

The University of San Francisco
**USF Scholarship: a digital repository @ Gleeson Library |
Geschke Center**

Master's Projects and Capstones


Theses, Dissertations, Capstones and Projects

Spring 5-21-2015

Teaching English in Saudi Arabia Through the Use of Multimedia

LINAH A. SOFI
lsofi@dons.usfca.edu

Follow this and additional works at: <https://repository.usfca.edu/capstone>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Educational Methods Commons](#), and the [Other Education Commons](#)

Recommended Citation

SOFI, LINAH A., "Teaching English in Saudi Arabia Through the Use of Multimedia" (2015). *Master's Projects and Capstones*. 138.
<https://repository.usfca.edu/capstone/138>

This Project/Capstone is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Projects and Capstones by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.

University of San Francisco

**Teaching English in Saudi Arabia Through the Use of Multi-Media:
A Handbook for Teachers**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English to Speakers of Other Languages

by
Linah A Sofi
May 2015

**Teaching English in Saudi Arabia Through the Use of Multi-Media:
A Handbook for Teachers**

In Partial Fulfillment of the Requirements of the Degree

MASTER OF ART

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Linah A Sofi

May 2015

UNIVERSITY *of* SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements of the degree.

Approved:

Instructor / Chairperson

Date

TABLE OF CONTENT

| | Page |
|------------------------------------------------------|------|
| Acknowledgement..... | i |
| Chapter I - Introduction..... | 1 |
| Statement of the Problem..... | 2 |
| Purpose of the Project..... | 2 |
| Theoretical Framework..... | 3 |
| Significance of the Project..... | 4 |
| Limitations..... | 5 |
| Definition of Terms..... | 5 |
| Chapter II - Review of the Literature | 9 |
| Introduction..... | 10 |
| The Review of the Literature..... | 12 |
| EFL Teaching & Learning in Saudi Arabia..... | 12 |
| Theories & Approaches Employed in the Classroom..... | 14 |
| Multimedia in the EFL Classroom..... | 22 |
| Summary..... | 25 |
| Chapter III - The Project & It's Development..... | 28 |
| Description of the Project..... | 29 |
| The Development of the Project..... | 30 |
| The Project..... | 31 |
| Chapter IV - Recommendations and Conclusion..... | 78 |
| Conclusion..... | 79 |
| Recommendations..... | 79 |
| References | 81 |

Acknowledgement

In the name of the *Allah* I begin. All my thanks and gratitude go to *Him*, the most *Merciful*, the most *Knowledgable*. In the light of the saying ‘‘Whoever does not thank people, does not thank the Lord’’, I am bound to thank the people who helped me achieving my goals and helped me completing my Master’s degree.

First I would like to thank my parents, *Laila Enayah* and *Abdulgaddoos Sofi*, without their ongoing support, care and financial and emotional help, I would not have been able to complete my Master’s degree.

I also would like to thank my siblings. First, I thank my sisters *Haneen*, *Ruba*, and *Reda*. Additionally, I would like to thank *Faten Enayah* and *Alia Ismael* who I consider sisters. A special gratitude goes to my twin sister, and best friend, *Dina Sofi*. We have been together and never separated. We studied together, majored in the same field of study, and depended on one another. I would not have been able to be where I am now without her. Another special thank-you goes to my only brother *Ahmad*. I cannot thank you enough for your support and patience.

I also would like to thank *Kaplan International Colleges* in San Francisco and their staff, especially *Jacob Kernodle* for the support and help they have provided even after I left Kaplan.

A great thank you goes to the *Department of International and Multicultural Education* at the *School of Education*, and the entire *University of San Francisco*. I have been more than blessed to study in such a respectable school. I am privileged of being a member of the USF community.

I would like to especially thank my former and current advisers, *Professor S. Cary* and *Professor M. S. Popal*, respectively, for their extraordinary help and guidance throughout my studies at USF. I also would like to thank all my MA TESOL classmates, especially, *Ahmad Alattar, Angela, Cindy, Claire, Connie, Gregory, Hande, Hugh, Ian Sharp, Vera, and Victoria* for their unlimited encouragement and help.

Last but not least, I would like to express my gratitude to my friends, and especially those who have been there for me during my stay in San Francisco. They have been encouraging and supportive. I would have never made it through without them. They are: *Abdullah Khushaim, Aida Bennouna, Anmar Bogari, Bassam Kashgari, Bayan Jamal, Emad Badr, Hashim Ainousa, Mahmood Zaini, Mawaddah Daftardar, Moath Daghistani, Naif Mugbil, Omair Taibah, Rayan Nawawi, Roaa Basaad, Samaher Felemban, Sarah Taibah and Zahraa Alrasheed*. Each one of you have added positively to my life. THANK YOU.

Finally, the most special thank-you goes to *David Michael Sosebee Jr.* I thank him for being supportive, caring and helpful. I thank him for all the times we spent together. I thank him for the ongoing love he shows all the time. It has been a reason for me to continue what I do.

- THE END -

CHAPTER I
INTRODUCTION

Statement of the Problem

Purpose of the Project

Theoretical Framework

Significance of the Project

Limitations

Definition of Terms

CHAPTER I INTRODUCTION

Statement of the Problem

In Saudi Arabia's public schools, English is taught as a subject not as means of communication. This makes the lessons teacher-centered, and the students passive receivers of information. Learning by rote and lectures are among the method applied in most classrooms because English teachers in Saudi Arabia are not well trained (Alharbi, 2015). Methods such as Grammar-Translation and the use of Arabic as a language of instruction are still applied in public schools to save time. Curricula and textbooks' contents are based on unrelated topics and deductive activities (Assalahi, 2013). As a result of traditional archaically teaching methods, communication and critical thinking skills are neglected in the classroom. Alharbi (2015) suggests that Saudi Arabian teachers be equipped with the contemporary training to apply better and more communicative approaches in their classes. They should have access to modern technology in their classrooms. Alharbi (2015) also recommends that teachers be trained to enhance students' critical thinking skills and the use authentic materials. Lastly, she recommends modernizing curricula by employing technology and redesigning textbooks and systems to better fit the contemporary life of the Saudi Arabian student.

Purpose of the Project

The purpose of this project is to design model lesson plans which will require the use of available modern technology and movies, songs and graphic novels, etc., to enhance students' communicative competence and motivate critical thinking. In fact, the project will be constructed to implement the use of technology in the Saudi Arabian traditional classrooms. It will serve as a model for teachers to build their own lesson plans accordingly, using a communicative language

teaching approach. Finally, it is hoped that with this handbook, Saudi Arabian English language learners will develop critical thinking skills and enhance higher communicative competence in English.

