

# A suggestion as to how computers can be integrated into a CLT lesson

## Computer Assisted Language Learning



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*Currently CLT is the preferred teaching approach for many classrooms; however, it seems that many CALL classes are behaviouristic in nature. This is in spite of years of literature into the efficacy of more modern approaches in ELT. This paper attempts to demonstrate how CLT can be integrated into a CALL class making it communicative.*

## **Introduction**

Many Computer Assisted Language Learning (CALL) software programs, and EFL websites in the past have been criticised as being ineffective and behaviouristic (Bax 2003a, and Chapelle 2003). It seems that computers cannot replace the highly regarded Communicative Language Teaching Approach (CLT as described in Richards and Rogers 2001), as there are few activities that can amount to meaningful language practice and communication. There have been EFL programme managers have spent a lot of money installing computer language labs, and many of these have subsequently laid waste as teachers were not taught how to use these (Bax 2003a).

A CALL package has been designed with a suggested lesson plan (see appendix) to follow modern classroom-teaching principles. This follows Jones' (2001) and Bax' (2003a) discussion that computers cannot 'stand alone' nor replace teachers (Laurillard 2002), but be integrated within a teaching programme. The pedagogical approaches for this is described and attempts to follow current principles in SLA and task design theories. This package attempts to be communicative, and tries to meet the present and future needs of student's communicative competencies with the goal of increasing students' computer literacy. Whilst it is acknowledged that CLT cannot meet all needs (Bax 2003b), further adaptation by the teacher maybe required.

This paper attempts to justify the suggested lesson plan and by considering rational of the package. It looks at the types of interaction; choice of activities (including Tasks, and the Lexical Approach); sequencing of activities; authenticity of materials; and the look and feel of the package.

## **About the unit**

The unit's lesson plan should be considered a suggestion, as each teacher will probably want to adapt it for their class' needs anyway. It would not be the only unit of study at this level. The sample unit is not intended to be the opening unit of study,

but the previous units would help build the students linguistic and computing skills to the level required to be able to attempt this unit. The topic is relevant because many students have travelled or have aspirations of travelling, and is included in many popular course books as well. Although it is not a traditional travel unit, it uses travel vocabulary. The previous unit could be about descriptions of people as a good lead-into unit this, as the unit's story is about passport photos being mixed up.

This assumes students have previous exposure to using a corpus, and know each other's usernames for chat programs like Yahoo Messenger, and are able to use it reasonably fluently. However, purchased products like Macromedia's Breeze is preferred as recording voice-chat and webcam interactions are possible for review later. Finally, this is for a class situated in a computer lab.

## ***Rationale to the Pedagogical Approach***

### **Why use Computers**

Although there are many reasons, it can be accepted that computer literacy is important for present and future social and professional networks, and is acceptable in English language studies (Chapelle 2003: 119). It is recognised that 'Information Literacy' is another skill that needs to be learnt in all subject areas (Martin 2003), however, this is not featured in this sample unit, but would be included in others. Further, Computer Mediated Communication (CMC) provides more equity, as students contribute equally to chat sessions (Warschauer et al 1996, cited in Jones 2001). Laurillard (2002) said that students studying at the Open University using CMC can contribute at a ratio of 3:1 teacher to student talk time when they begin studies; then later in the term this changes to 2:1, which is much more than most traditional lectures.

For ELT, it is intended language remains central in the language lab, and computers be on the periphery, much like pens (or pencils) being on the periphery of language learning (Bax 2003a). Martin (2003), on e-literacy, says that in a 'constructionist model' of learning, student-student interaction is important to learning.

## **Kinds of Interaction**

The specific kinds of interaction are described in the suggested lesson plan. The primary forms of interaction are intended to be synchronous: human-to-human. ‘Ben Shneiderman... uttered the wise words, “Computers are no more intelligent than a wooden pencil”, and “The sound of education is the buzz of students talking together”, even if they are amidst the most advanced technology’ (quoted in Jones 2001). Laurillard (2002: 158) says that student-student interaction (including arguments, discussions, role-playing teacher, and formulating questions to ask the teacher) helps students bring out what they know of the subject matter.

