be sensitive to their language style. If writers know these four areas, they can write a successful piece well.

***Writing as a social act.***

Writing is a social activity in three ways: it is meant to be read by an audience, it receives feedback from readers, and it adheres to rules, conventions, and various writing genres (Yagelski, 2022).

**Writing Instruction Approaches*****Model-based approach***

The literature on writing instruction emphasizes that teaching writing is primarily language-focused. To produce a well-crafted piece of writing, learners need access to effective models from textbooks or instructors. The model-based or product approach involves tasks where learners copy and adapt examples provided by the teacher. According to Brown (1994), this product approach was prevalent in composition classes and concentrated on grammar, vocabulary, spelling, punctuation, content, and organization. However, continuous correction of errors can diminish learners' motivation and self-esteem. Various methods and strategies can be employed to achieve successful writing results.

***Process approach***

The process approach movement began with studies examining the writing process of authors (Emig, 1971; Perl, 1980; Pianko, 1979). It was initially developed for first-language classrooms in English-speaking countries and later adapted for teaching additional languages. Numerous research studies have been conducted in various educational contexts around the world. Some critics argue that process-based instruction

may lead learners to have an unrealistic understanding of what will be expected of them after leaving the classroom. Conversely, others contend that this approach overlooks formal accuracy and does not adequately prepare students for writing exams. It is reasonable to speculate that if EFL (English as a Foreign Language) learners can enhance their writing skills in L2 (second language) classes, they can also apply these skills in other settings, such as tests or examinations.

### ***Genre-based approach***

A genre-based approach emphasizes that second language (L2) students can only produce effective texts by considering the context in which the text will be used. When writing, students should consider their intended and potential readers to choose appropriate content, language, and level of formality. Teacher-led methods for text production and comprehension in the classroom suggest that students develop control over different written genres by asking themselves questions such as, "Who are my intended readers?" and "What do they believe constitutes a good piece of writing?" This approach highlights that students cannot successfully produce a specific text type unless they are explicitly taught the linguistic conventions associated with that genre.

Several authors (Badger & White, 2000; Hyland, 2003) in the field of L2 writing have advocated for a combination of process-oriented and genre-based approaches to teaching writing to students in second language contexts. This integration is essential because writing is a complex task that requires an understanding of linguistic features, the writing process itself, and the social context in which texts are produced.

In real teaching situations, L2 writing instruction often incorporates elements from various approaches, and teachers typically blend these key components into their practices. Instruction that effectively combines critical elements of both process-based and genre-oriented approaches can help students develop a comprehensive understanding of L2 writing. Through this integrated approach, students can learn essential writing skills such as planning, drafting, and revising their written drafts. The process approach focuses on skills related to the writing process, while the genre-based approach emphasizes the understanding of social context and its influence on textual features.

### ***Stages involved in process genre approach***

Students must first recognize the recursive nature of the writing process. Although the phases mentioned below are presented linearly, they are not necessarily meant to follow in the suggested order.

#### ***Pre-writing phase:***

At this stage, students should become familiar with the genre and its related conventions through direct instruction from the teacher or provided models.

***Composing:***

Students create sentences and paragraphs according to their genre's conventions, but their ideas are never fully developed before writing the first draft. Therefore, they need to produce multiple drafts.

***Re-reading and revising:***

After completing the first draft, or while still composing, students are encouraged to re-read their text. This helps determine whether their subject content and intended message align with the topic.

***Peer-editing:***

Peer editing involves students reviewing each other's work and providing feedback on content, structure, and grammar. This process also serves as an input method, as discussing ideas with peers may lead to additional insights.

***Teacher feedback:***

The teacher should edit and evaluate the student's first draft after it has been written, self-edited, peer-edited, revised, and possibly rewritten.

***A well-written academic essay will exhibit the following characteristics. It will:***

- put forward a coherent argument.
- support that argument with evidence.
- show the writer's knowledge of the subject.
- show evidence of reading.
- reflect independent thinking.
- contain quotations.
- contain references and a bibliography.
- adopt a formal style.
- be logical and analytical.
- be structured.

**What is a sentence?**

What, in practical terms, is a sentence?

A written sentence should have specific characteristics:

a capital letter at the beginning

a full stop at the end

a subject (who or what the sentence is about)

a verb (that tells you what is happening)

finally, it should express a single thought

There are a few other helpful points to remember about a sentence:

a sentence can be long or short

it can be very simple or very complex

a sentence can be broken up with commas, semi-colons, colons, or dashes

***Have a look at the examples below. Are they sentences? If so, what type of sentences?***

- This bill is now due for payment.
- Do you support experiments on animals?
- Do not go beyond this point.
- What a great victory!

One is a statement.

One is a question.

One is an instruction (or command).

One is an exclamation.

Can we be sure that a collection of words is a sentence?

Are these sentences?

- Did the secretary tell you?
- What a noise they were making!
- And close the door when you go out!
- But he never heard the reply.

### ***Academic vocabulary***

In academic writing, it is essential to say precisely what you mean in a suitable style – and choosing the right type of vocabulary is an important place to start. Your words should not be too informal, vague, or emotive.

### ***Words NOT to use in academic writing***

In academic writing, we tend not to use:

Informal words like 'big' or 'good.'

Many phrasal verbs, like 'give up' or 'put off' –are too informal, and some vague words have too many possible meanings, like 'thing' or 'get.'

'emotive' words express personal feelings, like 'fantastic' or 'terrible.'

### **Find the odd one out.**

Each group of words and phrases here includes ONE item NOT used in academic writing—find the odd one out.

- |                  |             |                   |
|------------------|-------------|-------------------|
| 1. a. stuff      | b. possible | c. receive        |
| 2. a. and        | b. also     | c. as we all know |
| 3. a. understand | b. heavy    | c. beautiful      |



4. a. large                      b. however                      c. come up with

**5. Which words are unsuitable?**

Indonesia will likely become one of the world's biggest economies by 2030.' Which word is unsuitable?

- a. biggest                      b. likely                      c. economies

**6. 'The increased incidence of inflammatory bowel disease was maybe due to dysfunctional Th1 regulation.' Which word is unsuitable?**

- a. increased                      b. maybe                      c. dysfunctional

**7. 'A collaborative global vaccination campaign effectively got rid of smallpox by 1980.' Which word or phrase is unsuitable?**

- a. vaccination                      b. got rid of                      c. smallpox

**8. Sweet flavorings, particularly cocoa syrup, were used to hide the disgusting taste of drugs such as quinine.' Which word or phrase is unsuitable?**

- a. disgusting                      b. such as                      c. particular

**9. 'Polling suggested that US farmers favored the changes to NAFTA, although groups representing the farming industry were kind of reluctant.' Which word or phrase is unsuitable?**

- a. suggested                      b. kind of                      c. representing

**Answers**

1- a    2- c    3- c    4- c    5- a    6- b    7- b    8- a    9- a

## Paragraph Writing

### *What is a paragraph?*

A paragraph is a series of organized, coherent sentences related to a single topic. Paragraphs can contain different information, such as brief examples or a single long illustration of a general point. All paragraphs share specific characteristics, such as a topic sentence, which helps the reader understand the organization of the essay and grasp its main points.

### ***The Topic Sentence***

A topic sentence states the main idea of a paragraph. It is usually found at the beginning of a paragraph. The topic sentence comprises two parts: (a) the topic itself and (b) the controlling idea. A topic sentence has several important jobs which are as follows:

- introducing the main idea
- limit or focusing the topic
- telling the reader how the paragraph organizes the information.

**Look at the example below.**

1. Soccer is popular for many reasons.

↑                      ↑  
Topic            Controlling idea

**Explanation:** The reader expects the paragraph to explain why soccer is popular

2. Many language students prefer bilingual dictionaries to monolingual dictionaries.

↑                                      ↑  
Topic                                      Controlling idea

**Explanation:** The reader expects the paragraph to explain why this statement is true.

3. **It is not a fact.** For example, “Libraries have books” is not a good topic sentence. The information in this sentence is accurate, but it is a fact, and there is little to say about it.

4. **It is specific.** For example, “Tea is delicious” is not a good topic sentence because the information in the sentence is too general. If you want to write a paragraph about tea, make your topic sentence more specific, such as “Green tea has many health benefits.”

5. **It is not too specific.** For example, “This dictionary contains more than 42,000 words” limits the topic too much. The writer has nothing to say, so the paragraph cannot continue.

### **Reasons for Exercise**

There are many excellent reasons for exercising several times each week. First, people who exercise look better. Exercise is important to keep our bodies in good shape. In addition, people who exercise have more energy. For example, an exercise person can walk upstairs or climb hills more easily. People who exercise have healthier hearts, too. Finally, exercise reduces stress and helps you have a clear mind. Too much stress can cause you to worry a lot, which is unsuitable for your health. For these reasons, if you want to improve your health, you should exercise regularly.

1. What is the topic sentence? Write it here.

---

2. What do you expect to read based on the topic sentence?

---

3. These words or expressions are very important to the organization of the paragraph. Number them in the same order that they are in the paragraph.

\_\_\_\_\_ finally \_\_\_\_\_ first \_\_\_\_\_ in addition \_\_\_\_\_ for these reasons

4. Read the last sentence carefully. What do you think the purpose of this sentence is? Begin your answer with 'The purpose of this sentence is to .....'

Recognizing controlling ideas in topic sentences. Read each topic sentence. The topic is highlighted. Underline the controlling idea. What information do you expect to find in the paragraph?

5. The new test has three sections dealing with three important skills.

Expectation: \_\_\_\_\_

6. The shocking crash of the airplane off the coast of Florida confused investigators.

Expectation: \_\_\_\_\_

### Answers

1. There are many excellent reasons for exercising several times each week

2. The reader expects the paragraph about why exercising is important several times weekly.

3. 1. first 2. in addition 3. finally 4. for these reasons

4. The purpose of this sentence is to advise the reader to exercise daily to maintain good health.

5. The new test has three sections dealing with three important skills.

The reader expects the paragraph to explain each section's three important skills.

6. The shocking crash of the airplane off the coast of Florida confused investigators.

The reader expects to know the reason why investigators were confused.

*Every paragraph in a paper should be:*

- **Unified:** All sentences in a paragraph should be related to a single controlling idea (often expressed in the paragraph's topic sentence).

- **Related to the thesis:** The sentences should all refer to the central idea, or thesis, of the paper (Behrens & Rosen, 2018).
- **Coherent:** The sentences should be arranged logically and follow a definite plan for development (Behrens & Rosen, 2018).
- **Well-developed:** Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea (Behrens & Rosen, 2018).

**An example of a paragraph in which you can find the features above.**

Time management is crucial for university students. **Firstly**, effective time management allows students to balance their academic responsibilities with extracurricular activities, ensuring a well-rounded college experience. **Additionally**, students can reduce stress and improve their overall productivity by prioritizing tasks and setting clear goals. **For example**, a weekly schedule helps allocate sufficient time for studying, attending classes, and socializing. **Moreover**, good time management skills are essential for meeting deadlines and avoiding last-minute cramming, often leading to subpar performance. **In conclusion**, mastering time management is crucial for academic success and personal well-being in college.

***Basic paragraph structure***

Good paragraphs usually follow a particular structure:

- **Topic sentence**
- Supporting sentence 1
- Supporting sentence 2
- Supporting sentence 3
- **Concluding sentence(s)**

**Activity: Select one topic and write a paragraph about it.**

- There are several ways to spend your vacation in Thailand.
- There are several advantages to growing up in a small town.
- The role of the Internet in keeping me in touch with friends and family

**Cohesion and Coherence in Written Discourse**

The concepts of cohesion and coherence are essential for writing. Cohesion is the grammatical and lexical linking within a text or sentence that holds it together and gives it

meaning (Hoey, 1991). Coherence is the organization of its content with relevant ideas and concepts to create a unity of a text as a whole (Richards & Schmidt, 2003)

- In short, cohesion holds the paragraph together.
- Ideas flow from one sentence to another smoothly.
- Coherence- ideas are clear and logical.

Example:

1. When cats are hungry, they rub on your leg and demand immediate attention. However, when satisfied, they find a quiet place to sleep.
2. When cats are hungry, they rub on your leg and demand immediate attention. When they are satisfied, they find a quiet place and sleep.

Which sentence is easy to read? (1)

We should recognize how sentences connect to the main idea when we think of coherence.

Another example,



Figure 31: Yosemite National Park in California, USA.

Source: <https://capturetheatlas.com/visit-yosemite-national-park/>

1. Many people visit Yosemite National Park each year. They come to experience the magnificent rock cliffs' natural beauty and enjoy the great outdoors. These rock cliffs pose great danger from rockslides.
2. Many people visit Yosemite National Park each year. They come to experience the magnificent rock cliff's natural beauty and enjoy the great outdoors. **However,** they do not realize that as beautiful as they are, these rock cliffs also pose great danger from rockslides.

Which sentence is easy to read? (2)

**Read this short paragraph.**

I like reading novels because they tell exciting and moving stories. Moreover, some stories are instructive. By describing good and evil people and the bright and dark sides of life, such stories help me distinguish between right and wrong and understand people and life. As a result, reading them has perhaps made me wiser.

- Are the sentences in this paragraph connected? (Yes)
- Are the ideas clear and logical? (Yes)

**Read this paragraph.**

Jeffry has three main reasons for not going to university. First, his family is quite poor, and his four younger brothers and sisters are still in school. He feels a strong responsibility to help support his family financially as soon as possible. If he had attended university, his mother would have been left alone to care for the young children. Second, he has been offered a good job with excellent opportunities for promotion. Therefore, Jeffry has decided to take the job despite his desire to attend university.

- Are the sentences in this paragraph connected? (No)
- Are the ideas clear and logical? (No)

(A paragraph/passage may be cohesive, but it may not be coherent.)

**You may add some transition words to make the ideas clearer as follows:**

Jerry has three main reasons for not going to university. **First**, his family is quite poor; he still has four young brothers and sisters at school. He feels he should help his family financially as soon as possible. **Second**, if he went to university, his mother would be left alone to look after the young children. **Finally**, he has been offered a good job with excellent chances of promotion. **Consequently**, although he wants to attend university, Jeffry will take the job instead.

**Paragraph Improvement**

***Adding details to paragraphs***

Many paragraphs can be made better by adding details.

For example,

Although seat belts have been shown to save lives, people give several reasons for not using them. First, many people think they are a nuisance. Second, many people are lazy. Third, some people do not believe they will have an accident. Finally, some fear the seat belt will trap them in their car. All these reasons seem inadequate since statistics show that wearing seat belts saves lives and prevents serious injuries.

The above paragraph can be improved by adding details to answer the following questions:

- Why do not people like seat belts?
- In what way are people lazy?
- Why do people think they will not have an accident?
- Under what circumstances might people get trapped?

### *Improved version of the paragraph*

Although seat belts have been proven to save lives, people give several reasons for not using them. First, many individuals perceive seat belts as a nuisance, claiming they are uncomfortable and restrict freedom of movement. Second, some people are too lazy to take the time to put on and adjust their seat belts, especially if they are only traveling a short distance. Third, some believe they will not have an accident because they consider themselves careful and experienced drivers. They think they can respond quickly enough to avoid a crash. Finally, some fear a seat belt could trap them in their car during an accident. They worry that if a crash occurs, they might not be able to escape a burning vehicle or that they may become unconscious, preventing others from getting them out. Despite these concerns, the reasons for not wearing seat belts are inadequate, as statistics demonstrate that wearing them saves lives and reduces the risk of serious injuries. We will learn how to write academic essays (opinion and compare-contrast essays).

## Writing an Opinion Essay

### Is that a fact?

A **fact** is something that you know is true. You can prove it.

An **opinion** is something you think or believe to be true. You cannot prove it.

Which sentence is a fact?

A. Thailand has 76 provinces.

B. Thailand's economy is getting better now.

- I know Thailand is divided into 76 provinces, which is true, so it is a fact.
- I think many tourists are arriving in Thailand, so its economy will improve, but I cannot be sure, so it is an opinion.

### Identifying facts (objective statements) and opinions (subjective statements).

Highlight all the facts in **yellow** and **underline** the opinions.

1. The Earth orbits the Sun once every 365.25 days.
2. Summer is the best season for outdoor activities.
3. Water boils at 100 degrees Celsius at sea level.



4. The Great Wall of China is approximately 13,171 miles long.
5. Chocolate ice cream tastes better than vanilla ice cream.
6. The Great Gatsby is the most overrated novel of the 20th century.
7. The human body contains 206 bones.
8. Thailand's capital city, Bangkok, is known as Krung Thep in Thai.
9. Bangkok has the most vibrant nightlife in Asia.
10. Studying abroad is the most effective way to learn a new language.