Theoretical Framework

This project is based on the following three Language teaching approaches and theories: Communicative Language Teaching (CLT), Discourse Approach, and Multiple Intelligences

The first theory that supports this project is *Communicative Language Teaching (CLT)*. It is a broad approach that is defined through its goals. Generally, the focus of the approach is achieving communicative competence, focusing on all aspects, including linguistics and grammatical accuracy. For the most part, functional language, meaningful contexts and fluency are among the most important principles. Therefore, through the teaching of language pragmatics rather than teaching only form and structure, the goal of using the language ‘productively’ is more important than using it accurately (Brown, 2007). Therefore, this project employs CLT in creating language lesson plans that are communicative which shifts the classroom dynamic from teacher-centered to student-centered classrooms.

Another theory that supports this project is Discourse Approach. According to Cots (1996), the goal of most language teachers has become helping student to communicate efficiently in real life contexts. Therefore, providing a discourse approach into the classroom is essential. The discourse approach is concerned with teaching language through the use of authentic and real life materials. It is concerned with enhancing student’s pragmatic and communicative competence rather than just their linguistic competence. For example, it teaches register and genre of the discourse, turn taking, grammar structures in context, and the role interlocutor and the social convention of the discourse, etc. Ultimately, students will not only be

able to use their declarative knowledge, but also will efficiently be able to gain and apply procedural knowledge in their second or foreign language (Celce-Murcia and Olshtain, 2005). Therefore, this handbook implements a communicative approach in classes that guides teachers to incorporate discourse and pragmatics in their lessons. These lesson plans raise the awareness of students towards discourse. Hence, teaching EFL through a discourse perspective will improve the teaching of language skills.

Finally, Multiple Intelligences theory (MI theory), which was developed by Howard Gardner, also supports this project. It was believed that intelligence can be measured with an IQ test score. However, Gardner set eight categories of intelligences. They are a broad range of abilities that each individual possesses with different way of interacting together, including linguistic, musical, kinesthetic, logical etc. Ultimately, this theory when facilitated in teaching and classroom will function as a tool to extract and to stimulate all kinds of innovation and creativity in students (Armstrong, 2000). Therefore, the project combines Gardner's theory of MI and Armstrong's application into lesson plans. Teachers in Saudi Arabia will benefit in addressing each student's intelligence and learning style that will result in better competence and performance.

Significance of the Project

This project will have the following significant results. First, it will introduce authentic language to the students through movies. In addition, it will make the instruction student-centered rather than teacher-centered as it is now. It will also help students to acquire both academic and conversational vocabulary. Finally, It will serve as a bridge-building tool to complex reading through the use of graphic novels.

Limitations

There are some limitations associated with this field project. First, this project is designed for higher-intermediate to advanced levels of language learners at the university level in Saudi Arabia. Therefore, it may not be suitable for the lower level English language learners. The linguistic and communicative competence, and prior knowledge of language needed to use these lessons require high levels of English language proficiency. Another limitation of this project is that it is designed to be used in Saudi Arabian classrooms. Therefore, the project contents may not be appropriate in non-Saudi contexts. The third limitation of the project is that it requires the use of modern technology. Therefore, the project may not be beneficial in classrooms without technology access. Furthermore, some Saudi Arabian teachers may not have the technical training needed to be able to use technology. Therefore, those teachers who are not familiar with the technology and modern multimedia might not be able to apply the lesson plans effectively.

Definition of Terms

Affective Filter: It refers to the condition in which students acquire language efficiently when their anxiety is low (Brown, 2007).

Authentic language: It refers to real-world, meaningful production of language as produced by native-speakers for communication purposes (Brown, 2007).

Communicative Competence (CC): It refers to the human capacity that allows us to communicate, interpret and convey messages and their meanings in a particular context (Brown, 2007).

Communicative Language Teaching (CLT): It is an approach that is concerned with the meaningful, authentic and real-world language use. It emphasizes on communicative and task-based activities in a student-centered classroom (Brown, 2007).

Critical thinking: It is the use of reason in the process of formulating one's beliefs (Mulnix, 2012).

Declarative knowledge: It refers to the facts and information and opinions an individual possesses. (Celce-Murcia and Olshtain, 2005).

Deductive activity: It is an activity in which the instruction and rules for are explained to the students beforehand and explicitly (Seliger, 1975).

Discourse: It refers to the forms of language produced through communication and interpreted as meaningful (Celce Murcia and Olshtain, 2005).

English as a Foreign Language (EFL): It is the study of English in non-English-speaking countries (Merriam-Webster, 2015).

English as a Second Language (ESL): It is the study of English by speaker of other languages in English-speaking countries (Macmillan Dictionary, 2015).

Grammar-Translation Method: It is a method to teach language through the translation of grammar and vocabulary. It focuses on the memorization of translated rules and words from one language to another (Brown, 2007).

Graphic novels: They refer to book-long stories that are narrated through pictures and drawings. They are also called graphic narratives. (Thon and Stein, 2013).

Interlocutors: It refers to the contributors in a conversation or a discourse are called interlocutors; hearers, speakers and addresses. (Celce-Murcia and Olshtain, 2005).

Language aptitude: It refers to the individual's ability that dictates how fast and easily s/he will learn a language (Brown, 2007).

Lesson plan: Lesson plans are tools that guide teachers throughout the organized lessons. They reflect the philosophy teachers apply in their classroom, and the objectives they set for their students (Celce-Murcia, 2001).

Multimedia: Multimedia is the use of different and multiple means of communication that exhibits movies, pictures and recorded audio (Merriam-Webster, 2015).

Multiple Intelligences: According to Howard Gardner, each individual has eight categories of intelligences that interact and exist simultaneously, but differ in levels in each person's brain. They are mathematical, linguistic, musical, naturalistic, interpersonal, intrapersonal, spatial and kinesthetic (Armstrong, 2000).

Pedagogy: It refers to the method or process of teaching (Merriam-Webster, 2015)

Pragmatics: It refers to "The study of speaker meaning as distinct from word or sentence" (Yule, 1996).

Procedural knowledge: It refers to the knowledge and skills to practically employ and perform the declarative knowledge (Celce-Murcia and Olshtain, 2005).

Register (in discourse): It refers to the particular ways of language use that depend on their social contexts. It is a set of social occupations to linguistic items (phonemes, morphemes and structure) among a social group (Wardhaugh, 2006).

Student-centered: It refers to the teaching method that students learn through gathering information themselves. Teachers are observers and guiders. Two-ways communication dominates the classroom (Catalano and Catalano, 1999).