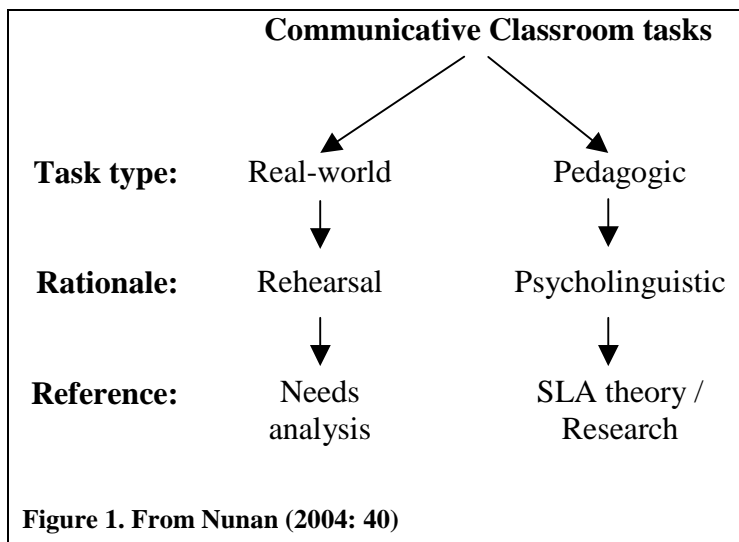
This is especially pertinent in language teaching and learning. Both face-to-face interaction and CMC is used, as Bowers (2000, cited in Chapelle 2003: 7) points out that CMC is ‘a degraded form of interaction’, so face-to-face is still considered important. With this view students should be encouraged to work face-to-face as well as by CMC to assist each other, explore language, and to practice it by use of tasks.

Using conversation (student-student interaction) in learning is supported by non-ELT literature, as Martin (2003) summarised, “the significance of intellectual interaction and feedback is captured in Pask’s Conversation Theory (Pask 1976), and in Laurillard’s ‘conversational framework’ (Laurillard 1993, 1997).” Laurillard (1993 cited in Martin 2003) describes different kinds of conversational activities in education. For this package learners would not just negotiate the meaning of vocabulary with classmates, but also the form of the language when on-line (Pellettieri 2000, cited in Chapelle 2003: 58).

This is in-line with CLT ideals (described in Richards and Rogers 2001), as it is the students who learn English by manipulating, exploring and practicing it: at the ‘pedagogical’, ‘real-world rehearsal’ (Nunan 2004: 40), at meta-language levels, and in ‘reflective conversations’ (Lamy and Goodfellow 1999, cited in Chapelle 2003: 124). Reflective conversations is where students talk about language, but in the target language (Lamy and Goodfellow 1999, cited in Chapelle 2003: 124).

Nunan (2004: 40) describes two kinds of classroom tasks (see figure 1), as there is a dichotomy in between ‘real-world’ and ‘pedagogic’. This lesson plan aims to balance these needs for language practice and development (pedagogic) and some meaningful practice with it (real-world).

In SLA theory, Krashen (1989: 2) points out that purely focusing on form reduces the speed of acquisition by 30%, and reduces the amount of information exchange by 14%. For this reason, fluency activities will be



provided. However Skehan (1996, cited in Willis and Willis in Carter and Nunan 2001) also says that there is a need to ‘focus on form [so] learners will develop more effective strategies for achieving... [communication].’ This is probably best done by providing language form first, then follow up practice with correction.

## Language Level

Referring to Nunan (2004: 115) the kinds of activities that are included in the lesson plan is best described as being of ‘intermediate’ level. This package is similar to the style of language and instructions used in common intermediate course books.

The material in the unit is either authentic or authentic-like in language content. Despite this, the language is light, the vocabulary is repeated through the unit, and so this becomes ‘comprehensible’. This, according to Krashen’s 1982 theory of providing ‘comprehensible input’ should help language learners better in learning the target language. Further to this, the students’ interactions would be producing language graded to the level of the listener, their classmate, thus providing more comprehensible input. Chapelle (2003) questions if learners are immersed in the target language with fellow language learners, their comprehension of the language will improve, but what of their grammatical skills? There are lexical related activities, and

error correction provided to raise student's awareness of how to use the language with native-like accuracy.