### Answers

### Opinions:

- Summer is the best season for outdoor activities.
- Chocolate ice cream tastes better than vanilla ice cream.
- The Great Gatsby is the most overrated novel of the 20th century.
- Studying abroad is the most effective way to learn a new language.
- Bangkok has the most vibrant nightlife in Asia.

### Facts:

- The Earth orbits the Sun once every 365.25 days.
- Water boils at 100 degrees Celsius at sea level.
- The Great Wall of China is approximately 13,171 miles long.
- The human body contains 206 bones.
- Thailand's capital city, Bangkok, is known as Krung Thep in Thai.

### *The language of fact and opinion*

How do we distinguish between fact and opinion?

One way to differentiate between fact and opinion is to examine the language used. Language helps us decide whether a statement can be backed up with evidence and verified somehow. It can also help show whether the statement is someone's point of view, judgment, or belief.

### Examples of the language we use to express facts:

- This review has demonstrated...
- According to the results of the latest poll...
- The latest findings confirm...
- Researchers have recently discovered...

**Tip:** look at the keywords used to express facts - demonstrated, according to, confirm, discovered

**Examples of the language we use to express opinions:**

- The company claims that...
- The research team argues that...
- In Professor Donald's view...
- Most experts in this field suspect that...

**Tip:** Look at the keywords used to express an opinion - claims, argues, view, suspect.

**NOTE:** Facts and opinions can be manipulated. Opinions can be presented as facts simply by using the language of facts to present them.

An example to illustrate how facts and opinions can be manipulated and how opinions can be presented as facts simply by using the language of facts:

***Original Opinion:***

"Summer is the best season for outdoor activities because the weather is warm and sunny."

***Manipulated as a Fact:***

"Studies have shown that summer is the best season for outdoor activities due to the warm and sunny weather."

In this manipulated version, the opinion "Summer is the best season for outdoor activities" is presented as a factual statement by introducing it with "Studies have shown." This language implies that there is objective evidence to support the claim, even though it is still an opinion.

Another Example,

***Original Opinion:***

"Reading fiction is more enjoyable than reading non-fiction."

***Manipulated as a Fact:***

"Experts agree that reading fiction is more enjoyable than reading non-fiction."

By starting the sentence with "Experts agree," the statement is given an authoritative tone that makes it sound like a fact, even though it remains a subjective opinion.

**Key Points to Consider:**

1. Use of Authority: Phrases like "Studies have shown," "Experts agree," or "According to research" can make opinions sound like facts.
2. Specific Language: Using precise and definitive language (e.g., "is" instead of "maybe") can make an opinion seem more factual.
3. Lack of Evidence: Frequently, these manipulated statements lack specific evidence or citations to support them, instead relying on language to project authority.

**Writing a good introduction to an Essay, including IELTS writing task 2**

An introduction is crucial to an essay as it establishes the initial impression of your writing quality. A clear, organized, relevant introduction will create a positive first impression on the reader or examiner.

**Tip 1:** First, read and analyze the question

In Writing Task 2, you must address all parts of the question. Your introduction is the first step towards achieving this goal, as you must introduce your answer to the different aspects of the question.

**Tip 2:** Begin with a general statement and then focus on the details of the question

Writing Task 2, questions typically start with a general statement and then shift to more specific points or questions about the topic. Ensure your general information remains relevant and not overly broad.

**Tip 3:** Use your own words

Use the task as a reference for your introduction, ensuring that you do not directly copy any material from it. Verbatim copying indicates to the examiner that your language skills may be limited, which could negatively impact your band score. Instead, rearrange the information, utilize synonyms, and elaborate on more complex ideas in your own words.

**Tip 4:** State your position

You need to develop a position while exploring different aspects of the task. Your position must be clearly stated in the introduction.

**Tip 5:** Explain how you plan to develop your essay

This strategy is optional. However, briefly explaining your development plan can help organize your writing better. It is also an excellent way to inform the examiner about the content you will cover in the essay.

**Review your introduction**

After completing your essay, revisit your introduction to ensure that your final draft aligns with it.

**Study this example**

*Many believe social networking sites (such as Facebook) have negatively impacted individuals and society. To what extent do you agree or disagree with this statement?*

**Introduction 1 (Example)**

Most people nowadays use social networking platforms to communicate with others. (General statement about the topic) However, Social networking sites, for example, Facebook, are thought by some to harm individuals and communities. (Focus on the topic) While I believe such sites mainly benefit individuals, I agree that they have some damaging effects on local communities. (Your position/thesis statement)

**Introduction 2**

*Although women's positions have significantly changed in many societies over the past 50 years, these societies cannot claim to have achieved gender equality.*

To what extent do you agree or disagree?

Despite vast improvements in the position of women in society over the past half a century, we are still some ways from achieving gender equality. (General statement about the topic) Women who were around in the 1960s or 70s are indeed struck by the significant improvements in women's lives in the twenty-first century. (Focus on the topic) However, they still find evidence of significant inequalities. This essay will discuss three significant inequalities. (Your position/thesis statement)

**Which introduction is more suitable for the following essay topic?**

*Some people think computers and the Internet are important in children's studies, but others think students can learn more effectively in schools and with teachers.*

*Give reasons for your answer and include relevant examples from your knowledge or experience.*

**A** Computers and the Internet are very important for children's education because they can learn many things easily without going to school. However, I believe schools can play a significant role in children's education. For example, computers cannot teach everything that children need. I agree with this statement and present my views in this essay, referring to some examples from my knowledge and experience.

**B** How children study and learn at home and school today is very different from the past, and the availability of modern technology has been influential in this change. However, while modern technologies, such as computers and the Internet, are important in assisting a child's learning, experienced teachers should guide this learning. This essay will

present a balanced argument concerning how students can learn efficiently using technology guided by teachers at school.

**C** People have no life without communication technology today. Most people use computers and the Internet for various purposes. The computer and the Internet can also enhance students' general understanding of how to solve difficulties in their studies and give them vital skills in readiness for later life. Traditional teacher-fronted instructions may be boring for children living in the modern world. This essay will discuss why computers and the internet are helpful for children's studies.

**Answer:**

**B is more suitable.**

**A uses the exact wordings as the question, which is not correct.**

**Also the ideas of "C" seem reasonable. The coherence of the text is flawed.**

**Activity:**

*In some countries, many people suffer from health problems because of eating too much fast food. It is, therefore, necessary for governments to impose a higher tax on this kind of food. To what extent do you agree or disagree with this opinion?*

**Arrange the following sentences to form an introductory paragraph to the above essay topic. Put numbers in the right order.**

_____	A. This essay will discuss some reasons supporting my views.
_____	B. Some believe the only solution is to make fast food less affordable by taxing it highly.
_____	C. Even though the health problems associated with fast food are severe, increasing the tax on fast food may not bring about the expected health benefits for people.
_____	D. Nowadays, more and more people are affected by health issues such as diabetes and heart diseases linked to the overconsumption of fast food.

**Answers: A. 4 B. 2 C. 3 D. 1**

Now, write the introductory paragraph below.

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**Activity: Write an introduction to the following essay topic.**

**A.** Living in a country where you must speak a foreign language can cause practical and social problems. To what extent do you agree or disagree with this statement?

Use specific reasons and examples to support your answer.

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**Activity:**

Organize your essay according to the guidelines in the table below and use a separate sheet of paper.

*Many believe that social networking sites (such as Facebook) have negatively impacted individuals and society. To what extent do you agree or disagree with this statement?*

**Organize your essay according to the guidelines shown in the table**

<b>Introduction-</b> (general statement about the topic/Focus on the topic/thesis statement)
<b>First paragraph-</b> positive effects of social media Topic sentence- <i>Using social media can have several advantages in communication.</i> 1. supporting sentence (Use examples or further explanation to support the claim made in the topic sentence) 2. supporting sentence (Use examples or further explanation to support the claim made in the topic sentence) 3. supporting sentence (Use examples or further explanation to support the claim made in the topic sentence)
<b>Second paragraph-</b> negative effects of social media Topic sentence- <i>Using social media can have some negative impact on people.</i> 1. supporting sentence (Use examples or further explanation to support the claim made in the topic sentence) 2. supporting sentence (Use examples or further explanation to support the claim made in the topic sentence) 3. supporting sentence (Use examples or further explanation to support the claim made in the topic sentence)
<b>Conclusion</b>

**Concluding Phrases:**

In conclusion

In summary

Overall

**Restate Opinion:**

In an opinion essay, paraphrase your original thesis statement.

In an argument essay, state your opinion, often using phrases such as "Having considered both sides of the argument, I believe..."

**Summary:**

Paraphrase the main idea of each body paragraph in very brief terms.

Never include examples or explanations; these belong in the essay's body.

**Concluding Comment:**

Give the reader something to think about.

Highlight the importance of the issue you have just discussed.

Ask the reader to consider the future consequences if the issue is unresolved.

Recommend a course of action that the reader or society should follow.

**Study the following opinion essay.**

Topic -Some people say that using a mobile phone while driving can be dangerous, while others believe that using a mobile phone carefully while driving does not lead to any danger. Do you agree or disagree with this statement? Use specific reasons and examples to support your answer.

Introduction with a thesis statement

**General information about mobile phones**

A mobile phone is a useful device people use to communicate with others. However, nowadays, the number of road accidents is increasing worldwide, and as a result, many people die or become physically handicapped. It has been reported that one of the leading causes of road accidents is distracted driving. I agree that calling someone with a mobile phone while driving can be risky for three reasons, which I will discuss in this essay.

The first reason is the distraction of attention. If a driver uses a mobile phone while driving, he/she will not be able to focus his/her attention on the road. The road is generally busy with lots of vehicles and people. Therefore, drivers should take extra care while driving on busy roads. It will not take much time for an accident to happen. For example, suppose you



want to answer a call you receive from someone while driving, and you suddenly take your phone and hold it in one hand while you have the steering wheel in the other. You may need to slow down your vehicle to take it to the right side of the road. However, imagine you forgot to signal to other drivers behind you. In such a situation, it is most likely that the vehicle coming closer to you may crash your car because you did not let others know what you would do. This is one example. Dangerous accidents can happen due to the carelessness of drivers. Therefore, we should always be attentive when we are on the road.

#### Paragraph 1

Using a mobile phone while driving is an illegal practice in our country. According to the law, no one can use a hand phone while driving a vehicle. There has been an increase in road accidents over the past few years, and it has been reported that the use of mobile phones is linked to many of those accidents. According to the records of the Thai Police, 50 persons died in 2020, and it has been revealed that half of them died using mobile phones while driving. Moreover, if a driver is caught using his mobile phone while driving, he/she will be fined. In my opinion, this is a good step for the government to take to reduce traffic-related accidents. Given this, people should not use their mobile phones while driving because it is illegal.

Another reason is related to physical disability. Some people who meet with accidents on the road get serious injuries, and because of such injuries, their limbs may be amputated. If a person becomes an amputee, his family must look after him, and he will not be able to do any job. Such people will be a burden to the families and society as well. Therefore, to avoid this condition, people should use safe cell phone methods while driving. For example, you can use earphones so that both hands are on the steering wheel while answering a call. So, this way may be safe and easy for any driver who wants to keep in touch with their family and friends while driving.

In conclusion, as is clear from the above reasons, we should try to avoid using mobile phones while driving. If we can always do this, we are helping our country maintain a road network free from dangers. Given that we should strive to maintain risk-free roads, I strongly support the view that drivers should avoid using mobile phones while driving.

As is evident from the reasons stated above (Refer back to the three reasons)

(Evaluate, forecast future, make recommendations)

**Activity:**

**Write an opinion essay using the following essay topic. Include three reasons, and your essay should have five paragraphs, including an introduction and conclusion.**

Use the information below to write an essay about **“Britain is one of the best countries in the world for a living.”**

Three reasons/points

**Introduction****Paragraph 1**

**First**, excellent transport system- buses, trains, taxies

**Paragraph 2**

**Second**, a high standard of education- good schools and universities with facilities to learn and well-trained teachers.

**Paragraph 3**

**Third**, Britain's cities are clean and beautifully kept, making them desirable places to live.

**Conclusion****Lesson plan**

**The topic of the lesson:** Health problems

**Writing Skills:** Writing an opinion essay

*In some countries, an increasing number of people are suffering from health problems as a result of eating too much fast food. It is, therefore, necessary for governments to impose a higher tax on this kind of food. To what extent do you agree or disagree with this opinion?*

**Fast-food and obesity**

**Level:** Intermediate level/Advanced level

**Time:** 50 Mins

**Teaching aids:** Worksheets/Computer/Multi-media projector/whiteboard

**Objective(s):**

1. To express the writer's perspective about the topic.
2. To provide arguments supporting the writer's point of view.



Figure 32: Fast Food

Source: <https://media.nutrition.org/wp-content/uploads/2021/09/SEP-2021-nutritino.org-Blog-Posts-Image-Content-2-1030x687.jpg>

### Subsidiary objectives:

1. Encourage students to follow the steps involved in writing.
2. Expose students to writing as a personal and social activity.

**Anticipated problems/Possible solutions:** If students cannot write the essay, I will let them work in pairs or groups.

### Assumption:

1. Students will find opinion writing interesting because expressing an opinion is one of their rights, and it is directly related to their lives.
2. Students will find the lesson beneficial as they will practice writing skills that they need in their academic life and social life.

### Procedure:

#### Pre-writing activity:

**Fill in the gaps with the correct collocating word from the box**

deny	penalize	urgent	treat	detrimental	size	severity	crisis
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1. It is hard to \_\_\_\_\_ that the problem is getting worse.
2. Giving children little \_\_\_\_\_ like sweets and chocolate is bad for their teeth.
3. There is an \_\_\_\_\_ need for more beds at the local hospital.

4. It is not fair to \_\_\_\_\_ people who have a lower income.
5. Smoking is very \_\_\_\_\_ to health.
6. Shared plates of food make it hard to control portion \_\_\_\_\_ .
7. The obesity \_\_\_\_\_ is linked to the increase in processed food.
8. The \_\_\_\_\_ of the situation has meant that the government is now acting.

### Answers

- 1- deny      2- treat      3- urgent      4- penalize  
 5- detrimental      6- size      7- crisis      8- severity

### Activity 2.

**Choose the correct linking word. Both may be correct, or neither may be correct.**

1. Some people think it is not good to eat carbohydrates\_\_\_\_\_, but most dieticians believe they are part of a healthy diet.  
 a. However      b. Nevertheless      c. Both above      d. Neither of the above
2. \_\_\_\_\_ what many people think: the USA does not have the most obese population.  
 a. Despite      b. Although      c. Both above      d. Neither of the above
3. I see can see their point; I still believe that they are wrong.  
 a. Even though      b. Although      c. Both above      d. Neither of the above
4. Vegetables are a good source of fiber. \_\_\_\_\_, they contain many nutrients and vitamins.  
 a. On the other hand      b. In addition      c. Both above      d. Neither of the above
5. \_\_\_\_\_ Fast food is bad for you; many people enjoy it.  
 a. Despite      b. Even though      c. Both above      d. Neither of the above
6. \_\_\_\_\_ economic crisis, the employment rate is falling.  
 a. Despite      b. In spite of      c. Both above      d. Neither of the above

### Answers

- 1- Both above  
 2- Despite  
 3- Both above  
 4- In addition  
 5- Even though  
 6- Neither of the above

Group 4-5 students in one group and conduct a discussion about fast food and its health problems. Draw students' attention to two pictures and ask whether they eat fast food.

- Is it healthy?
- What is the problem with this kid?
- Is there a connection between fast food and this kid?

Try to elicit what students know about fast food and its related health problems, especially obesity and heart problems.

Students must understand the essay topic before writing and explain it to the class if unsure. *In some countries, an increasing number of people are suffering from health problems as a result of eating too much fast food. It is, therefore, necessary for governments to impose a higher tax on this kind of food. To what extent do you agree or disagree with this opinion?*

*The most important detail is that the groups should brainstorm all they know about fast food and how it can lead to obesity and other health problems. They should also write an introduction, which they can use the same introduction or write a new one. Finally, they should start writing the essay.*

Check the introduction to ensure it has the necessary parts (General statement, Focus on the problem, Thesis statement).

Next, students can advance to the next stage, "composing." At this stage, they should begin writing their essay. First, they must choose three points to discuss, as this will be the first essay your class will write. You can suggest the following three points.