Teacher-centered: It refers to a teaching method in which students receive information through the lectures teachers recite. Teachers are the source of knowledge. Communication's level is seldom to non-existent (Catalano and Catalano, 1999).

CHAPTER II
REVIEW OF THE LITERATURE

Overview

Review of the Literature

Summary

CHAPTER II REVIEW OF THE LITERATURE

Introduction

When Saudi Arabian government approved the teaching of English as a Foreign Language (EFL) as part of the official curricula of the Ministry of Education in 1925, the attitude toward English language learning had been negative until the beginnings of 2000s (Alnofai, 2014). Recent studies have shown that the Saudi Arabian attitude is changing to a positive one for a number of reasons, mainly, because of job hunting (Faruk, 2014). However, the Saudi Arabian classroom is still teacher-centered, and English language teaching is still mostly done through lectures. A communicative approach is rarely observed in public classrooms (Alharbi 2015).

Incorporating multimedia, such as, movies, graphic novels and songs might prove to be successful in turning the traditional classrooms to communicative and student-centered classrooms. In a study done by Alfahad (2009), on Saudi Arabian students in the university level using technology, he concluded that technology enhances the communication skills, and it changes students from passive learners to more communicative learners. Therefore, media such as movies or documentaries are among the best means for providing authentic speech and conversations. They are a “replica” of everyday dialogue. This will lead to a better English teaching/learning experience (Yun, 2014). As for music, Li & Brand (2009) conclude that using music and songs in ESL classrooms resulted in a better language learning experience and a better vocabulary acquisition. They also conclude that the students’ attitude is positive towards the intensive use of songs. Lastly, in a study that investigated the effects of graphic novels on critical thinking, Ching & Fook (2013) results showed that graphic novels magnify the skills of critical

thinking if implemented in language curricula and model lesson plans. Therefore, In the review of the literature of this project, the focus is on three major themes:

1. *EFL learning and teaching in Saudi Arabia:*

This section will briefly present the history of English language in Saudi Arabia and the development of EFL education. It will shed light on the strong religious point of view of Saudi Arabia towards depicting images. According to Fam, Waller and Erdogan, religion is the biggest influence on how Saudi Arabians that leads their lives individually and collectively (2004).

2. *Theories and Approaches employed in the Classroom:*

In this section, the three main theories used to build this project will be investigated to support the projects claim in the effectiveness of communicative classrooms. This theme is divided as follows: a. Communicative Language Teaching (CLT), b. the Discourse Approach, and c. Multiple Intelligences in the classroom (MI).

3. *Multimedia in the EFL Classroom:*

This theme is intended to examine Thomas Armstrong's book Multiple Intelligences in the Classroom. Armstrong provides a detailed explanation to each category of the intelligences. Then he builds comprehensive strategies for incorporating MI in the pedagogy. The strategies provide a broad framework for teachers to expand on their own teaching approaches. Furthermore, there are three studies and articles examined that deal with use of MI in EFL classrooms.

The Review of the Literature

EFL learning & teaching in Saudi Arabia

a. Brief history:

According to Alhujailan (2009), the Ministry of Education in Saudi Arabia have decreed and granted the implementation of teaching EFL in primary schools. However in 1942, the decree was changed for unknown reasons. Teaching English in schools was moved up to start in middle school at grade seven. The length of a session was to be 45 minutes per session, 12 sessions per week in middle and high schools. Then the decree changed to be eight and six sessions middle and high schools, respectively. In 1953, French as a Foreign Language was implemented in secondary schools curriculum until it was cancelled in 1970.

b. Goals and approaches of EFL teaching/learning as stated in decrees:

The main goals of teaching EFL in Saudi Arabia according to the decree issued in 2001 include the following: The students were expected to: -

- Acquire the basic linguistic skills, and acquired enough English that prepares them for the job-market,
- Acknowledge English as a universal language,
- Be linguistically able to benefit from other cultures and their sciences with what is not inconsistent with Islam, and
- Acquire enough linguistic ability to spread Islam, defend it and explain it.

However, Saudi Arabia followed the Michael Philip West Approach for a long time and used his books. Then during the 70s, the Aural-Oral Approach & the Grammar-Translation Approach were used in schools across the country until this day (Alhujailan, 2009).

c. Saudi Arabians attitude towards acquiring English as a Foreign Language:

Regardless of the previous goals, the attitude towards learning English was negative during the early 90s. Learners of English lacked motivation for various reasons. Mainly, they believe that English language learning (ELL) would not serve them in everyday life communication. They believed that they did not need it for better careers. The attitude was shifting to more positive during the second half of the 90s. The change in English language education policies that took place in the late 90s helped shifting the attitude. The change was centering the learning of English language around religion and the spread of Islam. Nowadays, Saudi Arabians view English as the one universal language of modernization, sciences, and high economic status, making English a requirement for the labor market (Faruk, 2014).

d. Sunni-Islam Saudi Arabians' attitude towards images:

Islamic Art mainly and mostly depends on geometry shapes and calligraphy styles. The majority's attitude towards depicting the livings - humans and animals - is negative. The negativity comes from the assertive statement in Hadith - prophet Muhammad's sayings - that people who draw, photograph or sculpt the livings will be challenged to "breath life into" their work on Judgment Day as a punishment. Quran though only states that Allah is the form maker, which led most Muslims to strongly believe that the act of making forms of the livings is highly exclusive to God (Department of Islamic Arts, 2011).

Theories and approaches employed in the Classroom

a. Communicative Language Teaching (CLT)

Sauvignon (2001), states that Communicative Language Teaching (CLT) has been considered the most efficient approach in the field to teach language since it was first introduced in the late 70's / early 80's. The result that is hoped to be achieved through the use of CLT is having students learn how to communicate, and how to use language in various forms, situations and contexts. Therefore, languages learning curricula, programs, activities, textbooks, objectives and goals have all been constructed to improve the learner's communicative competence.

In a recent article published in the International Journal of Instruction in 2015, Heba Alharbi examines the lack of English proficiency among Saudi Arabian students in public schools. She mentions that this non-proficiency is due to the methods applied in the classroom that are mostly derived from the Grammar-Translation method. She states that 69% of teachers in Saudi Arabia use Arabic as language of instruction, and 60% of them believe that the use of Arabic is efficient in decreasing time consumed in classrooms. However, according to Richard and Roger (2001), the use of L1 -first language- in classrooms encourages students to think in their L1 then translate their thoughts to L2 -second language- which is a technique adopted from the Grammar-Translation method, resulting in the lack of motivation and less communicative competence. In fact, the use of L1 reduces the abundance of real-life-like situations in EFL classrooms. It decreases the chances for students to practice their English drastically as they do not interact in English outside of the classroom due to the efficiency of their native languages in their communities. Therefore, the role of creating these interactions within the EFL classroom is 'crucial'. The current use of L1 puts off the students' motivation to use their L2. Students will

not make the connection between the importance of practicing English and the proficiency level they aim to achieve (Alharbi 2015).