## **Sequencing of Activities**

Pearson and Johnson (1972, cited in Nunan 2004: 101-102) said reading comprehension comes from 'building bridges from the known to the unknown'. Nunan (2004: 120) states that for 'Task Continuity' "[d]eveloping interlinked sets of activities in which succeeding steps are dependent on those which come..." The lesson plan attempts to be sequenced to build upon itself, 'moving from the known, to the unknown'. Following this, it is logical that vocabulary should be presented first, before the reading and listening.

Nunan (1985, cited in Nunan 2004: 118-119) says for reading and listening activities to go through detailed 'processing', 'productive', and 'interactive' phases. This is supported by Skehan (cited in Chapelle 2003: 133), who states there should be three dimensions of learning tasks being pre-task, the task features and post-task activities. The sequence of activities in the reading and listening components, in most part, cycles through these.

To build comprehension, 'warmers' usually help bring out the learners schema of the topic, before presenting the vocabulary. The text chat is presented before the listening, as this is to assist in allowing students to further build up the student's schema of the topic. Further, since listening is momentary, it is generally considered harder, and so it is placed after the text chat. So this package includes, in order of presentation, warmers, vocabulary, reading, comprehension activities, listening pre-tasks, listening tasks, listening comprehension, language tasks, and language practice.

## **Vocabulary Activities**

The vocabulary activities are traditional activities made on Hot Potato<sup>1</sup>. These have an advantage as it can be assumed that a majority of students have done matching pairs activities and crosswords, and so usually no special demonstrations or instructions are

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<sup>1</sup> A computer program that can make crosswords, word matches and other exercises from a template. This is available from: <http://web.uvic.ca/hrd/halfbaked/>

required. It is hoped that familiarity of the tasks will avoid problems in completing them on the computer.

In vocabulary acquisition studies Loucky (2004) has found that words are easiest learnt in their lexical groups, that is, with synonyms. He also says this is enhanced by using ClipArt. The matching pairs activity is used as it contains synonyms, and phrases that are synonymous. The vocabulary list in the package should allow for pictures to be displayed upon clicking. This is to allow students to quickly look at the picture and guess the meaning of the word. However, this function is not yet available. The final-draft package needs to be tested upon students to see what pictures and synonymous-phrases work best.

The nature of the Hot Potatoes files appears behaviouristic, but allows for learner autonomy. However, it is thought that it would be difficult for students to do these alone, and as a counter to behaviourism, these should be done in pairs. Nunan (2004: 81-82) describes a number of learner roles of which getting the learner to ‘make his or her own [talking] opportunities’. This allows additional talking practice, as students need to negotiate with their partners as Lamy and Goodfellow (1999, cited in Chapelle 2003: 124) state “‘reflective conversation’ is important for focusing their attention on the language.”

There are three suggested activities in this lesson plan for vocabulary. This is because Crow and Quigley (1986, cited in Loucky 2004) and Skehan (1998, cited in Chapelle 2003: 42) have found that repetition is important in learning and retaining new words beyond just recognition. The vocabulary presented is relevant to the topic and is repeated through the unit. Nunan (2004: 84) states that in learner roles, language can be learnt by ‘letting context help’. Here, the vocabulary is first presented with pictures, in isolation to the text, but is continuously repeated as the context is being built up, thus building the students schema for the words.

## **Authentic Materials and Activities**

The materials in the unit are authentic or authentic-like as it should be meaningful real-world practice (Nunan 2004: 54). The activities are both for ‘pedagogical

purposes' and 'real-world' practice (Nunan 2004: 40). The unit also includes 'enhanced input' (Sharwood Smith 1993, cited in Chapelle 2003: 40) where particular parts of language are pointed out for students to notice. The students are then asked to explore this to build a schema of the meanings and use.