*The first paragraph: Eating fast food has become a trend among many teenagers.*

This serves as the topic sentence for the first paragraph. Since they are already familiar with writing paragraphs, students should write one paragraph on this point. They can follow the same structure as in the previous essay.

You can introduce the second point once each group has completed writing the first paragraph. If any group has chosen a different second point, allow them to continue.

*The second paragraph: Taxing fast food to reduce obesity may be ineffective.*

Encourage each group to think critically about this issue and write down their ideas. Remind students to use connecting words to link sentences and transition words between

sentences to ensure the text flows coherently. After writing the second paragraph, they can move on to the third.

*The third paragraph: Balancing the essay by discussing the opposing viewpoint.*

If possible, ask the students to highlight a disadvantage of taxing fast food (for example, a potential downside of implementing such a tax). For instance, they could acknowledge that while many believe firm action is needed regarding fast food, they should also explore the positive outcomes that could arise from high taxes on fast food and the negative consequences.

Students should refer to the organizational guidelines provided in the table on page 23 to conclude their essays effectively.

After completing their essays, students are encouraged to reread and revise their work. They should examine the meaning and message, remove irrelevant ideas, and assess the overall structure to ensure it is tailored to the reader. Additionally, a grammar check is necessary.

Students must also participate in the peer-editing stage, where they read each other's work and provide feedback on content, structure, and grammar. They can utilize the peer-editing checklist included below.

Peer editing checklist	Yes	No
<b>Introduction</b> 1. Does the introduction include a general statement about the essay topic? 2. Does the introduction include a sentence focusing on the problem/issue? 3. Does the instruction include a thesis statement that strongly and clearly states the writer's point of view that supports the thesis statement?		
<b>Body paragraphs</b> 4. Does each paragraph contain a point/reason (a topic sentence followed by supporting sentences)?		

Peer editing checklist	Yes	No
5. Does the writer use examples/evidence from research studies to support their opinions?		
6. Are the paragraphs arranged in a logical sequence?		
7. Have you made clear transitions between paragraphs?		
8. Does each paragraph contain a concluding sentence?		
<b>Conclusion</b>		
9. Does the conclusion remind readers of the essay's main points without going into too much detail and repeating everything readers just read?		
<b>General</b>		
10. Do the ideas flow smoothly from one to the next?		
11. Do the sentence structure and length vary?		
12. Are cohesive devices (joining words/transition words/phrases) used effectively?		
13. Are sentences free from grammatical errors?		
14. Is the essay coherent?		
15. Has the writer appropriately cited quotes, paraphrases, and ideas he got from sources?		
16. Are the citations in the correct format?		

Students should be given more time to re-write the text after peer editing, followed by teacher feedback.

### Teacher feedback

After writing essays, the teacher should provide each group with written or oral feedback.

### *Tips For Responding to Students' Writing*

1. **Say something positive.** It is just as important to know what we are doing well in our writing as what things need improvement.
2. **Talk about your responses while reading the work.** "When I read this sentence, I wondered if the paragraph would be about this topic." Be sure to ask lots of questions.



3. **Critique the writing, not the writer.** Instead of telling someone they have trouble staying on topic, say, “This paragraph does not seem to support your thesis.”
4. **Be specific.** If you make a statement about the lack of organization in the paper, be sure to point to specific places in the writer’s draft as examples.
5. **Prioritize your comments.** Start with more significant concerns—the quality of the argument, the thesis, and the structure of the paper—and then move to more minor issues like wordiness, grammar, punctuation, and spelling.
6. **Summarize comments in a paragraph or two.** Write your key comments and suggestions on the back of the paper or a separate sheet so the writer can refer to them later while revising.

**Study the following comments written by instructors for students’ essays.**

This is an example of a writing instructor’s comments about a student’s essay that has a satisfactory comment.

You address both aspects of the task and maintain a clear position throughout your response. The main ideas are generally clear and relevant; however, some supporting ideas lack focus. Your ideas are well organized, and there is a clear overall progression. Nevertheless, there are instances where points are not well integrated into the argument. You use a good range of cohesive devices effectively, although there are noticeable lapses, such as the underuse of connectives and substitutions, as well as some issues with referencing. You demonstrate a good range of vocabulary with flexibility and precision, and you show a sound awareness of style and collocation.

However, minor systematic errors persist, and punctuation is unhelpful. Overall, your response is satisfactory.

***Another example that has a poor comment.***

The introduction lacks clarity, and the ideas presented are limited. There is no overall progression throughout the text. While cohesive devices are used, the vocabulary is essential but not controlled effectively. There are frequent errors in word choice and collocation, and the sentence structures are limited. Additionally, there are a high number of grammatical and punctuation errors and attempts to use complex structures are rare and often inaccurate.

Writing teachers must organize their comments into higher and lower-order concerns to ensure the work's overall meaning and/or effectiveness of the argument.

**Higher Order Concerns:**

1. What is the writer's position (thesis/main point)?
  - Is that position communicated to the reader?
  - Point to places in the text where the position is articulated and argued.
2. What evidence does the writer provide to support his/her position?
  - Is the evidence persuasive?
  - Specific enough?
  - Well-documented if from another source?
  - Does the evidence match the point being made?
3. How is the piece of writing organized?
  - Does the writer follow a logical sequence to guide the reader through his/her reasoning?
  - Are transitions needed?
  - What about other organizational cues, like headings and subheadings?
4. Think about the overall effectiveness of the piece.
  - Does the writer accomplish his/her goals?
  - If not, point to one or more areas where the writer should focus his/her attention for the next revision.

**Lower Order Concerns:**

1. Are the "mechanics" correct, e.g., sentence structure, sentence syntax (phrasing and word choice), grammar, punctuation, citations, and spelling?
2. Are there stylistic problems you find distracting? (Like unclear use of "this" and "it" or wordiness.)

**Providing oral feedback**

Student-teacher conferences provide valuable individualized feedback on student writing at both surface and content levels. Writing instructors should ensure they offer oral feedback, as many students tend to overlook written comments.

**Allocating marks**

Writing instructors should utilize established and internationally recognized marking criteria, such as the IELTS Writing Task 2 rubrics, which can be adapted for their writing courses.

**Writing Rubrics (Each criterion is scored out of 5, and the total is 20 marks)**

<b>Score</b>	<b>Task response</b>	<b>Coherence and Cohesion</b>	<b>Lexical resource</b>	<b>Grammatical range and accuracy</b>
5	<ul style="list-style-type: none"> <li>* Fully addresses all parts of the task.</li> <li>* Present a fully developed position in answer to the question with relevant and well-supported ideas.</li> </ul>	<ul style="list-style-type: none"> <li>* The answer shows good cohesion.</li> <li>* Sequence information and ideas logically.</li> <li>* Use paragraphing sufficiently and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>* Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>* Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
4	<ul style="list-style-type: none"> <li>* Sufficiently addresses all parts of the task.</li> <li>* Presents a clear position in response to the question with ideas, but there may be an over-generalization, and/or supporting ideas may lack focus.</li> </ul>	<ul style="list-style-type: none"> <li>* Arranges information and ideas coherently, and there is a clear overall progression.</li> <li>* Uses cohesive devices effectively,</li> <li>* Uses paragraphing, but not always logically.</li> </ul>	<ul style="list-style-type: none"> <li>* Uses a sufficient range of vocabulary to allow some flexibility and precision.</li> <li>* Uses less common lexical items with some awareness of style and collocation.</li> <li>* May produce occasional errors in word choice, spelling, and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>* Uses a variety of complex structures.</li> <li>* Produces frequent error-free sentences.</li> <li>* Has good control of grammar and punctuation but may make a few errors.</li> </ul>
3	<ul style="list-style-type: none"> <li>* Addresses the task partially.</li> <li>* Expresses a position, but not always clear.</li> <li>* Presents some main ideas, but these are limited and not sufficiently developed.</li> </ul>	<ul style="list-style-type: none"> <li>* Presents information and ideas, but these are not arranged coherently, and there is no clear progression in the response.</li> </ul>	<ul style="list-style-type: none"> <li>* Uses a limited range of vocabulary, but this is minimally adequate for the task.</li> <li>* May make noticeable errors</li> </ul>	<ul style="list-style-type: none"> <li>* Uses only a limited range of structures</li> <li>* Attempts complex sentences, but these tend to be less</li> </ul>

Score	Task response	Coherence and Cohesion	Lexical resource	Grammatical range and accuracy
	* There may be irrelevant detail.	* Uses some basic cohesive devices, but these may be inaccurate or repeated. * Does not write in paragraphs, or their use may be confusing.	in spelling and/or word formation that may cause some difficulty for the reader.	accurate than simple sentences. * May make frequent grammatical errors, and punctuation may be faulty; errors can cause some difficulty for the reader.
2	* Does not adequately address any part of the task. * Does not express a clear position. * Presents a few ideas which are largely undeveloped or irrelevant.	* Does not organize ideas logically. * May use a very limited range of cohesive devices, and such devices may not indicate a logical relationship between ideas.	* Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling. * Errors may severely distort the message.	* Attempts sentence forms, but errors in grammar and punctuation predominate and distort the meaning.
1	* Answer is completely unrelated to the task.	Has very little control of organizational features.	* Uses an extremely limited range of vocabulary; essentially, no control of word formation and/or spelling.	* Cannot use sentence forms except in memorized phrases.
0	* Does not attend. * Does not attempt the task in any way.			

Writing instructors should maintain copies of students' work for use in future lessons. They should also encourage students to keep their writing organized in a file to track their progress. The writing task concludes once the teacher provides feedback and assigns scores.

### ***Writing activity for an opinion essay***

Write an opinion about the following essay topic.

Living in a country where you must speak a foreign language can cause practical and social problems. To what extent do you agree or disagree with this statement? Use specific reasons and examples to support your answer.

The next type of academic writing we will learn is comparing and contrasting essays. This essay type comes under expository writing.

## **Compare and contrast essays.**

### **Introduction**

In our daily lives, we frequently compare and contrast various aspects, such as the neighborhoods we want to live in, the prices of homes we plan to buy, the integrity and policies of political candidates, and the salaries, benefits, and working conditions associated with job opportunities. In college, we often find ourselves comparing and contrasting leaders, governments, cultures, literature, technology, writers, and philosophies.

To write a compare-and-contrast essay, it is essential to identify the similarities and differences between two or more subjects. Begin by brainstorming a list of these points for each subject. Then, provide examples to illustrate each point clearly.

You need to explain how things are similar or different in writing. When you compare two things, you explain their similarities, and when you contrast them, you explain how they are different.

### ***Examples and exercises for comparison***

**Read and understand the meanings of the sentences below.**

1. Thailand grows **rice**.
2. Vietnam grows **rice**.
  - Thailand grows rice. **Similarly**, Vietnam grows rice. (**Likewise** = **Similarly**)
  - Thailand grows rice, and Vietnam does too.

1. Thailand has **big supermarkets**.
2. Malaysia has **big supermarkets**.
  - *Thailand has big supermarkets. **Likewise**, Malaysia has big supermarkets.*
  - ***Both** Thailand **and** Malaysia **have** big supermarkets.*

### More linguistic examples and exercises with comparison

There are many words and sentence patterns to show comparisons in English.

### Signal words of comparison

similarly	likewise	both.....and	as (adjective) as	
as (adverb) as	like	the same.....as	alike	similar to

### Examples:

Tina sings **beautifully**. Bam sings **beautifully**. (Adverb)

*Tina sings **as** beautifully **as** Bam.*

1. The weather in Thailand is **like** the weather in Laos.
2. **Either** the clerk **or** the secretary has the keys to the store room.
3. **Neither** Aye **nor** Penguin studies engineering this semester.
4. I feel **the same as** I did yesterday.
5. The two cars are much **alike**.
6. The population in Kuwait is **similar to** the population of Qatar.

### Examples for **neither** or **not either**.

I do not like junk food. My brother does not like junk food.

- I do not like junk food, and my brother does not **either**.
- I do not like junk food, and **neither** does my brother.

Rajaburi is not a big city. Phetchaburi is not a big city.

- Rajaburi is not a big city, and Phetchaburi is not **either**.
- Rajaburi is not a big city, **and neither** is Phetchaburi.

### Activity 1.

Join the two sentences below using the signal words of comparison. Use different signal words in your comparison.

1. Ann studies at Silpakorn University.

2. Kwan studies at Silpakorn University.

A. \_\_\_\_\_  
(similarly)

B. \_\_\_\_\_  
(likewise)

C. \_\_\_\_\_  
(both \_\_\_\_\_ and)

D. \_\_\_\_\_  
(and \_\_\_\_\_ does too)

**1. Use the signal words given below to complete the paragraph (A paragraph of comparison).**

(Both, similarly, secondly, in the same way, Thirdly, Likewise)

My hometown and my college town share several similarities. First, 1) \_\_\_\_\_ are small rural towns. For example, my hometown, X, has only 7000 local people. 2) \_\_\_\_\_, my college town, Y, consists of about 6800 residents. This population increases to 8000 when college students start attending the classes. 3) \_\_\_\_\_, they are both located on the coast. X has many gardens where people grow different kinds of vegetables and limes 4) \_\_\_\_\_ the people in Y are mostly farmers who grow vegetables. 5) \_\_\_\_\_ X is famous for fishing and ancient forts. 6) \_\_\_\_\_, Y is also famous for fishing and old forts.

(Adapted from <https://www.scribd.com/document/340708441/>)

### Answers

1. both    2. Likewise    3. Secondly    4. In the same way,    5. Thirdly,    6. similarly

**2. Use the signal words below to complete the paragraph (A contrast paragraph).**

(whereas, another difference, but, also differ in, however, while, In addition)

Even though Arizona and Rhode Island are both states of the U.S., they are different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, 1) \_\_\_\_\_ Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. 2) \_\_\_\_\_ is in the size of the



population of each state. Arizona has about four million people living in it, 3)\_\_\_\_\_ Rhode Island has less than one million. The two states 4) \_\_\_\_\_ the kinds of natural environments that each has. For example, Arizona is a very dry state with large desert areas that do not receive much rainfall yearly. 5)\_\_\_\_\_, Rhode Island, is located in a temperate zone and receives an average of 44 inches of rain per year. 6)\_\_\_\_\_, 7)\_\_\_\_\_ Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

(Adapted from <https://brainly.com/question/21162966>)

### Answers

1. whereas
2. Another difference
3. but
4. Also differ in
5. However
6. In addition
7. while

### 3. Use the signal words given below to complete the paragraph. Some extra signal words are also provided, but you do not need to use them all.

(in the same way, likewise, another similarity, similarly, whereas, too, while, both, however, alike)

Even though we come from different cultures, my wife and I are alike in several ways. For one thing, we are 1) \_\_\_\_\_ thirty-two years old. Our birthdays are in the same month; hers is on the 10th of July, and mine is on the 20th of July. 2) \_\_\_\_\_ is that we both grew up in large cities. Helene was born and raised in Paris, and I come from Yokohama. Third, our hobbies are 3)\_\_\_\_\_. My wife devotes a lot of her free time to playing the piano. 4) \_\_\_\_\_, I like to spend time after work playing my guitar. A more important similarity concerns our values. For example, Helene strongly believes in educating our children and raising them to know right from wrong. I feel 5)\_\_\_\_\_. Our children should receive a good education and have strong moral training.

(Adapted from <http://www.efl.arts.gla.ac.uk/CampusOnly/essays/15web.htm>)

### Answers

- |                    |                       |
|--------------------|-----------------------|
| 1. both            | 2. Another similarity |
| 3. Alike           | 4. Similarly          |
| 5. In the same way |                       |

***Demonstration of writing a compare-and-contrast essay***

You can use a simple, practical example by comparing two hotels in your city or country. Depending on your preference, you can choose two objects, places, problems, events, or people. Use the table below to help outline your comparison.

Start by identifying comparable points between the two hotels. Then, guide the students on how to write a topic sentence for a compare-and-contrast essay. After that, explain how to include supporting details. Finally, provide guidance on writing a conclusion.

By the time students reach this stage, they should have had some practice in writing a compare-and-contrast essay on various topics. You can apply the process genre writing model to compare-and-contrast essays, just as we did with opinion essays.

Students should write a paragraph before they write an essay. The following writing activity can be given to this end.

When writing compare/contrast essays, there are two ways to organize them. One method is the point-by-point method. The second method is called the block method. Either one is acceptable. However, the Point-by-Point method is often the clearest.