Alharbi (2015) presents in her article an explanation of using L1 in the classroom. She states that most English language teachers in Saudi Arabia have no advantage over their students. Majoring in English language and literature in colleges does not require English proficiency. In Saudi Arabia, the admission decision to BA teacher training programs is based on the overall performance of the candidates in high school. Therefore, the language instruction in colleges sometimes leans towards Arabic, resulting in one third of English language major teachers graduating with an obvious lack of English proficiency. On that account, the goals of the Ministry of Education are not met or achieved. In fact, the result of not achieving the Ministry's goals was a noticeable gap between the economic and educational growth of Saudi Arabia.

Towards the end of her article, Alharbi (2015) mentions a number of suggestions and reasons to demonstrate the importance of adopting a communicative approach in teaching in Saudi Arabia. For example, she recommends the exclusive use of L2 in the EFL classroom, supporting her suggestion by Krashen's claim that the reduction of L1 in classroom increases the students' communicative and linguistic competences in their L2 (1981). While exclusively using L2, teachers are advised to employ successful techniques derived from CLT and abandon the Grammar-Translation. CLT techniques encourage students' engagement in the classroom, such as, role plays, pair work, interviews and debates. The reason why teachers are advised to use communicative strategies is because they create an atmosphere that is affable and warm, hence, lowering the student's affective filter.

In a study done by Assalhi in 2013, he proved that Saudi Arabian schools still use L1 as means of instruction in EFL classrooms. Assalhi interviewed and observed four teachers that

have been trained according to the contemporary communicative methods of pedagogy. They received their BA degrees in English Literature and Language. However, the study revealed that the participant teachers believed that grammar teaching mainly leads to language acquisition. They believed the most important domain of language proficiency is to be grammatically competent. Strangely, some of the participant teachers opposed the teaching of contextualized grammar although their teacher training programs have taught them contextualizing grammar in theory. The same teachers consider grammar errors an indicator of insufficient linguistic competence. Therefore, they should be corrected immediately.

In a study done by Abdullah Coskun in 2011, Coskun focused on four characteristics of CLT techniques: group work, fluency / accuracy, correction of errors and teacher's role. When he observed and analysed the data collected, he mainly was looking for teachers' practices that overlap with the characteristics mentioned. He wanted to determine to what degree the beliefs of teachers about CLT are exhibited in their practice. His subjects were two EFL teachers.

The instruments used to conduct this study were three. First, he distributed open-ended questionnaires. He wanted them to write in detail about their beliefs on CLT. He also wanted them to explain their attitudes towards the practices of CLT. Next, he observed these two teachers. While Coskun observed, he used an observation checklist that he developed to determine the accuracy of the teachers' attitude towards CLT. He wanted to detect any mismatch between the questionnaires' answers and the practices of teachers. Later on, he developed a questionnaire that he planned to use when the mismatches were detected. The purpose of this instrument was to pinpoint the challenges that might face teachers when they apply CLT techniques in EFL classrooms.

Coskun's findings showed incompatibility between the attitudes of teachers towards CLT and the application of CLT in classrooms. The table below shows the results of the first questionnaire and the results of the observation.

| Questionnaire (<i>teacher's attitudes & beliefs</i>) | Observation (<i>application & practices in class</i>) |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • In favor of group work and pair work | <ul style="list-style-type: none"> • Teachers use teacher-students interaction. |
| <ul style="list-style-type: none"> • In favor of fluency over accuracy, and contextualized grammar | <ul style="list-style-type: none"> • Teachers lecture grammar in L1 and list verbs for memorization |
| <ul style="list-style-type: none"> • In favor of self-correction | <ul style="list-style-type: none"> • Teachers don't tolerate errors, and instantly, correct them |

To conclude, it is believed that the gap between the practice and theory of CLT is due to the inadequate training programs that focus on only teaching theories of communicative approaches, but distract teachers from the effectiveness of CLT in practice. In fact, it is believed that communicative teaching approaches have dominated language-teaching theory, but still have not efficiently revolutionized the actual teaching practices (Karavas-Doukas, 1996).

b. Discourse Approach:

One of the focuses of this project is utilizing the discourse approach (language in use) without overlooking the linguistic component in EFL classrooms. Therefore, the pedagogy is enhanced through working on students' pragmatic and linguistic competences.

Human communication skills are acquired in an early age along with the native language. However, when acquiring or learning a new foreign language, these communication skills are ought to be adjusted to fit the new language contexts and culture. Therefore, incorporating a discourse approach in the pedagogy and the teaching of grammar, vocabulary and other language skills is vital in providing discourse in context. Consequently, learners of foreign languages will be able to use a number of language and communication skills simultaneously in any given discourse. In fact, applying appropriate language to express different and various speech acts will result in a successful achievement of language in communication and fluency (Celce-Murcia and Olshtain, 2005).

In an article published for Celce-Murcia in 2007, she examines and analyses grammar textbooks claiming that most of them contextualized grammar activities and prompts. She suggested ways for contextualizing the teaching of grammar, refuting some claims that contextualizing grammar has not been as efficient as scholars had hoped. She finally concludes that grammar teaching is more successful when the contextualization of the instruction is present in authentic and ‘‘semi-authentic’’ discourse. It will result in learner’s ability to demonstrate manipulative strategies of grammar in communicative settings (language in use).

c. Multiple Intelligences (IM):

The emphasis of this project is to create various teaching techniques that address all types of learners and their intelligences. According to Armstrong (2000), students are prone to excel in different intelligence areas. They have the tendencies to be outstanding in all eight types of intelligence if addressed properly. Employing MI in curricula will present teachers with opportunities to develop techniques and adapt strategies that best meet students’ needs. Armstrong (2000) demonstrates 40 strategies to implement in various classrooms, noting that

one strategy cannot fit all. He addresses all intelligences with suggested techniques that are briefed in the table below (Armstrong, 2000).