The authentic chat transcript is used as it can show differences and similarities between CMC-chat and spoken language. It also serves as a model for chats in English. It must be considered that the native speaker may have graded his language. But this can still serve as a model, as it mostly contains English chat features, despite one of the authors being a non-native speaker. The non-native language can serve as a point of consideration of accuracy versus fluency, and can serve as a source of raising language awareness for 'enhanced input', for inductive teaching and 'reflective conversations'. The fact that it was the native speaker who made the comprehension mistake may serve as a point of interest for student's follow-up discussions.

The listening task is given partly for students to hear and practice phonetic words, spoken nuances and gambits. The authentic-like listening is based upon the chat, and is of an 'eavesdropping' style (Nunan 2000: 25), which can be used for 'pedagogic' purposes and 'real-world' practice for listening to radio and television. The unit contains pedagogic tasks like listening to phonetic words like 'don't know' (said as one word: 'dunno'), would raise the student's awareness to spoken properties of language (Hunston et al 1997). These make up an 'extended vocabulary' (Hunston et al 1997). This includes phrases like, "The other thing is..." which acts like a single word, as this phrase has a single functional purpose in a conversation. They can practice using these to improve their listening and speaking skills.

The listening contains genuine-like features including intonation, pronunciation, repetition, conversational signals, mistakes and real corrections, and a background noise, which serves as 'real-life' practice for listening increasing the audio-texts authenticity (Porter and Roberts 1981, cited in Nunan 2004: 55). Basturkmen (2001) states for authentic speech, students need awareness of its characteristics. This includes listening for markers in conversations, how turn taking is done and other things. Activities for these are included in the expanded lesson plan.

'Expansion' activities include using corpuses, and the Lexical Approach of Willis (1990, cited in Richards and Rodgers 2001). The Lexical Approach allows students to learn new words and the grammar associated with them, and vice-versa. This is to introduce students to the idea that the corpus can serve as a means of checking on what authentic language looks like. In this way the students would be able to try to imitate the use of lexical groups.

Error correction activities can 'enhance input'. This can include being the first to correct ten errors in their own chat, from the model chat or from a list that the teacher has made from listening to the students on voice-chat and e-mailing them to the teacher. One advantage of doing this on computers is that word processor programs can 'intelligently' highlight and offer suggestions of errors (Brock 1995, cited in Chapelle 2003: 63), thus promoting 'reflective conversations'.

### **Software Icons, Look and Usability**

This software package was amateur-made (see appendix I). It is recognised that the look and feel needs to be refined so that it has appeal to its users, like that of bright, glossy textbooks with 'lovely' pictures. It is thought that this would enhance interest, and intrinsic motivation to use the package. It is also incomplete, as some components have not been installed at this time.

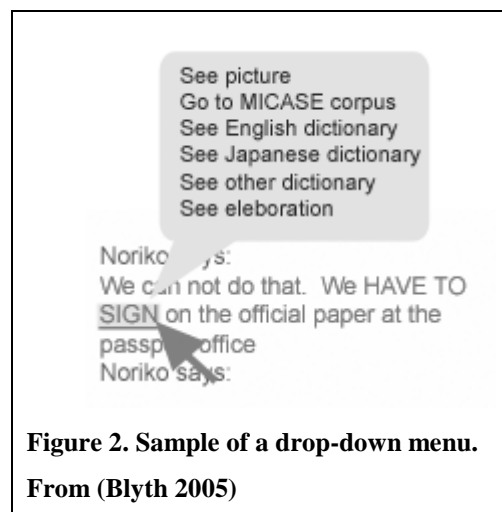
It is hoped, that before classroom use, the usability of buttons and features, would be studied, modified, and refined. This is intended to make the package easy to use and little practice is required for the students to get into meaningful study. It should not distract the student's attention from language study, but be 'invisible' and truly integrated in CLT classroom activities much in the same way as a typical page in a textbook (Bax 2003a).

So, for these reasons navigation buttons are provided, and their positions and use is kept consistent on every page, so students can easily use the package. These also restrict students from jumping around the program and from them getting lost, and page numbers are also included. However, for flexibility, the index included allows for parts of the package to be directly accessed.