If you want to organize your paragraph/essay using The Point method, it should look something like the below:

Point 1- One similarity between the two hotels

E.g. Both are modern luxury hotels

Point 2- One difference between the two hotels

E.g., the Asia Hotel has 50 rooms, while the Palm Beach Hotel has 75 rooms

Like the pattern described above, you can describe the other similar and different features in both hotels.

Suppose you want to organize your paragraph/essay using the block method. In that case, you must first write all the similarities in both hotels in one paragraph and all the differences in both hotels in another paragraph.

Do the following activity either individually/ in pairs or in groups.

**Write a paragraph comparing and contrasting the Asia Hotel in Bangkok and the Palm Beach Hotel in Pattaya.**

<b>Asia Hotel in Bangkok</b>	<b>Palm Beach Hotel in Pattaya</b>
<i>Modern luxury hotel</i>	<i>Modern luxury hotel</i>
50 rooms	75 rooms
Serves Thai and Chinese food	Serves Indian and Western food
The room charges 15 USD per night	The room charges 10 USD per night
<i>Has Wi-fi</i>	<i>Has Wi-fi</i>
Far from beach	Close to the beach
No swimming pool	Has a swimming pool
Two restaurants	Four restaurants
<i>Provides transport from the hotel to the airport</i>	<i>Provides transport from the hotel to the airport</i>
Live music concert on Thursday only	Live music concert on Friday and Saturday
<i>Has a gym</i>	<i>Has a gym</i>

Begin your paragraph like this. Use the Point-by-Point method. The introductory sentence and the conclusion have already been written. You should use joining words and transition words/phrases

There are similarities and differences between the Asia Hotel in Bangkok and the Palm Beach Hotel in Pattaya.

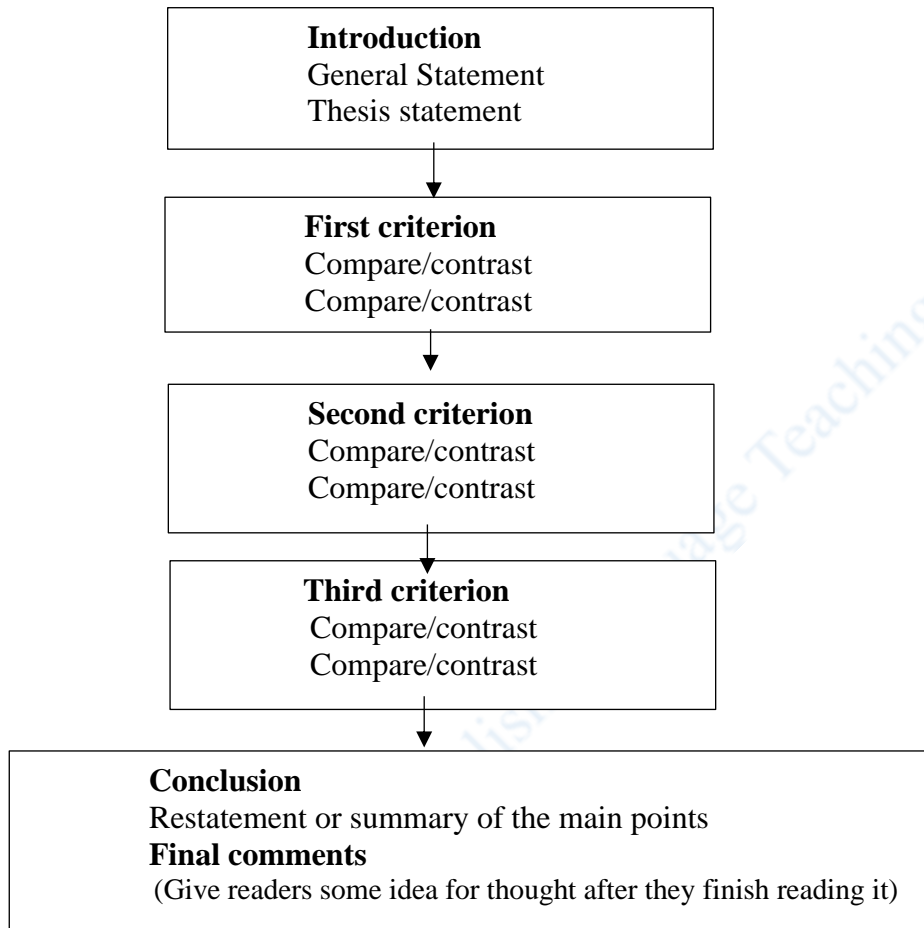
In conclusion, these two hotels have several things in common. If you happen to be in Bangkok, you can stay at the Asia Hotel. However, if you are looking for accommodation in Pattaya, I recommend the Palm Beach Hotel.

Once students finish writing the paragraph, the teacher should check students' work and provide them with feedback.

We will now explore how to write a compare-and-contrast essay. First, it's important to remember that the steps we follow in writing an opinion essay are mostly the same, with a few specific rules to keep in mind.

You must include a general statement about the topic and a thesis statement in your introduction. In a compare-contrast essay, you should select three criteria to discuss. Study the compare/contrast essay structure as shown below.

Compare/contrast essay organizational structure.



### COMPARISON AND CONTRAST ESSAY-Sample

**Compare and contrast between watching movies at home and going to the cinema using three criteria: environment, costs, and different categories.**

(This example essay uses Point-by-Point method)

(General statement about watching movies- to attract the reader's attention)

It is a commonly accepted view that most people like watching movies, whether action, drama, comedy, or any other genre. Movies have become a pastime for people of all ages across the world. Assuming that watching movies at home and in a cinema has both advantages and disadvantages, this essay will compare and contrast watching movies at home and the cinema on three criteria: environment, costs, and different styles. (Thesis statement)

**The first criterion is the environment.** Both cinema and home are different in several ways. When you go to the cinema, you can have a better watching experience because there are bigger screens than computers or television and realistic sound effects. Unlike watching the same movie in a home environment, you may enjoy what you see. Besides, a person needs to obey many rules and cannot drop litter around or make loud noises. In contrast, when you watch movies at home, you can choose to watch a movie you want to watch on the computer or television. At the same time, the environment is convenient for you; you can sit in any posture in front of the TV screen and do any activity you like. The sound effects at the cinema are sometimes harmful to your ears, and you cannot control them as you can on your TV or computer.

**The second criterion is the cost.** Watching movies in the cinema is more expensive than watching a movie at home. It means you need to buy a ticket and maybe something to drink and eat while watching the movie, whereas if you choose to watch a movie at home, you do not pay for anything. Then the time you must spend at the cinema is another matter you must consider. Generally, cinemas are not in cities, so you may have to travel from home. It takes time, and you may have to spend extra time in addition to the movie. If you watch a movie at home, you do not need to spend any extra time, and this may be a time-saving activity. However, when you watch movies at home, you can watch them free of charge and do not need to wait in a queue as you do in a cinema hall. There are several movies available on the website. You can choose the movies you prefer and watch them when you want, unlike at the cinema where films are shown at a scheduled time.

**Another criterion is that there are different categories of movies.** When people go to the cinema, they have no choice. Instead, they should watch what is shown there. However, they can watch the latest movies. This can be an advantage for the viewers. On the other hand, when you stay at home, you can also manage many movies, but not the latest ones, because they are not released on the web. If you go to the cinema and meet new people, you can develop new relationships with them, and such relationships may be helpful to you in the future.

**In conclusion,** there are several differences between watching movies at the cinema and at home. If you have enough money and time and want to socialize with others, you may select the cinema more than home. However, if you want to save money and feel relaxed while watching movies, you may choose to watch movies at home. Since this is a personal preference, you should be wise enough to spend your pastime usefully.

**Lesson plan****The topic of the lesson:****Writing Skills:** Writing a compare-and-contrast essay**Writing topic:***Some people want to live in a house, while others prefer living in an apartment.**Does living in a house bring more advantages than living in an apartment?*

Compare and contrast living in a house and living in an apartment using three criteria: benefits, cost, and social interaction.

**Level:** Intermediate level/Advanced level**Time:** 50 Minutes**Teaching aids:** Worksheets/Computer/Multi-media projector/whiteboard**Objectives:**

1. To show differences and similarities between the two options.
2. To help the reader to choose the best option out of two.

**Subsidiary objectives:**

1. Encourage students to follow the steps involved in the process of writing.
2. Expose students to writing as a personal, academic, and social activity.

**Anticipated problems/Possible solutions:** If students cannot write the essay, I will let them work in pairs or groups.**Assumption:**

1. Students will find comparison/contrast essay writing interesting because in real life students do compare and contrast things, and it is directly related to their lives.
2. Students will find the lesson beneficial as they will practice writing skills that they need in their academic life and social life.

**Procedure:**

1. First, you must talk about the essay topic and see if students can understand it. To begin with, you may ask about what type of houses they live in. Based on their responses, you can continue asking about their preferences for living in a house or an apartment. Moreover, you can get students to ask why they like living in a house or apartment. You can put students into a few groups and tell the class that they are going to write a compare/contrast essay on the topic below.

*Some people want to live in a house, while others prefer living in an apartment.**Does living in a house bring more advantages than living in an apartment?*

Compare and contrast living in a house and living in an apartment using three criteria: benefits, cost, and social interaction.

**Pre-writing activity:** You can ask them to discuss the advantages and disadvantages of living in a house or an apartment.

Draw a table like the one below on the whiteboard and ask each group to write the advantages and disadvantages of living in a house and an apartment.

Benefits of living in a house	Benefits of living in a flat
1. Can enjoy your privacy 2. _____ 3. _____	1. Most facilities like shops, transport, entertainment venues, and restaurants are available. 2. _____ 3. _____
Problems of living in a house	Problems of living in an apartment
1. You should bear all costs relating to repair, maintenance, and taxes. 2. _____ 3. _____	1. Most of the apartments do not have an outdoor area. 2. _____ 3. _____

After each group completes the table above, you can ask them to write the introduction following the compare/contrast essay organizational structure as shown above.

When writing the essay, students can follow the process genre model of writing as discussed in opinion writing (Pre-writing, composing, re-reading and revising, peer editing, and teacher feedback).

From the pre-writing stage to peer editing, students can work in groups, and for the peer editing checklist, they can use the following.



Peer editing checklist for compare/contrast essays	Yes	No
<b>Introduction</b> 1. The essay has an introduction that consists of a general statement about the essay topic and a thesis statement with three criteria.		
<b>Body paragraphs</b> 2. The appropriate essay structure is used, either block or Point-by-Point method. 3. The essay has strong support (facts, reasons, examples, and evidence from different sources). 4. Each paragraph has a clear topic sentence. 5. The paragraphs include transition words/phrases.		
<b>Conclusion</b> 6. The conclusion includes a summary of the main points.		
<b>General</b> 7. The ideas flow smoothly from one to the next. 8. The writer discusses the relevant comparable and contrastive points. 9. The sentence structure and length vary. 10. Cohesive devices (joining words/transition words/phrases) are used Effectively. 11. Sentences are free from grammatical errors. 12. The essay is coherent. 13. The writer has appropriately cited quotes, paraphrases, and ideas he got from sources. 14. The citations are in the correct format (APA).		

**Writing activity for a compare and contrast essay** (Can be done as an individual or a group task)

You should write a compare and contrast essay about the following essay topic.

*A growing number of people own personal vehicles, which they find more convenient than public transport. Compare the public and private modes of transportation using three criteria.*

#### **Assignment 1(Individual task)**

In some countries, there are not enough medical and educational facilities in rural areas. Some people believe newly graduated teachers and doctors should be sent to rural areas to

work for some time, while others suggest that people should be free to choose a place to work. Discuss both views and give your opinion.

**Assignment 2 (Individual task)**

“Not everything that is learned is contained in books” is often cited. Many believe that we learn most things from experience, while others believe that books are our main source of knowledge. Compare and contrast knowledge gained from experience with knowledge gained from books using three criteria.

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## Chapter 7

### Using Authentic Materials from Various Sources



Figure 33: Authentic Materials

Source: [https://hongkongtesol.com/sites/default/files/2021-10/1\\_76.jpg](https://hongkongtesol.com/sites/default/files/2021-10/1_76.jpg)

### Using Authentic Materials

Authentic materials can be used to help EFL teachers motivate students to learn, stimulate their imagination, and capture and maintain interest. For example, TV programs broadcast in English can be used as authentic materials in English language classes, allowing students to enjoy learning a foreign language. Authentic materials have a high-interest value due to their relevance to the real world, keeping students informed about what is happening in the world. Studies have shown that these materials are influential in increasing students' motivation and teaching a foreign language, enabling them to become thinkers and problem solvers. They also provide the teachers with the necessary linguistic and structural basis to form a highly qualified teaching atmosphere (Mitrulescu & Negoescu, 2024)

Authentic materials are grouped into four categories.

1. Authentic Listening-Viewing Materials: Songs, documentaries, radio and TV ads or broadcasts, quiz shows, cartoons, movies, soap operas, sit-coms, professionally audio-taped short stories and novels, and web pages.

2. Authentic Visual Materials: Photographs, paintings, postcards, pictures, stamps, stick figure drawings, wordless street signs, picture books, and posters.
3. Authentic Printed Materials: Newspaper articles, song lyrics, restaurant menus, tourist information brochures, leaflets, and receipts.
4. Realia (Real Objects) Used in EFL-ESL Classrooms: Masks, dolls, and puppets.

Authentic materials have three layers of learning embedded within them: language, cultural insights, and practical application. These layers motivate students intrinsically because they have the chance to enjoy both learning the language and the culture where it is spoken and putting what they have learned into practice as used in the real world. Spelleri (2002) suggests that this helps students understand the value of learning a language.

Authentic materials are available everywhere, and teachers can take them to the class or integrate them into the class. They can also collect small materials like travel guides or brochures, menus, train tickets, receipts, postcards, or newspaper articles when traveling. Books, articles, newspapers, and so on include various text types and language styles, but it is difficult to find this variety in conventional teaching materials (Martinez, 2002). Providing authentic reading materials will encourage students to read and enjoy reading, and the same material can be used several times for different purposes. For example, an authentic text can be accompanied by a listening task after being used as reading material for the students to become familiar with the pronunciation and intonation of native speakers. This allows them to be aware of various accents used by different English speakers living in other English-speaking countries and become familiar with these accents instead of just listening to the proper English in the textbooks.

### **Benefits and Challenges of Using Authentic Materials**

Authentic materials can have both benefits and challenges when used for English instruction. They are beneficial because they show a real-world use of language and often present exciting content to students. They also increase students' motivation and willingness to take risks with English. However, there are possible challenges when using authentic materials for English instruction, such as time-dependent resources becoming outdated and beginner or intermediate students struggling with vocabulary and grammar structures. To address these challenges, teachers must plan thoughtful ways for students to interact with these materials.

### **Selecting Authentic Materials**

There are some key questions to consider when selecting authentic materials to use with your students:

- What concept, skill, or language structure will students practice?

- How do I want my students to be able to use language?
- How will this resource help them learn or practice?
- What is the language proficiency level of my students?
- What support will they need to access the content of the materials?
- What topics are interesting to my students?
- Do my students interact with English in their everyday lives?

If so, in what contexts or settings do they use English? If not, what materials can I incorporate into instruction to motivate them to use English outside of the classroom?

Thinking about the answers to these questions will help you select materials that will allow students to practice targeted language skills, interact with English in a meaningful and relevant way, and maintain a high level of interest and motivation.

Here again, is the list of some authentic resources that can be used for instruction, also shared in the introduction:

- TV shows, news segments, documentaries, movie clips, trailers, online videos, and commercials
- Radio broadcasts, songs, and podcasts
- Photographs, artwork, signs, postcards, maps, and advertisements
- Magazines, letters, emails, news articles, brochures, websites, blogs, and social media posts
- Recipes, food labels, bus and train schedules, menus, price tags, and product descriptions

### **Using Songs to Teach English Listening and Speaking Skills**

Music stimulates thinking and helps improve verbal and auditory memory skills. Psychologists studied whether music-related experience activates codes in the brainstem and strengthens all auditory functions. They found that musicians' brains could interpret and code linguistic pitch information better than nonmusicians' brains, suggesting that more exposure to music both in and out of the classroom could have advantages for L2 learners.

#### ***Lesson Plan for listening and speaking activities using a song***

**Topic:** “Home on the Range” is a classic cowboy song, sometimes called the "unofficial anthem." of the American West, sung by Frank Sinatra.

**Class/Level:** Intermediate learners

**Language skills:** Listening and Speaking skills (fluency and accuracy).

**Materials:** Worksheets, whiteboard, video, an audio file of the song



**Expected problems:**

- \* Learners may have difficulty understanding the lyrics of the song.
- \* All learners will not be able to comprehend the song's message.