| Type of Intelligence | Teaching Strategies | Example |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Linguistic</i> | Strategies should focus on open-ended language practices that will nurture the linguistic ability in learners. | <i>Storytelling:</i> It requires the use of imagination. It is a vital tool to ‘weave’ the information intended to teach into an interesting story that would have learners engaged. |
| <i>Logical / Mathematical</i> | Strategies should involve logical critical thinking skills, and the application of numeracy in classrooms. | <i>Socratic Questioning:</i> It helps students ‘sharpen their own critical thinking’. It deals with the Critical Thinking process of Socrates. A teacher plays the role of the questioner, questioning students’ beliefs and opinions about the world and how it works. |
| <i>Spatial</i> | Strategies should address learners’ internal and external images through the incorporation of imagination, movies, drawings, graphics novels and symbols. | <i>Graphic Symbols:</i> It requires giving symbols to concepts. For example, drawing actual roots under the roots of each word of vocabulary. Therefore, student link the symbol to the root of the word. |

| | | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Bodily / Kinesthetic</i> | Strategies should integrate learners' body parts and movement in the classroom to achieve a better understanding of the concepts taught. | <i>The Classroom Theatre:</i> It requires learners' talent of acting through dramatizing a problem or a concept in action. |
| <i>Musical</i> | Strategies should integrate music into lessons. Such strategies will help learners storing information in their long-term memory. | <i>Discographies:</i> It requires the implementation of already existing recorded musical pieces to teach concepts or open discussion or teach vocabulary and critical thinking skills. |
| <i>Interpersonal</i> | Strategies should nurture learners' interactions and sense of belonging and connectedness. | <i>Board Games:</i> They can teach learners informal social interaction. A teacher can design a game according to the subject matter, or they can simply use already existing games. |
| <i>Intrapersonal</i> | Strategies should include activities and instructions that help learners' experiencing themselves individually and internally. | <i>Personal Connections:</i> It requires making connection between what's being taught and students' personal lives. |

| | | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Naturalist</i> | Strategies should include more outdoor activities and projects. They also should allow students to bring the outside world into class. | <i>Ecostudy</i> : It requires the integration of nature in the curriculum whether it's math or language studies. It requires the recognition of the connection between subjects & ecology. |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In 1996, Christison demonstrated Lazear's guide for teachers to incorporate and nurture students' intelligences. Lazear calls for training teachers to be able to adapt and create materials that address learners' senses and metacognition.

In a study done by Hou (2010), he attempted to detect MI's role in the performance and behavior of EFL students. His subjects were over 2400 Taiwanese EFL students in the college junior level. In the beginning of the semester, he tested students listening and reading through 35 and 40 questions, respectively. He then distributed a questionnaire of 170 questions to determine each student's category of intelligence. The results showed that MI is a big part of students learning process. He also concluded that EFL students learn better through the use of MI teaching techniques. Especially, when music, outdoor activities and vocabulary games are involved.

In their study "the relationship between multiple intelligences and reading proficiency of Iranian EFL students", Hajhashemi, Akef and Anderson (2012), selected randomly a 128 pre-college students of EFL. They used a demographic test for competition. They used a translated version of McKenzie's MI test to measure students' intelligences. They also used the reading comprehension section of the paper-based TOEFL along with 11 multiple-choice questions.

Finally, their findings showed a remarkable relationship between the students' proficiency of reading and MI.

Furthermore, multiple studies' results supports the positive role of MI in the pedagogy. In a study done by Bas and Byhan (2012), they concluded that learners achieve better when MI is incorporated in the teaching/learning process. They reached the previous conclusion when they studied the effects of MI-supported classrooms vs. EFL traditional classrooms. The created a curriculum to be taught in four weeks to 50 students. They divided these students in two classes. The first class was taught by incorporating MI in the pedagogy, and the other class was taught traditionally through lectures. The results of the pretest did not show any difference in measured skills between the two classes. However the posttest results differed drastically. The average posttest score for the MI-supported class was 74.6. On the other hand, the average posttest score of the traditional classroom was 60.2.

Another study that demonstrated the relationship between MI and EFL is a study done by Hosseini in 2014. He concluded that a strong positive relationship exists between musical intelligence and linguistic intelligence. Students are more aware of lexicons when presented through music, songs and poems.

Multimedia in the EFL Classroom

Jonasses (2000) defined multimedia as the use of different means, such as, text, movie clips, audio recording and graphics to communicate through computer systems. The concern of integrating multimedia into the teaching/learning process dates back to the 1950s when few classrooms were equipped with phonograms and broadcasts recordings (Mudge, 1999). The use of multimedia has become one of the basic skills that an individual must possess today. In fact,

multimedia has changed the nature of education and language learning in all their aspects (Rubin, 1987).

In a study done by Ching and Fook in 2013, they attempted to investigate the effects of multimedia-based Graphic Novels on students' critical thinking skills. They selected 291 sophomores of secondary schools in Malaysia. The subjects who came from different schools has the same background. They all come from similar socioeconomic background, and they were all co-educated. The students were between the age of 14 and 15. Furthermore, Ching and Fook developed multimedia materials entitled "Japanese Occupation of Malaysia". At first, students were given a pretest and a Loss Prevention Qualified test (LPQ). These tests involved random tasks and assignments. Then students began the experimental treatment of studying the Graphic Novels-based materials. The first class learned "Japanese Occupation of Malaysia" only through Graphic novel & Narratives (GN). The second class learned "Japanese Occupation of Malaysia" only through Graphic novel & Text (GT). The third class learned "Japanese Occupation of Malaysia" through Graphic novel, Text and Narrative (GTN). After six sessions, students were given a posttest to finish. The results of the posttest showed the following:

| Mode of class material | Average posttest score |
|---------------------------------|------------------------|
| Graphic novel & Narrative | 50 to 54 |
| Graphic novel & Text | 58 to 62 |
| Graphic novel, Text & Narrative | 55 to 56 |

Towards the end of the study, the scholars stated that subjects who learned through GN surpassed the rest significantly. The results prove that students who learn through GN learn more

effectively because their brains receive the information through two channels: the verbal and visual channels. Therefore, both channels work simultaneously, in balance and neither of them is overloaded.

In another article published for Amine, Benachaiba, and Guemide (2012), they concluded that the use of multimedia in an EFL setting has turned the classroom into a more “dynamic” and interactive place. Their study focused on investigating the consensus of the positive impact of multimedia on language pedagogy. The study suggested the use of multimedia for the extraordinary benefits they carry into the classroom. It stated that multimedia nurture students’ interests in a given field. It develops students’ communicative competence in their second language. The study claimed that multimedia broadens students’ insight to the global world. It enhances the pedagogy process. Moreover, the use of multimedia provides authentic context of language as it exists in real life. It also shifts the learning process to be more “goal-oriented” and adjustable. For example, it has the power to lower students’ affective filter as it is viewed to be entertaining. Therefore, learners are more comfortable to err.