Another form of flexibility is to allow the students to listen to the audio text, without limitations. The instruction tells the student to listen twice, but by intention, does not actually restrict this. This allows students to listen as many times as they like, as Chapelle (2003: 43-44) states that repetition is important to help the students acquire the language.

There are two versions for students to use, an A and a B. This is to assist in setting up information gaps and listening jigsaws. This idea is not new, but is already used in Jack Richard's New Interchange. However, in his book, the A and B pages are in the appendix. Whereas, the package has these pages integrated and are easily accessed within the page sequences.

At the moment the chat text cannot be included in the scroll pane, but it is hoped that it can be. It has been suggested by Chapelle (2003) that the vocabulary items can be hyperlinked to pictures to remind students of the meaning of words. If it is feasible instead, for a drop-down menu can be used to give students options for either checking a variety of aspects of the underlined language (as seen in figure 2). Oh (2001, cited in Chapelle 2003: 52) states that elaborated versions of text are far superior in allowing greater comprehension of text. This elaboration can be done in either written or audible formats (Chapelle 2003: 52). Providing such help is



not a new idea, but one that already exists on Microsoft Office programs, where there is a paper clip with eyes that offers help and suggestions when needed.

## **Conclusion**

It has been shown that CLT and SLA principles can be applied in CALL. It is hoped that by using concepts that are already familiar to students, like matching pair activities; contents pages; and navigation buttons will not make the package distracting, but easy to use and 'invisible'.

It is hoped that the nature of the tasks will allow students to concentrate on the language, and further develop face-to-face and CMC communicative skills, which would benefit them socially and professionally in the future. Further to this, it attempts to promote learner autonomy and computer literacy, *without* replacing the teacher, as originally feared by many (Laurillard 2002), but giving the teacher a supervisory and facilitatory roles.

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## **Appendices**

Appendices includes the following:

- I. Screenshots
- II. Suggested Lesson Plan (minimum)
- III. Expanded Lesson Plan (with many more alternatives, and flexibility)
- IV. Chat Dialogue (Original)
- V. Lesson handouts

## Appendix I – Screenshots

Reading: The Passport Story

The Text-Chat




Text chat should appear here

- See picture
- Go to MICASE corpus
- See English dictionary
- See Japanese dictionary
- See other dictionary
- See eleboration

Noriko says:  
We can not do that. We HAVE TO SIGN on the official paper at the passport office

Noriko says:  
Sample of a drop-down menu

7




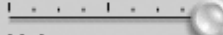


Menu  Go to Vocabulary Page   
Go to passport story.doc 

Sample 05

Listening: The Passport Story

Listen to the story twice (2 times), and check the pre-listening questions (on the previous page).

Unfortunately there have been problems with importing the clip, so **click here** to play the story in Windows Media Player

Menu  Go to passport story.wav    
 **Volume**  

From Blyth 2005



do you correct them?

Register Concept Check	<b>Discussion (In pairs):</b> What are the differences between talking to someone, and typing to them in a chat?	10 – 15
Listening	*A & B Information Gap <b>listening</b> (Divide the class into Group A and Group B), then listen to their listening text in pairs. <ol style="list-style-type: none"><li>1. Listen once (chat with partner what was heard)</li><li>2. Look at T/F questions, then</li><li>3. Listen again do T/F questions</li><li>4. Listen once more and take notes</li><li>5. Share notes with someone in the other group, and build up your own notes</li></ol> *Answer comprehension questions ( <b>Hot Potatoes</b> )	5
Check the details	*In pairs answer the questions (open ended) Questions about: Content, mistakes made in chat, language features	10
Expansion 1	*Listen for particular pronunciation properties, esp. connected speech, and vowel reduction (for 10 – 15 mins)	×
Expansion 2	Possible expansion idea (if time) check for listed grouped words in <b>corpus</b> , guess the meaning, make your own examples and check with the teacher (for 20 – 30 mins) (Lexical Syllabus)	×
Fun Activity  Or choose the one below	(* by CMC optional) <b>Chat - Race Around The World</b>  Group A are at first travel agents trying to sell plane tickets to make as much money as possible. Use only the scheduled flights on the handout  Group B are at first travellers trying to buy cheap tickets. The tickets must show connections between destinations, that is, no one walking from London to Paris, or anyone swimming from New York to London. Each student is given a maximum of USD\$1500  After ten minutes stop, see who has earned the most money and bought the most tickets or made it back to the start	(30)

(Taipei) first, then change roles.