**Objectives:**

According to Guariento and Morley (2001) and Wilcox et al. (1999), one of the main objectives of using authentic materials in teaching English is to provide learners with several advantages and promote high motivation and interest in language learning which leads to improving communicative competence. By learning these skills, students will be able to:

- \* Understand verbal messages clearly and respond to them appropriately.
- \* Develop speaking fluency and accuracy.
- \* Practice the language they know in situations that resemble real-life settings.
- \* Enjoy learning language components with no stress.
- \* Develop learners' socio-linguistic competence (Sociolinguistic competence means knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect)? When do I need to? How do I know what attitude another person is expressing?)

**Home on the Range**

Song by Frank Sinatra

(Retrieved from: <https://www.songlyrics.com/frank-sinatra/home-on-the-range-lyrics/>)

**Lyrics**

Oh, give me a home where the buffalo roam  
 Where the deer and the antelope play  
 Where seldom is heard, a discouraging word  
 And the skies are not cloudy all day

Home, home on the range  
 Where the deer and the antelope play  
 Where seldom is heard, a discouraging word  
 And the skies are not cloudy all day

How often at night, when the heavens are bright,

With the lights from the glittering stars,  
Have I stood here amazed, and asked as I gazed  
If their glory exceeds that of ours?

Oh, give me a land, where the bright diamond sand  
Flows leisurely down the stream  
Where the graceful white swan goes gliding along  
Like a maid in a heavenly dream

Then, I would not exchange my home on the range  
Where the deer and the antelope play

### Procedure:

1. The teacher should tell the class to watch a video of a famous local or international singer/songstress singing a song. After watching the video, the teacher can ask questions to determine if the students understand the lyrics and get any idea about the song's message. The teacher should choose a song appropriate for the student's proficiency level and age. The song should be new or unfamiliar to the students.
2. The teacher next tells the class they will listen to another song, but this time only with audio, and they have an activity to do. The teacher then teaches some vocabulary the students will find in the song.

### Match the words in column A with their meanings in column B.

A	B
Range	a. shine with bright
Antelope	b. a smooth movement
Heaven	c. within an area
Glitter	d. a mammal like a deer with horns and long, thin legs.
Graceful	e. attractive way
Glide	f. the place where God or the gods live

3. The teacher tells the class, "I will play audio of a song for you to listen to, and I will distribute a task sheet." "The task sheet has lyrics of the songs with some words missing." "I will play the audio twice" "When I play it first, you should carefully listen to it, and during the second listening, you must write the missing words in the blanks. The song's name is "Home on the Range" Before the teacher plays the audio, she can ask the class to guess what the song will be about.

**Task sheet**

Complete the missing words of the song “Home on the Range.”

Oh! give me a 1) \_\_\_\_\_ where the buffalo roam  
 where the deer and the antelope 2) \_\_\_\_\_  
 where seldom is heard a 3) \_\_\_\_\_ word  
 And the skies are not 4) \_\_\_\_\_ all day.  
 How often at night, when the heavens are bright,  
 With the 5) \_\_\_\_\_ from the glittering stars,  
 Have I stood here 6) \_\_\_\_\_, and asked as I gazed  
 If their glory exceeds that of ours?  
 Oh, give me a land, where the bright 7) \_\_\_\_\_ sand  
 flows leisurely down the 8) \_\_\_\_\_  
 Where the graceful white swan goes 9) \_\_\_\_\_ along  
 Like a maid in a heavenly dream  
 Then, I would not 10) \_\_\_\_\_ my home on the range

4. After the song ends, check students’ answers to see if they have correctly filled in the missing words.

The teacher can conduct a class discussion as a post-listening activity by asking the following questions.

- What words in the song did you already know?
- What are new words you learned from the song?
- What do you think they mean (from the context)?
- How does the singer feel in this song? How do you know?
- What do you think the meaning of the song is?

- Which words help us understand the meaning of the song?

5. Students can write their own version of the song by replacing missing words with words of their choice. They can do this in small groups or as a whole class. This is a chance for students to be creative and have fun. When they are done, they can sing their new songs.

### Answers

- |           |            |                 |            |              |
|-----------|------------|-----------------|------------|--------------|
| 1. home   | 2. play    | 3. discouraging | 4. cloudy  | 5. lights    |
| 6. amazed | 7. diamond | 8. stream       | 9. gliding | 10. exchange |

## Teaching Grammar through Songs

Using music to teach grammar, especially tenses, is effective because it helps lower stress and makes learning grammar a fun activity. The lesson below discusses how to use songs to teach the second conditional (If I had....., I would .....).

### *Lesson Plan for teaching the second conditional*

**Topic:** “If I had a million dollars” is sung by a Canadian music group called Barenaked Ladies.

**Class/Level:** Intermediate/advanced learners

**Language skills:** Grammar component- Second conditional.

**Materials:** Worksheets, whiteboard, an audio file of the song

### Expected problems:

- \* Learners may have difficulty understanding the lyrics of the song.
- \* All learners will not be able to comprehend the song’s message.

### Objectives:

By learning the second conditional, students will be able to:

- \* Study the structure used in second conditional sentences (*if* + past simple >> + *would* + infinitive).
- \* Use the second conditional to express imaginary situations in the present or future that are impossible or unlikely
- \* Utilize the second conditional tense to create sentences.
- \* Engage in effective discussions with peers.
- \* Practice the language they know in situations that resemble real-life settings.
- \* Enjoy learning grammar with no stress.

## **If I had a million dollars**

### **Lyrics**

(Retrieved from: <https://genius.com/Barenaked-ladies-if-i-had-s1000000-lyrics>)

If I had a million dollars (If I had a million dollars)  
Well, I'd buy you a house  
I would buy you a house  
And if I had a million dollars (If I had a million dollars)

I'd buy you furniture for your house  
Maybe a nice chesterfield or an ottoman

And if I had a million dollars (If I had a million dollars)  
Well, I'd buy you a K-Car  
A nice reliant automobile  
And if I had a million dollars, I'd buy your love

If I had a million dollars  
I'd build a tree fort in our yard

If I had a million dollars, you could help It wouldn't be that hard  
If I had a million dollars  
Maybe we could put a little tiny fridge in there somewhere  
We could just go up there and hang out  
Like open the fridge and stuff

And there'd all be foods laid out for us  
Like little pre-wrapped sausages and things  
They have pre-wrapped sausages  
But they don't have pre-wrapped bacon

Well, can you blame them  
Yeah

If I had a million dollars (If I had a million dollars)  
Well, I'd buy you a fur a coat  
But not a real fur coat that's cruel  
And if I had a million dollars (If I had a million dollars)  
Well, I'd buy you an exotic pet

Yep, like a llama or an emu  
 And if I had a million dollars (If I had a million dollars)  
 Well, I'd buy you John Merrick's remains  
 Oh, all them crazy elephant bones  
 And if I had a million dollars, I'd buy your love

If I had a million dollars  
 We wouldn't have to walk to the store  
 If I had a million dollars  
 And we'd take a Limousine cause it costs more

If I had a million dollars  
 We wouldn't have to eat Kraft dinner  
 But we would eat Kraft dinner  
 Of course, we would we'd just eat more  
 And buy really expensive ketchup with it

That's right, all the fanciest Dijon ketchups, mmm mmm

If I had a million dollars (If I had a million dollars)  
 Well, I'd buy you a green dress  
 But not a real green dress that's cruel  
 And if I had a million dollars (If I had a million dollars)  
 Well, I'd buy you some art  
 A Picasso or a Garfunkel

If I had a million dollars (If I had a million dollars)

Well, I'd buy you a monkey  
 Haven't you always wanted a monkey  
 If I had a million dollars, I'd buy your love  
 If I had a million dollars (If I had a million dollars)  
 If I had a million dollars (If I had a million dollars)


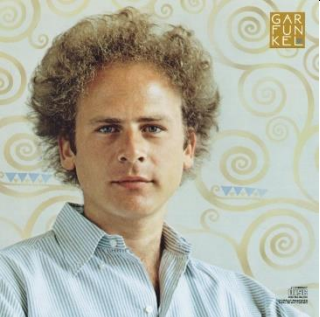

If I had a million dollars  
 I'd be rich

**Vocabulary related to the song**







- A. Chesterfield is a sofa with padded arms and a back of the same height and curved outward at the top.
- B. An ottoman is a multi-purpose piece of furniture.
- C. K car is an automobile made in the 1980s by the Chrysler Corporation.
- D. Tree fort- a tree house
- E. llama- a domesticated pack animal of the camel family found in the Andes, valued for its soft woolly fleece.
- F. Emu - a large Australian bird with a long neck and grey or brown feathers.
- G. John Merrick - an English man with very severe face and body deformities.
- H. Limousine - A large, luxurious automobile, especially one driven by a chauffeur, separated from the passengers by a partition.
- I. Kraft Dinner -Kraft Dinner is a packaged macaroni and cheese product sold in Canada by Kraft Foods.
- J. Garfunkel- An American singer

**Student task sheet - A warmer activity**

Match the following words with the right pictures. Write the word below the image.

		
<b>1</b> _____	<b>2</b> _____	<b>3.</b> _____
<p>Sources:</p> <ol style="list-style-type: none"> <li><a href="https://i.pinimg.com/originals/03/ae/c6/03aec6eedb6a6f7c965c602126f5350c.jpg">https://i.pinimg.com/originals/03/ae/c6/03aec6eedb6a6f7c965c602126f5350c.jpg</a></li> <li><a href="https://images-na.ssl-images-amazon.com/images/I/815G1yEMGVL._SL1500_.jpg">https://images-na.ssl-images-amazon.com/images/I/815G1yEMGVL._SL1500_.jpg</a></li> <li><a href="https://images.furnituredealer.net/img/products/ashley_furniture/color/baceno_8120208-b1.jpg">https://images.furnituredealer.net/img/products/ashley_furniture/color/baceno_8120208-b1.jpg</a></li> <li><a href="https://res.cloudinary.com/dk-find-out/image/upload/q_80,w_1920,f_auto/A-DK-dreamstime-18996450_s0oito.jpg">https://res.cloudinary.com/dk-find-out/image/upload/q_80,w_1920,f_auto/A-DK-dreamstime-18996450_s0oito.jpg</a></li> <li><a href="https://s.hdnux.com/photos/34/63/50/7551538/15/1200x0.jpg">https://s.hdnux.com/photos/34/63/50/7551538/15/1200x0.jpg</a></li> <li><a href="https://menterarchitects.com/wp-content/uploads/2017/09/chesterfields-of-england-the-original-chesterfield-company-inside-chesterfield-sofas.jpg">https://menterarchitects.com/wp-content/uploads/2017/09/chesterfields-of-england-the-original-chesterfield-company-inside-chesterfield-sofas.jpg</a></li> <li><a href="https://i.pinimg.com/originals/41/89/e9/4189e95283e1eb9437b4932fa5ac2d98.png">https://i.pinimg.com/originals/41/89/e9/4189e95283e1eb9437b4932fa5ac2d98.png</a></li> <li><a href="https://www.carscoops.com/wp-content/uploads/2019/09/058a2494-chrysler-k-car.jpg">https://www.carscoops.com/wp-content/uploads/2019/09/058a2494-chrysler-k-car.jpg</a></li> <li><a href="https://www.cityonelimo.com/uploaded_files/seo-flyer/FLEET004202304150223_Corp%20Stretch%20Limo.jpg">https://www.cityonelimo.com/uploaded_files/seo-flyer/FLEET004202304150223_Corp%20Stretch%20Limo.jpg</a></li> <li><a href="https://www.mashed.com/img/gallery/is-there-a-real-difference-between-kraft-dinner-and-kraft-macaroni-cheese/l-intro-1634310547.jpg">https://www.mashed.com/img/gallery/is-there-a-real-difference-between-kraft-dinner-and-kraft-macaroni-cheese/l-intro-1634310547.jpg</a></li> </ol>		



		
4 _____	5 _____	6 _____
		
7 _____	8 _____	9 _____

**Procedure:**

1. The teacher teaches the class to say imaginary situations in English that are impossible or unlikely. They can then ask the class if they know how to talk about the consequence of an unrealistic action or situation in the present or future. If anyone responds positively, the teacher can get the student to elicit more about it.
2. The teacher can ask the class to listen to a song and then do a warmer activity. They distribute task sheets to the students and instruct them to match the words with the pictures.
3. The teacher should discuss the answers after the students have completed the matching activity.
4. The teacher writes several lines of the songs on the whiteboard (for an explanation of the grammar point, several lines of the lyrics are enough) and plays the song asking the students to listen to it.
5. After the students have listened to the song, ask the students to read aloud a few lines already written on the whiteboard and find out the sentence pattern involved in the second conditional (If I had a million dollars, I'd buy you a house). If the teacher wishes, she can play the song and ask the class to sing with lyrics. This can be done several times until the students become familiar with the sentence structure (The teacher should give students the song lyrics).

6. At this time, the teacher can explain the sentence structure used in the second conditional (*if* + pronoun + past simple, (pronoun + *would* + infinitive)

If I had a million dollars, I would buy you a house/ If I had a million baht, I would buy a flat in Bangkok.

**Some more examples can be given. The teacher can ask students to say what they would do if they had a million baht.**

7. The teacher asks the students to write their own lyrics. This activity can be done in pairs. The teacher can provide the class with an example as below.

**Example:**

If I won the lottery, I would buy a car.

If I had a car, I would travel around Thailand.

If I won the lottery, I would donate money to a charity.

8. Finally, the students can do a survey. For example, the students can be assigned a task like the one below. They can interview several students in the class.

Question	Student 1	Student 2	Student 3
What would you do if you were a celebrity in Thailand?			
Which country would you visit if you had enough money?			
Which iPhone would you buy if you had enough money?			
What would you do if you had three houses?			
Where would you live if you had an excellent job in the future?			

9. After the interview, the students can report their results verbally to the class.

**For example:**

I interviewed three of my classmates to find out their imaginary present or future situations. I asked five questions and would like to tell you the responses I received. First, I interviewed (nickname of your classmate). I asked what he/she would do if he were a celebrity in Thailand. He said that he would ..... (his/her answer). I next asked which country he would visit if he/she had enough money. He replied that .....

(his/her answer). Then, I wanted to know which iPhone he/she would buy if had enough money. He said that he/she would buy ..... (his/her answer). The fourth question was about houses. I asked what he/she would do if he/she had three houses. He replied that he would ..... (his/her answer). The last question in my interview was about his/her future place of living if he/she had a good job. He/she said that he/she would ..... (his/her answer).

(This will help the students get some idea about the reported speech in English)

### Answers

1- John Merrick	2 – Garfunkel	3 – Emu	4 – llama
5 - Tree fort	6 – Chesterfield	7 - Ottoman	8 - K car
9 – Limousine	10 - Kraft Dinner		

### *Discussion with texts*

The key to successfully exploiting a text for discussion lies in the preparation of the text, the time given to students to prepare what they have to say, and the type of conversation tasks given. We cannot assume that the text's subject matter will be so fascinating that it will lead to a heated debate/discussion.

### *Useful guidelines for choosing a text*

#### 1. Length

The main aim is to generate free conversation or discussion. If your text is lengthy and takes much time to read, there will be no time for much discussion. Short texts can be better.

#### 2. Visual support

It helps to set the context and prepare vocabulary if the text has a good supporting photograph or two.

#### 3. Relevance to students

You should consider the age and also the experience of the students. Can they relate to the topic, or is it too adult? They will have more ideas and opinions if they get personally involved.

#### 4. Linguistic relevance

Have students got the necessary vocabulary and language to cope successfully with the topic? No matter how interesting, they may be lost for words and demotivated by a demanding text.

## Techniques for Preparing the Text and Topic

Procedure:

1. The teacher can use the photo in the text to brainstorm some vocabulary related to the photo. The teacher can ask a few questions, "Where is the girl in the picture?"

"How old do you think she is?"

"Why do you think she is working there?"

The teacher can continue discussing with the class based on the student's responses.

All this elicits useful vocabulary and prepares students for the content of the text.

2. The teacher can write the headlines or sub-headings of the text on the whiteboard before showing the text. Ask students to guess what the article is about.

For example, "What type of work do you think will be described in the text?"

"What does it mean to say 'turn to'?"

3. The teacher can write five or six keywords from the text and put them on the board before students read it.

For example:

Saturday job, save up, part-time, university fees, pocket money, low-paid

The teacher can ask about the meanings of these words/phrases. In addition to this, the teacher can ask the students some questions as follows:

- Do you like to do a part-time job while studying?
- If so, what kind of part-time jobs do you like?
- Do you get any pocket money or monthly allowance from your parents?
- Have you ever worked to earn money?