The findings of Amine, Benachaiba, and Guemide (2012) showed that most teachers and educators believed that employing multimedia enhances classroom quality. For example, multimedia gives students opportunities to display their previous knowledge through providing them with tools and applications to retrieve and elucidate information. The study also found that most students believed that multimedia in classrooms will enhance their ability to use multimedia, which is a skill that has recently become a necessity. They consider multimedia a more beneficial tool that allows them to demonstrate knowledge and information in more depth and in shorter time. The pedagogy will become more interactive and inclusive of all students simultaneously.

In his book *Going Graphics*, Stephen Cary (2004) argues that the core of any CLT technique is the use of authentic language material. Graphic novels are considered authentic for they are “dramatically reduced in text” which will provide a rich profitable material to apply. The use of graphic novels in the ESL classroom will also lower the affective filter of students for three reasons. The first reason is that comics supply an abundance of comprehensible input through images and visuals. The second reason is that they are also light in text. Stephen Cary also argues that students usually feel uncomfortable dealing with foreign language written discourse that is heavy in text. Lastly, Cary believes that the notion of graphic novels is entertaining, and they are read for pleasure. Therefore, they will be viewed as fun that will help in lowering students’ anxiety in language classrooms (2004).

Summary

The review of the literature demonstrated how communicative language teaching approaches when combined with multimedia results in an effective teaching experience. The books, articles, and studies that were examined show the strong relationship between linguistic competence and communicative competence. The review helped in exploring literature that is helpful for developing a handbook for teachers to illustrate lesson plans that employ multimedia according to CLT and CLT-derived principles.

The first section included the history of EFL in Saudi Arabia. Alhujailan published the main article explored in 2009. It demonstrated the decree issued by the Ministry of Education, the attitude of Saudi Arabians towards English language learning. It also shed light on Islam’s views on depicting pictures and images that is changing gradually from negative to positive.

The second section explored the three theories and approaches used in this project. First, it explored Communicative Language Teaching (CLT). The authors of a number of studies and

articles agreed that the learner's goal of learning a language is to be communicatively competent. Therefore, a communicative approach in the language class will benefit students and shift the class dynamic to student-centered. A recent article published by Heba Alharbi in 2015 examined the lack of English proficiency among Saudi Arabian students in public schools. She concluded that teacher's use of L1 and use of grammar translation methods are among the main reasons of Saudi Arabians' lack of communicative abilities in English. Another study done by Abdullah Coskun in 2011 explored the application of CLT in Saudi Arabian classrooms. He observed and interviewed teachers in Saudi Arabian universities. He focused on the characteristic of CLT. He found that there's a gap between teachers' teaching beliefs and practices. The interviewed teachers believe that CLT is the best fit in classroom, but what they applied in their classrooms was traditional techniques of language teaching. Secondly, the section explored the Discourse Approach briefly. In an article published by Celce-Murcia in 2013, she examined multiple grammar books and grammar exercises. The analysis focused on whether or not these grammar books teach contextualized grammar rules. She found that most of them decontextualized grammar. Therefore, she provided multiple suggestions on how to teach grammar in context.

The last theme explored the theory of Multiple Intelligences (MI) in the classroom. The review of the literature focused on Armstrong's book *Multiple Intelligences in the Classroom*. He based his pedagogy approach on Howard Gardner's theory of MI. He suggested that MI in the classroom enhances students' learning experience. The book explores the strategies teachers may apply in their classrooms. The theme also shed light on two main studies. First, the review of Hou's study investigated the relationship between MI in EFL and students performance and attitudes in Taiwan. Hou concluded that students achieve language goals more effectively when incorporating MI. Second, the Bas and Beyhan's study explored the effects of classroom

supported MI on students' performance. They concluded that students perform more effectively when MI is supported in the classroom.

The last section of the review of the literature explored studies and articles about the use of multimedia in the classroom. In a study done by Ching and Fook (2013), the effects of multimedia-based Graphic Novels on critical thinking skills were explored. The study was done in EFL Malaysian classrooms. Ching and Fook's results showed that students who learned through the Graphic novel & Narration (GN) model outperformed the other groups because their brains worked on both verbal and visual channels simultaneously. Furthermore, in an article published by Amine, Benachaiba, and Guemide (2012), the benefits of using multimedia in EFL classrooms were stated. First, they stated that multimedia enriches students' insight of the world. Then they said that multimedia makes students more sympathetic to global issues. They also claimed that the use of multimedia in the classroom shifts the classroom dynamic and makes it more interactive. It also enhances students' communicative competence, and enhances students' ability to use technology up to date.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

Development of the Project

The Project

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This field project consists of three sample model lesson plans for teaching integrated skills of English as a Foreign Language through the use of multimedia. The purpose of the project is to provide teachers of EFL, who teach higher intermediate to advanced level classes, with a handbook that would help them build a communicative classroom through integrating movies, songs and graphic novels in their lessons. Each lesson is designed to integrate two to three language skills. The duration of each lesson is 105 minutes. The handbook also includes a guide on how to use it effectively.

- The following table illustrates a brief description of the sample lesson plans:

| Lesson Plan | Type of Multimedia | Title | Theme | Skills Integrated | Required Tools |
|--------------------|---------------------------|---------------------------------------------------------------------|------------------------------------|----------------------------------|-------------------------------------------------------|
| #1 | Song | “The Shrine” by Fleet Foxes | Life Lesson | Listening Speaking | Multimedia player. |
| #2 | Movie / Documentary | “Inside Japan’s Nuclear Meltdown” by PBS: <i>Frontline</i> | Nuclear / Alternative Energy | Listening Speaking Writing | Projector, Multimedia Player and a Computer. |
| #3 | Graphic Novel | “Persepolis” by Marjane Satrapi | Women’s Rights | Reading Writing | Copies of Graphic Novels. |

The Development of the Project

The main reason to create this project is to turn the Saudi Arabian classroom from teacher-centered to student-centered. This is because of my personal experiences as an EFL student and teacher.

As a student in Saudi Arabia, learning English in school was always a dull task. We sat in teacher-centered classrooms, and we had to receive instruction in Grammar-Translation method. There was not any opportunity for students to interact with each other. The students were not given the chance to express themselves. We all had to listen to the teachers and repeat after teachers and agree with their opinions. Then we had to go home and do the homework accordingly. Therefore, the linguistic and communicative competence of most students in English was below average. Sadly, the traditional classroom still exists throughout Saudi Arabia.