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Fun Activity	<b>* Picture-Description Matching</b>	(20 - 30)
Or choose the one above	Everyone is a school secretary who got students' pictures and names mixed up. Contact people in your class and find out what they look like and match their name with the picture. However, the teacher will tell each student specific celebrity to 'be', or like Face-Off, be another classmate, then describe themselves to the other secretaries. The teacher must pre-prepare a master list of who is who, and keep it secret; also provide a dialogue on the whiteboard for students to follow - Half way through, students can be put into small groups to share their answers, asking "Who is the one with <u>long blonde hair</u> ?"	
Error Correction	<b>Sentence Auction:</b> Either use sentences that you (the teacher) has spotted out in their chats, or from The Passport Story chat dialogue. Do in pairs, and award money to the pair with the first correct grammar response (use either typing chat, or voice chat mistakes)	10
Wrap-up	<b>Pairs debates:</b> Where would you rather travel to, Canada or Australia? Choose which you prefer, then convince someone on the opposite side to change their mind. If the class are unbalanced choose new destinations	10

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## Appendix III – Expanded Lesson Plan - DRAFT

### The Passport Story – Unit 00 For Intermediate

- For a 4 hour class, or ×4 one hour classes (with a ten minute break for each hour), or 5 hours (with extensions)
- N.B.: The lab should have a chat program like Yahoo or Breeze for typing, and voice chatting
- The lesson plan is only a suggested lesson plan. The activities provided in the computer program alone do not equate to a complete, enriched, lesson. There are extra activities provided in case the lesson runs too fast or for extra enrichment

#### Kinds of interaction:

- **Walk around lab:** to stretch legs, vary face-to-face partners
- **In pairs:** two people helping each other, negotiating activities – two per computer. Seated, for working at computer; Standing to stretch legs, and easy to change partners
- **Chat:** typing, so they can plan their interaction and the chat must be copy and pasted into MS Word
- **Voice chat:** Not recorded, but increases amount of communication
- **Conference chat** (with or without voice): More complex than one-on-one, but essential skill for future workplace interactions
- **Groups of three** (or four): to increase ideas exchange (but decreases talk time per person)

#### \* Do this on computers

Activity	Instructions	Time (Mins)
Warmer	Find someone who... (Walk around lab) (About travel)	10
Quick Q&A	*About problems travelling (voice chat)	15
Vocabulary	*In pairs do <b>Hot Potatoes matching pairs</b> activity in seated pairs, Plus synonyms.	10
Expansion X <b>Crossword</b>	*In pairs with Hot Potatoes Crossword	×
Vocabulary Five Pound Game	<b>Practice</b> this with the dialogue (walk around the lab): A: Do you know what __ means? B: (1) Sure, I do. It's... (2) Of course I do, but I don't want to tell you. So, what do you think it is?	15
Expansion X <b>Pre-guess</b>	Predict the chat content using the vocabulary already studied, and pictures (provided in Teacher's Edition, to be e-mailed to students) This can include practice using the previous Expansions (10 mins)	×
The Chat	*This is the original text that 'inspired' the listening activity. In pairs look at it and <b>discuss</b> the following: How many people are there? What are their names? Is there anything interesting about their	5

names?

Is it a 'real' chat or invented? How do you know?

How many times does Noriko / Adam talk? Why?

Copy and paste the chat into MS Word, and turn on the grammar and spell check. What mistakes do you see, and how do you correct them?