4. The teacher can use prediction exercises to involve students in a prediction exercise to anticipate the vocabulary and ideas of the text. This helps them to read the text with real interest. The teacher can give the following activity.

**Which of these statements about American and British teenagers is likely to be true?**

Read the text and check your predictions.

1. 'Most British teenagers have no time for extra paid work during term-time because the school day is long.'
2. 'British and American teenagers like to have Saturday jobs.'
3. 'Jobs for students in the US are generally well paid.'
4. 'Some American teenagers work as many as thirty hours a week at school.'
5. 'University students in the UK do not work during their studies.'

6. 'Many university students in the United States have term-time jobs to pay for college fees and living expenses.'

***Another prediction technique based on the text:***

Here are some possible reasons why American teenagers work during term time.

Tick those reasons which seem most likely – decide in pairs.

1. 'They only go to school in the mornings.'
2. 'They don't get any homework, so they have lots of free time.'
3. 'They need to save up for college, which can be very expensive.'
4. 'They don't always like asking their parents for money.'
5. 'It is easy to catch up if you miss school because courses are flexible.'

The teacher can now set the discussion task. The teacher puts the students into a few groups, each consisting of 4 or 5 students, and then assigns each group the following task that personalizes the topic.

Here are some of the types of Saturday jobs that UK teenagers do:

Working in a record shop and a clothes shop, serving in a fast-food restaurant, delivering papers or other literature to homes, filling supermarket shelves with stock, helping in a public library, and helping in a local community center.

- a) Which job would you prefer? Tell your group why.
- b) Put the jobs in order of the best and worst paid. Do you all agree?

***Do a role-play linked to the topic.***

The students can remain in the same group for the role-playing activity. Each group should have employers and candidates for part-time jobs. Each group should decide who are the interviewers and candidates (Two interviewers and three candidates are ideal if the group consists of 5 members). Interviewers prepare questions, and candidates anticipate the questions and prepare their answers. The interviewers should structure their interview questions in the order described below. The teacher should monitor each group and offer help if they need it.

Interviews are typically broken down into these five stages of the interview process:

1. Introductions (First, the interviewers should greet the candidate and introduce who he/she/ or they are with some information about their company or business.
2. Small Talk (After the introduction, the interviewer should conduct a small talk with the candidate to connect with him/her. Try to find something that the candidate is interested in. You can look at his/her application or Facebook profile to find his/her interests.

3. Information Gathering (After small talk, the interviewer can ask the candidate to introduce himself/herself. While the candidate is talking, the interviewer should pay close attention to see if the candidate's speech is organized and concise. Does the candidate sound confident about his/her abilities and qualifications? What's his/her body language like when he/she is speaking?)
4. Question/Answer (An interview is a two-way exchange of ideas. Come up with some standardized questions that all interviewers ask the candidate. During this stage, if the candidate does have any tough questions about the company, it's always a safe bet, to be honest).

Here are some general questions your interviewer may ask:

- What days and hours are you available to work?
- What interests you about this position?
- What type of work environment do you most enjoy?
- What do you know about this company?
- Do you have any other commitments outside of work?
- Do you work well under pressure?
- What motivates you at work?
- What are your hobbies?
- Do you have any questions about the job description?
- What is your greatest weakness?
- What character traits might your former employer use to describe you?
- Why should we hire you?
- What are your salary expectations?
- What is important to you when looking for a new job?

The candidates should prepare to answer these questions (maybe all or some). The candidates can also ask the interviewers questions.

5. Wrapping Up (Closing out an interview is just as important as the other stages. At the very least, always end the interview with a handshake and thank the candidate for their time).

At the end of the role-play, the teacher should give each group feedback. Firstly, he should praise and encourage students' efforts and ideas. Then, the teacher should point out mistakes each group or individual made while conducting the discussion or the role-play.



**U.S. NEWS**

# Putting More Teens to Work

With more jobs available than workers, several states are turning to young people to help fix labor shortages. But even if teens want to work more, should they?

BY BROOKE ROSS



**AS YOU READ, THINK ABOUT**  
What are some pros and cons of teens having jobs?

Kacer Knudson works at a fitness center in Hiawatha, Kansas. He is a 17-year-old high school junior. Kacer does whatever is needed to help the gym run smoothly. He sets up new memberships. He checks that the exercise equipment is working. He even mops the floor. But his favorite part of the job is interacting with the facility's members.

"I like being out in front of people trying to make them happy, just talking to them and explaining what the machines do," Kacer says.

During the school year, Kacer works about 10 hours a week. He juggles his job with school and cheerleading practice. But he hopes to pick up more shifts this summer because he wants to earn extra spending money. And he wants to help his family save for his college tuition.

Across the country, lawmakers are backing new legislation that would make it easier for teens like Kacer to do just that. The legislation would loosen some child labor protections at the state level.

For example, Ohio and other states have proposed bills that would let teens work later at night, even on school days, with their parents' permission. In some states, such as Iowa and Minnesota, legislation would let teens take jobs in a wider range of industries, including construction.

Some lawmakers say the changes will help businesses in the United States address worker shortages. Since the economy

**WATCH A VIDEO**  
Learn more about teens and the job market.

6 MAY 2023

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Figure 34: A Reading Text "Putting More Teens to Work"

Retrieved from <https://junior.scholastic.com/content/dam/classroom-magazines/junior-scholastic/issues/2022-23/050123/putting-more-teens-to-work/JSC-10-050123-p06-9-TeensWorkingAge-LL.pdf>



### ***The problem and advice pages of newspapers and magazines***

Most newspapers and magazines provide problem and advice pages to help readers voice their problems and seek advice from experts or advisors. These pages provide controlled and free speaking and writing practice for EFL learners.

### **Lesson plan for speaking and writing activities using a newspaper/magazine problem page**

**Class/Level:** Intermediate/advanced learners

**Language skills:** Speaking and writing

**Materials:** Worksheets, whiteboard, a problem page from a newspaper/magazine

#### **Expected problems:**

- \* Learners may have difficulty understanding the entire problem.
- \* All learners cannot advise how to solve a given problem.

#### **Objectives:**

By learning to read and answer different problems of readers, students will be able to:

- \* Find solutions to problems they don't feel comfortable discussing with their parents.
- \* Expose to a wide variety of texts and lots of interactive content.
- \* Improve speaking fluency and accuracy by advising on different problems.
- \* Find various writing opportunities as they respond to various problems readers face.
- \* Use the language they know in situations that resemble real-life settings.

#### **Procedure:**

1. The teacher asks the class what they do when they have a problem. They can ask more questions based on students' responses, such as "Do you know some newspapers and magazines carry a problem-answer page?" and "The newspaper or magazine has advisors to respond to readers' problems." Today, they will study it.
2. The teacher can ask students to think about one problem related to their studies, health, family, or community/country. Once they are ready, the teacher can select a few students randomly and ask about their problems in a relaxed manner. Mistakes can be tolerated and the teacher can introduce the language used when advising someone.

When we advise someone, we can use different expressions as follows.

1. I think you should.....

E.g., I think you should find a new job.

2. Why don't you.....?

E.g., Why don't you take a day off?

Why don't you help me with my homework?

3. Have you thought about.....?

E.g., Have you thought about moving in with your friends?

Have you thought about asking your parents' permission?

4. I don't know if ..... is a good idea

E.g., I don't know if getting a pet is a good idea.

I don't know if going to the cinema alone is a good idea.

5. Maybe you should try.....

E.g., Maybe you should try spicy food.

Maybe you should try playing football.

6. If I were you, I would or wouldn't .....

E.g., If I were you, I would ask him/her directly

If I were you, I wouldn't spend much money on that.

7. My advice is to .....

E.g., My advice is to take a trip or take a vacation.

My advice is to take medicine soon.

3. The teacher should divide the class into groups and distribute task sheets with a problem-answer page from a teen magazine. The advisor should read each student's problem and provide advice to their group members.

4. Once you finish discussing the answers to each problem, you can write them down in point forms and be ready to speak what you wrote in point forms as complete sentences when the teacher asks you.

5. Once each group is ready, the teacher can ask them to perform it in their group, where one student plays the role of an advisor while another student can be Mark/Shirly, or Sally.

6. As a writing activity, each group should select one problem and write a piece of useful advice to help the reader who sent his/her problem to the magazine.

## Using Games to Teach English

Language learning is a difficult task that requires constant effort. Well-chosen games are invaluable as they give students a break and allow them to practice language skills. Games are also highly motivating as they are amusing and challenging, employ meaningful and useful language, and encourage and increase cooperation.

Using games in a language classroom can have several advantages, as follows.

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills – speaking, writing, listening, and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

### *Lesson plan for a language game*

**Topic:** Survival kit.

**Class/Level:** Intermediate/advanced learners

**Language skills:** Speaking and writing.

**Materials:** Worksheets, whiteboard, list of items

### **Expected problems:**

- \* Learners may have difficulty deciding the most important items to be included in the list.
- \* Some learners may be unable to provide reasons why they do not take some items when they go on the scheduled hike.

### **Objectives:**

By playing these kinds of games, students will be able to:

- \* Improve their decision-making skills.
- \* Get opportunities to interact with their peers.
- \* Develop critical thinking skills.
- \* Engage in effective discussions with peers.
- \* Practice the language they know in situations that resemble real-life settings.
- \* Enjoy learning the target language with no stress.

### **Procedure:**

1. The teacher asks the class questions like, “Do you like games?” “Do you play games?”

“Who likes computer games?”. “Today we are going to play a game, and it is a language game” “This game allows you to think critically, so I want to explain this game to you.” “This game is called a survival game” “Do you know what survival means?”. “Yes, anyone knows.” The teacher can expect a positive answer from the class. If students do not know the meaning of survival, the teacher can explain the meaning to the class, referring to Darwin’s theory of evolution. “Have you heard about Charles Darwin?”

The teacher can show this picture with his expression about the survival of the fittest.

2. The teacher next puts the students into a few groups, each consisting of 4 to 5 students of both sexes. The teacher tells the class about the game. “In this game, imagine you plan to camp in a jungle for two days.” “When you go camping in a jungle, you should take some items with you.”. “I will now give each group a task sheet, which includes the names of the items you can take with you.” “Please remember that all items in the list may not be necessary. You should discuss what items are most essential for your group to take. You should not tell other groups of your choice until I ask you to do so.” “Another rule of this game is that each group should tell why they choose an item or why they don’t.” The winner will be the group that selects very few items from the list and successfully defends the questions from the other groups.

3. The teacher should start the session once each group finishes its selection. The teacher can name the groups as groups 1, 2, 3, and 4 and tells that the first group should loudly read out the list of items they have chosen. In contrast, the other groups should listen carefully and note down the items because the other groups can question why they select a specific item or not. In this case, after the first group has announced their list of items, the second group can ask questions first, and they can ask 3 to 4 questions while the first group answers them correctly with the reasons why they choose that specific item or not. The teacher should monitor them while they ask questions and answer. The first group can defend. For example, suppose the second group member asks why you chose a small mirror, and this question is answered by saying, “To look at the face and do makeup.” This answer is invalid because you go on camping, and a mirror is not an essential item to use in a jungle. However, if anyone in group one says we take a mirror because we may use it to give some signals in case they get lost in the jungle so that a rescue team can locate where they are. (This answer is correct and acceptable). Like this, all groups should be allowed to question the first group.

4. The teacher should select the group that has selected a few items as the winner unless they provide acceptable reasons and defend the questions of the groups successfully. After the first place has been decided, the second and third places can be selected following the same criteria.

5. The teacher can announce the results and provide balanced feedback to each group by asking them to write a short report about their camping item selection.

EFL/ESL teachers can access the following websites to select suitable games for their students.

#### **Names of websites**

<https://www.education.com/games/?page=2>

[Find games of Kahoot! | Free learning games](#)

<https://kahoot.com> >

<https://www.baamboozle.com/games>

[MES Games- Online Games to Learn English](#)

<https://www.mes-games.com>

[Games for Learning English, Vocabulary, Grammar Games ...](#)

<https://www.eslgamesplus.com>

[Games to Learn English](#)

<https://www.gamestolearnenglish.com>

### **Using Travel Brochures to Develop Writing Skills**

Travel brochures and flyers are a good source of authentic materials which ESL teachers can exploit to teach different language skills in the target language as they offer a wealth of information such as rates, prices, contact info, hours, and cultural facts of countries and cities in the world.

#### ***Lesson plan for preparing a travel brochure***

Topic: Preparing a travel brochure about a city

Class/Level: Intermediate/advanced learners

Language skills: Reading, writing, and presentation skills

Materials: Worksheets, whiteboard, travel brochures

#### **Expected problems:**

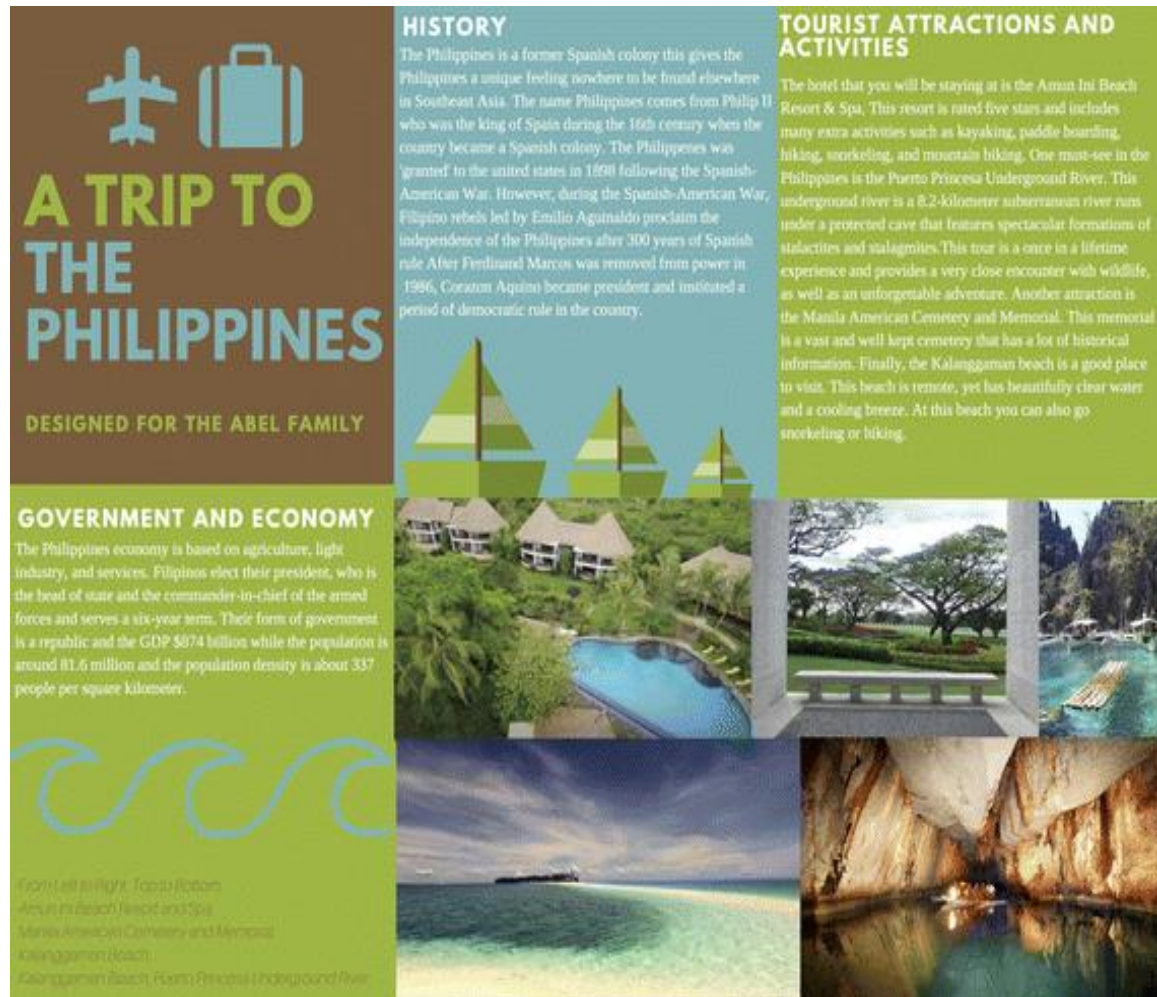
- \* Learners may have difficulty reading and understanding the content in travel brochures.
- \* Some learners may not be able to write a travel brochure about a city completely.