As a teacher, who just graduated from college, I had no experience on turning my classroom into communicative place. I worked in a school that was well equipped. The school provided me with guidance, teacher books and aids. Technology was integrated in each lesson. I had the training from head teachers on employing communicative techniques. The results were magnificent. As a teacher, I enjoyed what I was doing. Being able to communicate with students made the classroom warm and friendly. As for students, they felt comfortable to learn, made errors, and expressed their opinions.

In 2012, for the first time witnessing an ESL setting outside of Saudi Arabia, I enrolled in Kaplan in San Francisco as a teacher assistant intern. Since I was still in the process to apply for her MA TESOL, I took the opportunity to observe teachers teach. I also observed students' behavior. It was the first time I witness a whole school basing their teaching approach on communicative approaches. The dynamic of the school was different from Saudi Arabia. The

linguistic competence of their students was relatively high. Saudi students are learning faster in Kaplan than when they were studying in Saudi Arabia. Therefore, the decision behind creating this project is based on encompassing communicative teaching approaches and techniques using multimedia in classrooms.

The Project

(Please see subsequent pages for the contents of the project.)

TEACHING ENGLISH THROUGH THE USE OF MULTIMEDIA



A HANDBOOK FOR TEACHERS

BY
LINAH A SOFI

| TABLE OF CONTENT | PAGE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Dedication | i |
| A Letter to Teachers | ii |
| Goals & Results | iii |
| Chapter One <ul style="list-style-type: none"> • Why songs, movies and graphic novels? 1 • Who are my target audience? And what is my class setting? 2 • What kind of multimedia does this handbook incorporate? 2 • What are the tools I need in order to use the handbook? 3 • Are there other further considerations? 5 • Are there any suggestions, substitutes or recommendations of other multimedia published works? 6 | 1 |
| Chapter Two <ul style="list-style-type: none"> • 777 Jackpot Tips! 7 • Sample Lesson Plan One: Song 10 • Sample Lesson Plan Two: Movie 14 • Sample Lesson Plan Three: Graphic Novel 19 | 7 |
| Appendix | 20 |

DEDICATION

To everyone who supported me financially and emotionally

A LETTER TO THE TEACHERS

Welcome to Teaching English Through the Use of Multimedia! This handbook includes three sample lesson plans integrating Movies, Songs and Graphic Novels in your classroom.

The sample lesson plans provide you with a template easy to follow to create your own lesson plans with incorporating multimedia accordingly. In fact, the handbook suggests a number of different multimedia other than those used to create the samples. These lesson plans are designed to integrate the four main skills of language as well as key vocabulary and information about other cultures. The handbook will help you employing lesson plans to teach English in a student-centered and communicative way.

As non-native teachers of English, we understand the struggle our students go through everyday learning a foreign language. We understand that in Saudi Arabia - Arabic being the main language of communication - students are not provided with enough opportunities to practice their English. Hopefully, these communicative lesson plans will help you creating those opportunities for them. It is my pleasure as an author of this handbook to thank you for considering the aid I am offering.

Linah A. Sofi

GOALS & RESULTS

This handbook is designed to achieve the following:

1. To turn the Saudi Arabian EFL classroom into a communicative and a student-centered place.
2. To provide opportunities for students to practice and expand the acquired English language.
3. To engage students in the teaching / learning process through the use of multimedia.
4. To introduce students to global cultures, and multiple global issues in order to develop critical thinking skills in the target language.
5. To address all learning styles and categories of multiple intelligences in order to enhance students' linguistic and pragmatic competences.

CHAPTER ONE

This chapter provides you with the information on how, where and with what population you can use these lesson-plans. It will also guide you on how and where you will find the tools you need to help you achieve the best results. Moreover, this chapter is a guide on introducing multimedia to your students and making yourself familiar with the use of technology. Towards the end of the chapter, I have listed various suggestions and recommendations of other multimedia work that you could substitute if you don't like the choices I have provided. All the media work mentioned is suitable for the Saudi Arabian setting.

TEACHERS' QUESTIONS ABOUT MULTIMEDIA IN THE CLASSROOM

1. Why songs, movies and graphic novels?

Multimedia such as songs, movies and graphic novels enhance the learning / teaching experience. Songs, for example, can enhance students' listening skills. They increase students' attention to listen for details. Songs also improve students' awareness of certain phonemes in the target language that they might have difficulty understanding or producing. Movies are also a great tool for making the pedagogical experience more engaging. Movies are not only linguistically educational, but they can also be culturally educational. As a teacher, you can introduce many different cultural values and views using movies. Subjects, such as, historical events, wars and human rights issues have different impact on different cultures. Introducing students' to a variety of different point of views can polish students' own thinking and make it more global. Finally, the main purpose of using graphic novels is bridging to more complex and heavier reading. Contrary to the common belief, adults who read graphic novels as teenager have

become heavy and fast readers. Reading graphic novels did not hinder their reading skills. It rather developed them.

2. Who are my target audience & what is my class setting?

Although this handbook is designed for students whose proficiency level is high intermediate or advanced in Saudi Arabian EFL classrooms in universities, a similar approach can be employed when teaching any level of English language proficiency. Using a communicative approach in teaching isn't only necessary for advanced students, but it can be used in different lower levels classrooms as well.

3. What kind of multimedia does this handbook incorporate?

The multimedia material chosen for this handbook are different in topic for two main reasons. The first is to expose students to different global issues. As teachers of EFL, we want our students to possess the basic general knowledge that are informative and relative to their world. The second reason is that not all students share the same interests. Therefore, different topics can appeal to different interests. In fact, when students find a topic engaging, they become more interested in the lesson.

The handbook also incorporates three different genres of multimedia: films, songs and graphic novels. The reason for choosing these three genres is their popularity and cost. They are among the most inexpensive multimedia, they are among the most popular, and they are among the most available ones. The three sample multimedia works incorporated in this handbook are:

| Type of Multimedia | Title | Theme |
|------------------------|--------------------------------------------------------|------------------------|
| Song | “The Shrine” by Fleet Foxes | Breakups / Hardship |
| Movie / Documentary | “Inside Japan’s Nuclear Meltdown” by PBS: Frontline | Nuclear Energy |
| Graphic Novel | “Persepolis” by Marjane Satrapi | Iranian revolution |

4. What are the tools I need in order to use the handbook?

If you decided to use the lesson plans as they are, the suggested tools you’ll need to use in order to achieve maximum result are the following:

Songs:

| Suggestion 1 | Suggestion 2 | Suggestion 3 |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In case you’re using a record, CD, or cassette player, you will need the actual record, CD or cassette. Also, you will need speakers. | If your school provides a language laboratory, you will only need the MP3 or FLAC file of the song. | Another way is to use your students’ smart phones. You can ask them to download the song, or you could download it yourself then upload it on their phone. |