Register Concept Check	<b>Discussion (In pairs):</b> What are the differences between talking to someone, and typing to them in a chat?  This can include practice using the previous Expansions	10 – 15
Predict	Quick discussion as to what the people might say (given this topic)	5
Listening (Dialogue)	*A & B Information Gap <b>listening</b> (Divide the class into Group A and Group B), then listen to their listening text in pairs.  See Questions in the previous lesson plan, also...  Note 'turn-taking', what signals are used  See how they ask for clarification and correct errors  How are the words county and country corrected?	25          + 15 for parts five & six
Check the details	*In pairs answer the questions (open ended)  Questions about the chat or the students make their own questions, and ask each other	10
Expansion A <b>Phonetic Words</b>	*Listen for the words on the package, and see how they are pronounced (listen and repeat – Connected speech and vowel reduction). (10 – 15 mins)	×
Expansion B <b>Lexis &amp; Corpus</b>	*Follow from Phonetic Words expansion, look up these words in a corpus, and see where they are used in conversation. Try to pronounce these, and check with the teacher. (10 mins)  Or  (* ) Look at the final line, “ <i>One of the things I like here is...</i> ” (or others) Check a corpus, and see how other people use it (what usually follows these words). Then after discussing some examples, continue their own chat from this line. (20 mins)	×

And / Or

(\*) Look for times when the speakers change. When do they take turns? How do they know when to let the other talk?

How do they help each other? How do they show interest in what the other is saying?

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Expansion C <b>Story telling</b>	Discuss with a partner a story that you have heard about travelling either overseas or within your country.	10
Expansion D <b>Discussion</b>	In this story, the native speaker made a mistake in understanding the story. Do you often make mistakes in understanding other people? If you make a mistake in a conversation, how can you fix it? (Change partners a few times, encourage 'follow up questions': 15 mins)	×
Fun Activity	(* by CMC optional) <b>Chat - Race Around The World</b>	30
Or choose the one below	Be sure to provide a model of language and do a quick practice of negotiation of ticket buying and bartering first. - Group A are at first travel agents trying to sell plane tickets to make as much money as possible. Use only the scheduled flights on the handout - Group B are at first travellers trying to buy cheap tickets. The tickets must show connections between destinations, that is, no one walking from London to Paris, or anyone swimming from New York to London. Each student is given a maximum of USD\$1500 After ten minutes or so stop, and see who has earned the most money and bought the most tickets and made it back to the start (Taipei) first, then change roles.	
Fun Activity	<b>* Picture-Description Matching</b>	(20-30)
Or choose the one above	Everyone is a school secretary <sup>†</sup> who got students' pictures and names mixed up. Contact people in your class and find out what they look like and match their name with the picture. However, the teacher will tell each student specific celebrity to 'be', or like Face-Off, be another classmate, then describe themselves to the other secretaries. The teacher must pre-	

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prepare a master list of who is who, and keep it secret; also provide a dialogue on the whiteboard for students to follow - Half way through, students can be put into small groups to share their answers, asking “Who is the one with long blonde hair?”

†This job can be changed to anything else that maybe more suitable for the class

Error Correction	<b>Sentence Auction:</b> Either use sentences that you (the teacher) has spotted out in their chats, or from The Passport Story chat dialogue. Do in pairs, and award money to the pair with the first correct grammar response	15 - 20
Wrap-up	<b>Pairs debates:</b> Where would you rather travel to, Canada or Australia? Choose which you prefer, and then convince someone on the opposite side to change their mind. If the class are unbalanced choose new destinations	10

## Appendix IV – Original Chat Dialogue

Permission from the authors had been granted. The names 'Noriko' and 'Adam' are pseudonyms.

Noriko says:

Today, I heard a interesting story,

Adam says:  
yeah?

Noriko says:

A friend of a friend was planning to go overseas

Noriko says:

The friend is the one took me to Taichung

Noriko says:

anyway, the friend joing the tour with her friend. They asked a travel agent to arrange their passports

Noriko says:

Guess what happened?

Adam says:  
What?

Noriko says:  
☺

Adam says:  
Well?

Noriko says:

Their photos and their documents were opposit

Adam says:

lol... That is funny!