#### **Objectives:**

By learning to prepare a travel brochure, students will be able to:

- \* Search information relating to cities and countries from different sources.
- \* Use simple grammatical structures to get a more accurate reading of texts.
- \* Organize thoughts and ideas logically and coherently.

- \* Engage in effective discussions with peers.
- \* Present information with the use of visual aids.



*Figure 35: A Travel Brochure  
(Retrieved from International Journal of Technology and Design Education)*

### Procedure

1. The teacher instructs the students to design travel brochures to be presented to the tourist board of Thailand. The three best brochures will be selected and the winners will receive cash prize from the tourist board. The teacher should also provide travel brochures about several cities in Thailand.
2. The teacher should discuss going on a holiday with students to a city they like. They should ask questions such as "How do you plan a trip to Thailand?" and "What do you need to know before you go?" They should also ask the students to talk about a holiday they



were on and if they had any problems due to bad planning, misinformation, or lack of information.

3. The teacher distributes travel brochures to students and asks them to look at them and identify what type of information is written in them. When students speak about the kind of information, the teacher can write them on the whiteboard. From this list, decide what makes a travel brochure attractive, interesting, and informative.

4. The teacher asks each group to choose a city or tourist attraction in Thailand for their travel brochure. Each brochure should include a brief description of the city/tourist attraction, geographical location, tourist sites available (including brief descriptions), and local seasonal weather.

The brochure should also include examples of the following:

- hotels/accommodations available
- food and dining
- transportation (optional: flights/trains/boats schedule and cost)
- prices
- optional: suggested tours

Students can add whatever information they think necessary to make their brochure attractive. They can add pictures too. The students can follow the travel brochure guide.

5. Once each group completes their travel brochure, they can present it to the class. In the presentation, they must briefly describe the significant information, and the final version should be submitted to the instructor for evaluation and grading.

## **Student's Worksheet**

### **Travel Brochure: Activity: Travel Brochure Guide**

#### **Part One**

To make a travel brochure of a city or tourist attraction, you must first collect some information about that place.

The students can use the Internet to collect their information.

Which city is it? \_\_\_\_\_

Which of the following are in the city?



mountains	big rivers	castles	Amusement parks
beaches	warm weather	museums	Safaris
hot weather	cold weather	Ancient cities	Special sports
special tours	temples	train or cable rides	festivals
oceans	big lakes		

What is the climate (weather) like in summer? \_\_\_\_\_

List several tourist attractions you can see in the city.

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## Part Two

Choose two of the tourist attractions above and find out the following.

Attraction 1 is \_\_\_\_\_

- Location: \_\_\_\_\_
- Hours and time open: \_\_\_\_\_
- Hotels: \_\_\_\_\_
- Restaurants: \_\_\_\_\_
- Entrance fee: \_\_\_\_\_
- Special accommodations: \_\_\_\_\_
- General Information: \_\_\_\_\_

Attraction 2 is \_\_\_\_\_

- Location: \_\_\_\_\_
- Hours and time open: \_\_\_\_\_
- Hotels: \_\_\_\_\_

- Restaurants: \_\_\_\_\_
- Entrance fee: \_\_\_\_\_
- Special accommodations: \_\_\_\_\_
- General Information: \_\_\_\_\_

### Part Three

List three special festivals or holidays in the country.

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Festival / Holiday

- When are they?
- Why is each holiday or festival celebrated?
- How do people celebrate them?
- Are there any specific foods associated with it?

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### Part Four

After you have completed this activity sheet, create a travel brochure based on the information you found.

You may want to add pictures from the Internet or other sources such as magazines, other travel brochures, or newspapers. You can also use pictures you took while on a trip.

Look at some of the travel brochures that your group has already been given. They may give you some good ideas to get you started.

Remember - a travel brochure should be attractive and informative.

## Poetry for Language Teaching

Poetry is a great source of short, lively material that can bring a straightforward story or idea to life. It can appeal to students of all ages if the subject reflects their world and concerns. It is also music that helps students tune in to the rhythm of English, rhymes, and the sounds of the language. It lends itself to acting out and to thought-provoking discussion.

### A bad habit by Michael Rosen

(Retrieved from: <https://www.urban75.net/forums/threads/short-poems-that-arent-grim-please.333065/page-7>)

‘Cigarette, Mike?’ they say,  
‘I don’t smoke,’ I say.  
‘Haven’t you got any bad habits?’ they say,  
‘Yes, ‘I say, ‘I chew bus tickets.’

I can’t stop it.  
The conductor gives me my ticket  
and before I know I’ve done it,  
I’ve rolled it up  
and I’m sucking on it like a cigarette.

I hold it with my fingers.  
I roll it.  
I flick it.  
I hold it in my lips.

But there’s a snag with my bus ticket cigarettes:  
they go soggy, they go gooey  
and I nibble, and I bite  
and I chew –  
my bus tickets get shorter and shorter  
and before I know I’ve done it  
all I’ve got is a bit of soggy paper  
rolling round my mouth.

Disgusting.

Smokers buy pills to stop their filthy habits.

All I've got is bus inspectors.

You see, once, not long ago,  
I was on a bus  
and my ticket was in a ball  
rolling around my mouth

and suddenly – above me –  
there's the inspector.  
'Tickets please,' he says,  
and there's me – nibble, nibble, nibble  
on the mushed-up ball of paper in my mouth.

He wants to see my ticket.  
Of course, he can see my ticket  
if he doesn't mind inspecting a little ball of mush.

So, I say, 'Yes, you can see my ticket,'  
and I stuck my finger in my mouth  
and hauled out the blob.

He looks at it.  
He looks at me. It's sitting there on the end of my finger.  
'What's that?' he says,  
'My ticket,' I said,  
'What did you have for breakfast?' he says,  
'Corn Flakes,' I said.

'Mmm,' he says,  
'Did you ever think of having a slice or two of toast,  
as well, old son,' he says,  
'And maybe you won't be so tempted by our tickets.'  
And he left it at that.

But it's hard to break the habit,  
even after a warning like that.  
Got any ideas?

The poem above has dialogue, so you could use it as a springboard into a role-play. Poems with characters can also be used to inspire role plays. A Bad Habit by Michael Rosen is a good example of this.

### **Lesson plan for teaching a dialogue using a poem**

**Topic:** A Bad Habit by Michael Rosen

**Class/Level:** Intermediate/advanced learners

**Language skills:** Reading and speaking skills

**Materials:** Worksheets, whiteboard, Lyrics of the poem

#### **Expected problems:**

- \* Learners may have difficulty understanding the lyrics of the poem.
- \* Some learners may not be able to conduct the dialogue.

#### **Objectives:**

By studying, students will be able to:

- \* Develop aesthetic sense and literary taste in the students.
- \* Understand the theme, central idea, and mood of the poem.
- \* Discuss the mood, imagination, and styles of the poem.
- \* Engage in effective dialogues with peers.

EFL learners should have a background knowledge of English poems to explore what poetry entails and how poets communicate their ideas, feelings, concepts, and thoughts about universal themes.

### ***Introduction to responding to poetry***

#### **Key learning points**

Poetry is a form of communication that uses language, form, and structure to present an idea. When reading poetry, a reader will interpret what it means to them, and everyone's response is different. Responding to poetry means writing your thoughts and feelings about it.

#### **Writing your feelings about poetry.**

TS Eliot once wrote that poetry can communicate before it is understood. This is because the poem's language and form communicate the poem's ideas and emotions. To fully

understand these ideas, the reader must ask why the poet wrote the poem and identify how it makes them feel. Read the poem several times to work out what it is communicating.

### ***How a poet conveys meaning***

Some of the options available to poets to convey meaning in their poems are:

- the shape of the poem on the page
- the words used
- metaphors and imagery
- the story of the poem
- the characters in the poem

You need to explore the words to help you understand the poet's intention and feelings.

- What happens?
- Who is in the poem?
- Who is speaking?
- Who are they speaking to?
- When is this poem 'happening'?
- Where are they?
- What is this poem trying to tell me about life?

### ***Rhyme schemes***

You can work out the rhyme scheme of a poem by giving each line that rhymes the same letter of the alphabet. The letters change when the rhyme pattern changes. Look at the example below:

The merry band of men (A)  
 Went back to town again (A)  
 To find a place to eat (B)  
 More vegetables and meat (B)

- 'men' and 'again' rhyme = AA
- 'eat' and 'meat' rhyme = BB
- This means the rhyme scheme is AABB

### ***Form and structure***

A poet decides on a structure and a form for their poem.

- Structure – How the 'story' or narrative of the poem unfolds on the page: what happens, when, to whom, how, and why.
- Form – The poem's shape on the page: its length, rhyme, rhythm, lines, stanzas, and punctuation.

### Examples of form in poetry:

- Sonnets are 14-line poems traditionally written about an aspect of love. They have a regular rhyme scheme and are often written in iambic pentameter. Find out more about sonnets.
- Ballads are long poems narrating a story in stanzas. They tend to have stanzas of four lines called quatrains and a simple rhyme scheme of ABAB. Find out more about ballads.
- Limericks are five-line poems with the rhyme scheme AABBA. They tend to be comic and feature a description of a person. Find out more about limericks.

### *Writing a response to a poem using quotations.*

Specific words or lines in a poem will create an emotional response from the reader. These keywords, lines, or quotations can be used when writing a poem to explain your response. Using a quotation correctly can show a good understanding of the poem.

#### I Wandered Lonely as a Cloud by William Wordsworth

I wandered lonely as a Cloud  
 That floats on high o'er Vales and Hills,  
 When all at once I saw a crowd,  
 A host of golden Daffodils;  
 Beside the Lake, beneath the trees,  
 Fluttering and dancing in the breeze.

### *Embed quotations and explain them using openers such as:*

In the...

In the line, 'Fluttering and dancing in the breeze,' the poet uses personification to give the reader a sense of the daffodils moving around with happiness.

By using the...

By using the word 'wandered' in both the title and within the poem, the poet highlights the emotion of drifting aimlessly and experiencing different sights.

Embedding a quotation is a skill that helps you write about poetry sophisticatedly.

### *Literary terms*

A poet has a toolkit of methods to choose from when writing a poem.

It is important to explore the use of these methods in the poem's context when responding to poetry.



**Look at these examples:**

- The poet uses onomatopoeia to create the sound of a specific word.
  - The use of enjambment creates a feeling of the speaker's words tumbling out.
  - The poet employs sibilance to emulate the sound of hushing or hissing.
  - The use of caesura creates a sense of a sudden pause in the speaker's thoughts.
- (Retrieved from <https://www.bbc.co.uk/bitesize/topics/zqsvbqt/articles/zj8mxbk>)

**Procedure**

1. The teacher talks to the class about habits by posing several questions to the students. For example, "Do you know we have good and bad habits? Today we will talk about some bad habits people do, including school children. The teacher can prepare and distribute the following task sheet to the class or show it on the screen using the multimedia projector. The teacher asks the students to do the following warming activity.

**Student Task Sheet**

**Match the pictures with the proper bad habit**

		
<b>A</b>	<b>B</b>	<b>C</b>
		
<b>D</b>	<b>E</b>	<b>F</b>

Sources:

A: [https://media-cldnry.s-nbcnews.com/image/upload/t\\_nbcnews-ux-2880-](https://media-cldnry.s-nbcnews.com/image/upload/t_nbcnews-ux-2880-1000,f_auto,q_auto:best/newscms/2014_01/828416/141230-smoking-cigarette-mn-1300.jpg)

1000,f\_auto,q\_auto:best/newscms/2014\_01/828416/141230-smoking-cigarette-mn-1300.jpg

B: <https://static.foxnews.com/foxnews.com/content/uploads/2018/11/iStock-519050647.jpg>

C: [https://hips.hearstapps.com/ghk.h-cdn.co/assets/15/12/2560x1439/gallery-1426786694-](https://hips.hearstapps.com/ghk.h-cdn.co/assets/15/12/2560x1439/gallery-1426786694-83312299.jpg?resize=980:*)  
83312299.jpg?resize=980:\*

D: <https://thefast800.com/wp-content/uploads/2022/09/How-to-stop-eating-junk-food-scaled.jpeg>

E: <https://i0.wp.com/www.wonderslist.com/wp-content/uploads/2014/12/Talking-loudly-in-public-transportation.jpg?w=500&ssl=1>

F: <https://assets.change.org/photos/1/nm/cb/TknmcBYpfsIVnOu-1600x900-noPad.jpg?1593863123>

- \_\_\_\_\_ 1. Spitting in a public place
- \_\_\_\_\_ 2. Biting nails
- \_\_\_\_\_ 3. Eating junk food
- \_\_\_\_\_ 4. Talking loudly on a mobile phone
- \_\_\_\_\_ 5. Drinking alcohol
- \_\_\_\_\_ 6. Smoking

2. Once the students finish the activity, the teacher can draw students' attention to the bad habits that affect people's health. "Of all these habits, which are bad for our health?" The students may select smoking and eating junk food. At this stage, the teacher can distribute the poem, "A bad habit" by Michael Rosen to the class and ask the students to listen to the teacher.

3. The teacher can read a few lines in the poem and ask the student, "What is Mike's bad habit?" Check students' responses. Students may answer correctly as it is not difficult for them to find it.

'Cigarette, Mike?' they say,  
 'I don't smoke,' I say.  
 'Haven't you got any bad habits?' they say,  
 'Yes, 'I say, 'I chew bus tickets.'  
 I can't stop it.  
 The conductor gives me my ticket  
 and before I know I've done it, I've rolled it up  
 and I'm sucking on it like a cigarette.  
 I hold it with my fingers.

4. The teacher next asks the students to read the whole poem paying attention to the new words they come across. Encourage students to guess the meaning of difficult words from the contexts in which they are used.

5. Once the students finish reading the poem, the teacher can ask them if they understood what happened to Mike one day while traveling on a bus. The teacher can ask some comprehension questions to find out if they can understand the incident that Mike faced on a bus.

To make it easy for students to comprehend the incident that Mike faced on the bus, the following questions can help.

Does Mike smoke?

Does Mike buy a ticket when he travels on the bus?

What does Mike do after he gets the ticket from the conductor?

What happened to him one day when the bus inspectors got into the bus?

Where was his bus ticket when the bus inspectors asked for it?

What did he tell the bus inspector?

What was the shape of the bus ticket when he showed it to the bus inspector?

What question did the bus inspector ask Mike?

What was his reply?

Have you ever traveled on a bus/train without a ticket?

6. Imagine you are Mike, and your friend wants to know what happened to you one day on a bus. Recount the incident with your friend.

Start your story like this.

I'm sorry to tell you that I have a habit of chewing on bus tickets. I know it is bad, but I cannot avoid it. Last Sunday, I wanted to go to Bangkok, and I took a bus from the Nakhon Pathom bus station. The bus was not crowded. As usual, I bought a ticket, and the bus started traveling.

.....

7. As the final activity, construct a dialogue that would have taken place between you and a bus inspector. You can do this activity as a pair. Once you finish, you should practice once or twice before presenting before the class.

8. The teacher can monitor each pair and assist if they need help. Finally, the teacher should evaluate the dialogue and award marks out of 10.

9. As an extension, the teacher can ask the students to write about a bad habit they have and submit it to a problem-solution corner in a local newspaper or a magazine (the students have already done this lesson). The teacher can check their writing and provide them with feedback.

**Test your knowledge about using authentic material in EFL teaching. Choose the right option.**

**1. Which of the following is authentic material?**

- a. English course book
- b. Flashcard
- c. Worksheet
- d. Newspaper

**2. The materials written below are all authentic except\_\_\_\_\_.**

- a. Diaries
- b. Spelling Booklet
- c. Documentaries
- d. Advertisement

**3. Non-authentic material' refers to anything designed specifically to aid the teaching processes, such as worksheets, textbooks, and instructional CDs or DVDs.**

- a. True
- b. False

**4. Using authentic materials in class does not help understand the real world.**

- a. True
- b. False

**5. Authentic texts are written for “real world” purposes and audiences: to entertain, inform, explain, guide, document, or convince.**

- a. True
- b. False

### **Answers**

1- d      2- b      3- a      4. b      5- a

**Lesson plan for developing comprehension skills of EFL learners using authentic texts**

**Topic:** What makes a good language teacher in a changing world?

**Class/Level:** Intermediate/advanced learners

**Language skills:** Reading, comprehension skills

**Materials:** Worksheets, whiteboard, authentic academic texts

**Expected problems:**

- \* Learners may have difficulty reading and understanding the content in travel brochures.
- \* Some learners may not be able to write a travel brochure about a city completely.

**Objectives:**

By learning to comprehend a text, students will be able to:

- \* Comprehend important information and facts that are stated in a reading text.
- \* Understand the distinction between main ideas and supporting details in a reading text.
- \* Understand the meaning of a word as it is used in a reading text.
- \* Draw conclusions based on the information in a statement or section of a reading text.
- \* Perceive ideas that are suggested but not directly stated within a reading text.
- \* Recognize the organization and purpose of a reading text.
- \* Restate ideas from another source in their own words.
- \* Produce written or oral responses integrating information from different sources.

**Procedure**

1. Teachers should explain why reading comprehension skills are essential and how to improve them.

***Why are reading comprehension skills important?***

Reading comprehension can help readers improve their academic and professional lives, increase their enjoyment of reading, and help them learn new skills and information faster.

Additional benefits of good reading comprehension skills include:

- Being able to understand, analyze and respond to documents and written communication in your studies and workplace.
- Improved your ability to write clearly and effectively
- The ability to comprehend and engage in current social or academic events in written form, such as research papers/reports/projects.
- Increased ability to focus on reading for an extended period
- Better enjoyment of and motivation to read

2. The teacher should prepare copies of the article for the class and use a pre-reading activity to elicit students' ideas/opinions about the title. The teacher should activate learners' background knowledge of good language teachers and write them on the whiteboard one after the other. Based on their answers, the teacher can ask more questions.

3. The teacher asks students to read the first paragraph of an article silently and then ask them comprehension check questions for which they must answer. The students should be encouraged to voice their ideas.

**For example:**

- What do you understand by this statement, ‘A good teacher can make a big difference in a student’s life?’
- What are the school-related factors that intervene in the learning process?
- Who will mostly be benefited from a good teacher?
- What factors contribute to a successful language learning process?
- What do you mean by the affective needs of learners?
- Why do teachers use teaching strategies?
- In short, why do you think it is necessary for you to read this article?

4. The teacher can ask the students to read the second paragraph, ‘**Good language teachers are competent users of the target language.**’

Once the students finish reading, the teacher can give the following multiple-choice questions asking them to do it in 10 minutes.

**Read the second paragraph, and do the following statements agree with the information in the text?**

**Write T (TRUE)** if the statement agrees with the information.

**Write F (FALSE)** if the statement contradicts the information.

**Write NG (NOT GIVEN)** if there is no information on this.

- \_\_\_ 1. There is no link between language proficiency and effective teaching.
- \_\_\_ 2. Less proficient language teachers are good at teaching learners effectively.
- \_\_\_ 3. Proficient language teachers can provide learners with positive feedback.
- \_\_\_ 4. Proficient language teachers can design lesson materials.
- \_\_\_ 5. One of the objectives of adjusting a lesson in the middle of teaching can be to keep the students engaged.
- \_\_\_ 6. The correlation between proficiency and effective teaching is divergent.
- \_\_\_ 7. Language teachers must achieve higher qualifications to teach learners effectively.
- \_\_\_ 8. Language teachers should have a proficiency level in the B1 and B2 range on CEFR for effective teaching.

- \_\_\_\_ 9. If a teacher lacks the required proficiency in the target language, he can still overcome such weaknesses by using other resources.
- \_\_\_\_ 10. According to the Translanguaging approach, language teachers must worry about their proficiency in the target language.

### Answers

1- F    2- F    3- T    4- NG    5- T    6- T    7- NG    8- F    9- T    10- F

5. After the students finish reading and completing the second paragraph, they can move on to the third paragraph. The student can do the following multiple-choice activity as given below.

1. A good language teacher must have \_\_\_\_\_
  - a. target language proficiency.
  - b. a better understanding of the subject matter.
  - c. an understanding of how learners learn.
  - d. All A, B, and C are correct.
2. What is more important for a language teacher to know?
  - a. The target language's grammar.
  - b. How to use grammar in different texts and contexts.
  - c. The extent to which language skills, grammar, and vocabulary need to be taught.
  - d. How to teach vocabulary at different stages of learning.
3. Why should language teachers use different teaching methods?
  - a. because learners' linguistic needs are different.
  - b. because some learners need lots of practice to internalize language rules.
  - c. because some learners' attitude to English is negative.
  - d. because they are advised to use different teaching methods when teaching.
4. Which statement is NOT TRUE about teaching grammar?
  - a. Grammar can be taught either inductively or deductively.
  - b. When teaching grammar to younger learners, teachers can use pictures.
  - c. Grammar can be taught effectively by using the deductive method.
  - d. Learning grammar in a target language is necessary for L2 acquisition.
5. Exploration of form and functions of grammar makes it easy for learners \_\_\_\_\_
  - a. when they study deductively.
  - b. when they study grammar points in isolation.



- c. when they study grammar from a good grammar book.
- d. when they study grammar inductively in collaboration.

### Answers

1- d      2- c      3- a      4- c      5- d

5. After the students finish reading and completing the third paragraph, they can move on to the fourth paragraph. The student can do the following gap-filling activity as given below.

**Fill in the blanks with the right word selecting from the three given in brackets.**

Teachers with a thorough understanding of their subject matter and (1)\_\_\_\_\_ (syllabus, activities, pupils) may be better able to give each student more tailored (2) \_\_\_\_\_ (feedback, attention, lesson plans) and help when teaching reading. To put it another way, they might just be able to help the appropriate students—i.e., those who need it most—at the right time and with the right amount of (3)\_\_\_\_\_ (attention, tasks, support) (Willingham, 2015). Today, as we work to make language learning more inclusive by (4) \_\_\_\_\_ (addressing, allowing, motivating) the requirements of our student population, who come from various socioeconomic, cultural, and (5) \_\_\_\_\_ (social, linguistic, different) backgrounds, the capacity to provide this highly tailored support is a much-needed (6) \_\_\_\_\_ (quality, talent, support). Regardless of a student's ethnic, social, economic, or cultural background, education should be a level playing field (7)\_\_\_\_\_ (where, which, what) they all have an equal chance of succeeding.

### Answers

1. pupils    2. attention    3. support    4. addressing    5. linguistic    6. talent    7. where

6. After the students finish reading and completing the fourth activity, they can move on to the fifth paragraph. The student can do the following activity as given below.

**Complete each sentence with the correct ending. Choose the correct A-E, below.**

- \_\_\_\_\_ 1. Language teachers spend considerable time teaching grammar rules
- \_\_\_\_\_ 2. When students are taught grammar rules,
- \_\_\_\_\_ 3. Instructional procedure in language teaching tends to differ
- \_\_\_\_\_ 4. Ellis states that teachers who teach language as knowledge
- \_\_\_\_\_ 5. Language rules are not taught

- A. give learners opportunities to repeat the target language.
- B. depending on how language learning is viewed.
- C. they can produce the language in social situations.
- D. to help learners produce correct sentences.
- E. when language learning is viewed as ability.

### Answers

1- D    2- C    3- B    4- A

### ***Which paraphrased version is more appropriate for this paragraph?***

*The view that language can be acquired implicitly without too much explicit instruction is supported by insights from decades of research into the nature of language learning. Loewen (2015), summarizing key findings from second language acquisition research, wrote, “The ability to produce language relatively easily for communicative purposes draws heavily on implicit knowledge (p. 25)”. One approach that has received much attention in the professional ELT literature and is widely acknowledged as beneficial for developing implicit language knowledge is extensive reading (Day & Bamford, 1998; Nation & Waring, 2019; Renandya & Day, 2020). Extensive reading can be defined as an approach to language learning in which students are encouraged to read a large amount of highly interesting and easy-to-understand reading materials. When students read regularly, they will have numerous opportunities to encounter pragmatically meaningful language features in various communicative contexts. After a year or so of frequent encounters, these language features become internalized and integrated into students’ developing linguistic system, gradually enabling them to retrieve these features easily when the opportunities to use them in a communicative setting arise.*

1. Teachers with a thorough understanding of their subject matter and their pupils may be better able to give each student more tailored attention and help when teaching reading. To put it another way, they might just be able to help the appropriate students—i.e., those who need it most—at the right time and with the right amount of support (Willingham, 2015). Today, as we work to meet the requirements of our student population and make language learning more accessible, the capacity to offer this highly individualized support is a crucial talent.

2. Insights from decades of research into the nature of language learning support the idea that language can be learned intuitively without explicit teaching. The ability to produce language relatively effortlessly for communicative purposes rests substantially on implicit information, according to Loewen (2015), who summarized key findings from research on second language learning. Extensive reading is one strategy that has drawn a lot of attention

in the professional ELT literature and is usually regarded as advantageous for fostering implicit language knowledge (Day & Bamford, 1998; Nation & Waring, 2019; Renandya & Day, 2020).

3. To meet the various needs of their students, effective language teachers, for instance, employ various teaching techniques. According to Richards and Reppen (2014), depending on the grammatical concepts we teach, and whether we teach younger or older pupils, grammar can be taught deductively or inductively (or via a combined approach). Although it can be difficult to determine which teaching strategies are more effective with which student populations, ELT specialists believe that inductive grammar instruction is more in line with contemporary educational philosophy and research.

### Answer - 2

***Which summary is more suitable for this paragraph?***

*Does this mean language teachers should focus entirely on developing students' implicit knowledge by providing students with meaningful language input? Probably not. A careful reading of the professional literature and our experience as language educators points to the importance of using a balanced approach to language learning (see Ellis, 2014; Nation, 2007). Implicit knowledge is indeed important and should perhaps be used to help students build the initial foundation of language learning, allowing them to experience the joy of language learning and, at the same time, helping them acquire many formulaic language patterns. However, explicit teaching of language features, especially non-salient language features (e.g., subject-verb agreement, non-count nouns, and verb forms), is important too. Focused instruction of these language features using a form-focused teaching methodology (e.g., task-based language teaching) can help students improve the accuracy of their language production.*

1. When viewed as ability, language rules are not taught explicitly. Rather, learners are provided with a massive amount of language input from which they implicitly acquire and internalize grammatical rules and other language features. One approach that has received much attention in professional ELT literature is extensive reading.

2. Teachers with deep knowledge of their subject matter and students might be better positioned to provide more individualized attention and support. Education should become a level playing field for every student, regardless of their racial, social, economic, and cultural backgrounds, where they are given an equal chance of success.

3. Language teachers are increasingly emphasizing the importance of using a balanced approach to language learning. Implicit knowledge is important and should be used to help students build the initial foundation of language learning, but it is also important to teach non-salient language features, such as non-count nouns and verb forms.

### Answer- 3

#### Assignment 1

Use the given British Airways Cabin Crew announcement after landing at Heathrow airport in London to design a listening activity for intermediate/advanced level students. Using the transcript of the announcement, prepare a lesson plan including all necessary components. In the listening activity, you should include five True/False (Section A) and five multiple choice questions (Section B). The announcement video downloaded from <https://www.youtube.com/watch?v=s5Nh2B6EQtI> is provided.

#### ***Transcript of the announcement***

*Ladies and gentlemen, welcome to London Heathrow Terminal five. The local time here is five hours ahead of the Washington area, and it's approaching five past six in the morning. Please remain seated with your seatbelt fastened until the fasten seatbelt signs have been switched off. You may now make and receive calls as well as use all data services on your handheld electronic devices. When it is safe to leave your seats, take care when opening the overhead lockers as items may have moved and could fall out and cause injury. Before leaving the aircraft this morning, please make sure that you have all of your personal belongings with you. And remember that smoking is not allowed until you have reached a designated area. If your journey ends here at Heathrow on leaving the aircraft, please follow the yellow signs for arrivals. If you are connecting on to another flight from Heathrow today, please check the information screen to your departing gate number. If it is not yet displayed, please follow the purple signs to all terminal A gate. Please be aware that all liquids, including contents from onboard amenity kits, will be screened prior to your next flight. To enable you to take these liquids on to your next flight, these items must be placed into a clear plastic bag available at airport security. Customers who use the British Airways mobile app can receive connecting gate information and boarding notifications if you have your device switched on. you can also connect using the free Wi-Fi offered by Heathrow Airport. All of us at British Airways, and indeed the One world alliance would like to welcome home our customers who live here in the London area and wish those of you visiting for business or leisure and enjoyed this stay. If you are travelling further afield we wish you a safe and pleasant onward journey. It has been our pleasure to serve you and we look forward to welcoming you back again very soon. Thank you and a very good morning.*

## Assignment 2

The following is the continuation of the article by Renandya and Jacobs (2021), ‘**What makes a good language teacher in a changing world?**’ Prepare a lesson for developing reading comprehension skills of intermediate/advanced level students. Develop different activities based on each sub-topic (Sub-topic 1 True/False/Not given activity, Sub-topic 2 Multiple-choice activity, Sub-topic 3 Gap filling activity, Sub-topic 4 Matching sentence endings).

### *1. Good language teachers belong to professional learning communities*

Learning is both individual and social, with individual learning using internal cognitive and affective resources to acquire new knowledge. Social learning involves learning with and from others who share the same interest as we do, allowing us to reflect, rethink, revise and refine our understanding of language teaching issues. Scholars believe that social learning plays a more important role in one's learning journey and professional development (Jacobs & Renandya, 2019; Johnson & Johnson, 2009).

Professional learning communities are communities of dedicated and committed professionals who meet regularly to share professional experiences and learn from each other. Good language teachers believe that by joining a professional learning community, they can critically reflect on their practices and evaluate what has worked and what has not. This will help them refine and improve their pedagogical practices, which will improve their students' academic and life achievement.

### *2. Good language teachers are life-long learners*

We now live in a world characterized by rapid changes, requiring us to continue to learn new knowledge and skills. One recent trend in education is the need for teachers to use a learner-centric approach, which seeks to facilitate a more active and powerful role for students in their own learning. The teacher's job is to enable students to actively construct or co-construct knowledge in collaboration with their peers and with support from their teacher (Jacobs & Renandya, in press).

We need to be willing to relearn and unlearn our long-held beliefs about language learning and teaching. For example, the belief that a monolingual approach to second language learning was the best way to learn a new language is now considered questionable. ELT experts now believe that students learn best when they can utilize the full repertoire of their linguistic resources when learning a new language, so teachers are encouraged to use a multilingual or plurilingual approach in the language classroom (Tupas & Renandya, 2021).

### ***3. Good language teachers use technology to enhance language learning***

Technology has become a common feature in education, allowing teachers to plan and deliver lessons, assign homework, and monitor and assess learning outcomes. Language teachers, too, use technology to teach and engage their students in the language classroom. However, it is important to consider whether and to what extent technology can be used optimally to improve students' language proficiency. Good language teachers are always on the lookout for technological tools that can help them apply key language acquisition principles in the most effective manner.

- Do the apps provide students rich, interesting, and meaningful language input?
- Do the apps promote noticing of important but non-salient target language features?
- Do the apps provide students with frequent and meaningful practice of previously learned language?
- Do the apps promote multimodal processing of target language materials?
- Do the apps promote language learning-focused collaboration?
- Do the apps create greater awareness of the social purposes of language use?
- Do the apps provide exposure to a wider range of language varieties (e.g., English spoken in China, Korea, Singapore, and the Philippines)?

Good language teachers do not use technology because it is fashionable or mandated, but rather because they believe it can be used to improve the quality and outcomes of students' language learning.

### ***4. Good language teachers know how to engage their students.***

The past 75 years have seen a shift in how we view teaching and learning, with distinct eras outlined in language education literature. These eras have shaped how we teach students and support their learning. (Alexander & Fox, 2004; Mercer & Dörnyei, 2020).

- ***The era of conditioned learning.*** B.F. Skinner advocated for early language learning methods such as memorization, extrinsic rewards, repeated drills, and practice.
- ***The era of natural learning.*** Noam Chomsky and Stephen Krashen believed humans have an innate capacity to learn language, and that a rich linguistic environment will facilitate this process.
- ***The era of machine learning.*** John Anderson's theory of learning based on the three processing steps of encoding, storage, and retrieval became popular during this time, with researchers investigating how to help students learn by teaching them to encode, store and retrieve information more effectively.
- ***The era of socio-cultural learning.*** Lev Vygotsky, the Russian psychologist, believed that learning is socially and culturally situated and that it happens when

students receive the right kind of support from others. The term ZPD became the buzzword during this time, and constructivism was another key construct. Students learn best when they can utilize their pre-existing knowledge to make sense of what they are learning.

- ***The era of engaged learning.*** Engagement is essential for optimal and deep learning, as it enables students to be emotionally, cognitively, and socially engaged.



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