Adam says:

Wrong photo on wrong passport?

Noriko says:

Exactly

Adam says:

lol... What did they do?

Noriko says:

So they could not go

Adam says:

Did they pay for the tickets already?

Noriko says:

because they received their passport at the airport

Adam says:

Oh no! So they had to miss the flight?

Noriko says:

Yes

Adam says:

What will happen? Will the passport office pay for the flight?

Adam says:

And...

Adam says:

How can you receive your passports AT the airport?

Noriko says:

Because they joined a tour so the tour guide brought the passport at the airport...

Noriko says:

but in Japan, that can't be happened.

Noriko says:

We have to sign at the office.

Adam says:

I knew that the travel agents in TWN can organise your passports, but not tour guides, too

Adam says:

We have to recieve it by registered mail or at the passport office or consulate

Adam says:

(Consulate if we're overseas)

Noriko says:

We can not do that. We HAVE TO SIGN on the official paper at the passport office

Noriko says:

So the actual person has to go there.

Adam says:

That can be very inconvenient. I suppose they have changed things since Sept11

Noriko says:

That is inconvenient but it is more accurate

Adam says:

But in Aust, the passport offices are only in the capital cities. That means only people who live there. Otherwise, everyone else has to travel for many hours, or even many days!

Adam says:

I think in New Zealand you can do that... the Japanese way

Noriko says:

In Japan at least each county has a passport office. Even my county has two.

Adam says:

lol... Only TWO?

Noriko says:

yes

Noriko says:

my county is not big

Noriko says:

Actually my county is not Nagoya.

Noriko says:

Nagoya is city anyway

Adam says:

lol... That is funny! I think Koreans can go to many embassies in

Japan (I think that there is two in Tokyo, one in Osaka, one in Fukuoka, and there are others!)

Adam says:

Oh... You said county! I thought you said country!

Adam says:

Oops.

Noriko says:

I thought it was strange why you said only two.

Adam says:

lol... Anyway... It is a sunny day here!

Noriko says:

yeah?

Adam says:

lol... Yeah! It was really cold here yesterday

Noriko says:

I see.

Noriko says:

hold on. I want to go to the bathroom.

Adam says:

Sure

Noriko says:

I am back

Noriko says:

One of the things I like here is...

## Warmer – Find Someone who... Travel -A-

Be sure you know the meaning of the *italicised* words. Write the names of people who say yes to these questions, and remember to ask more questions about your partner's answers

1. Knows a *foreigner*
2. Went to another country
3. Knows where *Taiwan* is
4. Is from Taiwan
5. Has a *passport*
6. Likes to, or wants to travel
7. Wants to *cuddle* a *Koala*
8. Has a good photo in their passport or *driver's licence*
9. Knows a famous food from *Korea*
10. Has been on a *flight* before
11. Has lost something when on holidays
12. Wants to holiday in England

✂-----

## Warmer – Find Someone who... Travel -B-

Be sure you know the meaning of the *italicised* words. Write the names of people who say yes to these questions, and remember to ask more questions about your partner's answers

1. Knows a *foreigner*
2. Went to another country
3. Knows where *Taiwan* is
4. Is from Taiwan
5. Has a *passport*
6. Wants to go to Japan (again)
7. Can guess where 'Fukuoka' is
8. Has seen the Sydney Harbour Bridge and Sydney Opera House
9. Knows a Korean
10. Has been to a *consulate*
11. Knows the *capital city* of Taiwan, and Japan
12. Has a friend who works in a Travel Agent

## Problems Travelling

1. Do you sometimes travel (*overseas*)?
2. Where do you like to go? Why?
3. Did you have problems? What problems did you have?
4. Do you know anyone who travels overseas?
5. Did they have problems?
6. How can you get a passport?
7. If there's a problem with your new passport, where do you go?

## Vocabulary

- Overseas
- Travel Agent
- Passport
- Documents
- Tickets
- Airport
- Flight
- Tour Guide
- Tour (n) and (v)
- Sign (v)
- Registered Mail
- Consulate
- September 11
- Capital City
- County
- Oops