Movies:

| Suggestion 1 | Suggestion 2 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If your school's classes are equipped with projectors, computers, and internet access you could directly play the documentary online through YouTube.com or PBS Frontline webpage. | If you don't have projectors in schools, but have access to the school's language laboratory, you could take control of your students' computers in the lab and stream the documentary online on YouTube.com or PBS Frontline web page. |

Graphic Novels:

| Suggestion 1 | Suggestion 2 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If you are a fan of paperback issues, you can purchase multiple copies. Students can use them and return them later when the course is done. Although this suggestion will cost you more, but the nothing beats the feeling of actually flipping through graphic novels. | If you want a more modern, up-to-date way, you can purchase an electronic copy of the graphic novel and distribute via e-mail or other sharing applications. This, however, will require your students to have tablets, iPads and Kindles. |

5. Are there other further considerations?

The answer is YES! There are some points to consider prior your decision to integrate multimedia in the classroom. In general, you will have to consider students' needs for multimedia and their familiarity with the use of technology.

- Consider your students' feeling about using multimedia. Ask them in class whether they think it's a good idea or not. Discuss with them the advantages and disadvantages of using technology in class.
- Since you are most likely a teacher in a Saudi Arabian university, you should have no problem in evaluating and affording the cost of applying multimedia in your classroom. The university will provide you with most of aids you might ask for.
- When choosing a multimedia work in English, you should bear in mind that the (moving or still) images will not always guarantee basic comprehension. They will often boost it, but in time they might be complicated and carry less details.
- If you have the liberty over your curriculum, I suggest that you consider a large portion of multimedia-based lessons. However, your students needs and the goals of the course will always play a huge part in whether multimedia is fit for your classroom or not.

6. Are there any suggestions, substitutes or recommendations of other multimedia published works?

Yes, I could name plenty, and I will. The trick is to find the most appropriate content & language for your students' level and background. The following suggestions are suitable for Adult female learners in the university level in Saudi Arabia.

| Song | Theme |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>"Helplessness Blues"</i> by Fleet Foxes</p> | <ul style="list-style-type: none"> • It's a about the struggle to find one's place in society and one's meaning of life. |

| | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>“Another Brick in the Wall”</i> by Pink Floyd</p> | <ul style="list-style-type: none"> • It’s about the role of teachers and how it can sometimes be destructive. |
| <p><i>“The Gambler”</i> by Kenny Rogers</p> | <ul style="list-style-type: none"> • It’s about making decisions in life, especially, knowing when to continue and when to quit. |
| <p><i>“Tell Me Why”</i> by Neil Young</p> | <ul style="list-style-type: none"> • It’s about our transition from youth to maturity. |
| <p><i>“Love Vigilantes”</i> by Iron & Wine</p> | <ul style="list-style-type: none"> • It’s about a soldier dying in war. |
| <p><i>“I got a Name”</i> by Jim Croce</p> | <ul style="list-style-type: none"> • Racism & chasing dreams. |

| Video-based | Theme |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <p><i>“The Great Gatsby”</i> 2013</p> | <ul style="list-style-type: none"> • A movie about a man who spends a lifetime chasing the love of his life. |
| <p><i>“Love Crimes of Kabul”</i> 2011</p> | <ul style="list-style-type: none"> • A documentary about honor killing in Kabul. |
| <p><i>“Supersize Me”</i> 2004</p> | <ul style="list-style-type: none"> • A documentary about the health risks of eating McDonald’s everyday. |
| <p><i>“Click”</i> 2006</p> | <ul style="list-style-type: none"> • A movie about a man who possess a device that fast forwards time. |

| | |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p><i>“The Pursuit of Happyness”</i></p> <p>2006</p> | <ul style="list-style-type: none"> • A movie about a homeless man struggling to make a living. |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

| Graphic Novels | Theme |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p><i>“Daytripper”</i></p> <p>by F. Moon & G. Bá</p> | <ul style="list-style-type: none"> • It’s about the life of an obituaries writer. |
| <p><i>“I Kill Giants”</i></p> <p>by J. Kelly & Niimura</p> | <ul style="list-style-type: none"> • It’s about a little girl’s way of escaping the struggle of her life. |
| <p><i>“Blankets”</i></p> <p>by C. Thompson</p> | <ul style="list-style-type: none"> • It’s the autobiography of the author's childhood. |
| <p><i>“The Yellow Jar”</i></p> <p>by P. Atangan</p> | <ul style="list-style-type: none"> • It illustrates 2 of the most tales in the Japanese folklore. |
| <p><i>“Ms. Marvel”</i> by G. Conway & J. Buscema</p> | <ul style="list-style-type: none"> • It’s about the life of a Muslim teenage super heroine. |

CHAPTER TWO

777 Jackpot Tips

Tips for integrating videos:

1. Before you show the video to your students, examine the video for content appropriateness.
2. Examine the video for connections to your lesson's objectives.
3. Give your students directions on how to reach the outcome you desire.
4. Use active viewing techniques. Such as, leaving the lights on and providing a worksheet. Active viewing helps students to engage in the lesson and watch attentively.
5. Use the power of the "Pause" button to get your students attention to segments you want them to pay attention to.
6. Use the "Pause" button to display certain images. Ask your students to describe the picture and attend to its details.
7. Pause the video for a purpose. For example, to check your students' understanding, to get students' feedback, to give your students a chance to infer meanings, and to ask your students about real-life connections.

Tips for integrating songs:

1. When you choose a song, make sure it is compatible with your course objectives.
2. Always start with a focus activity that leads your students to the topic of the song. For example, you can ask your students to think about the title.
3. To address different intelligences, you can ask your students to write a letter to the main character of the song, or draw the story in the song.
4. You can use the songs to teach slang expressions.

5. Songs are known for inspiring creativity and boost energy. Therefore, use songs that are upbeat and soft.
6. Play the song multiple times. Pause between verses to check comprehension.
7. Always provide your students with the song's printed lyrics.

Tips for integrating graphic novels:

1. Before employing graphic novels, consider the objectives of your course.
2. Examine the graphic novel for level of language appropriateness. For example, large amounts of text can be daunting for lower levels.
3. Choose a comic that is light in jokes, or written by non-native speakers of English. Unless you're teaching Advanced learners. Then humor is part of the communicative skills you would want to teach.
4. Most of comic strips don't have a title. Ask your students to come up with a title for a comic strip.
5. You can also ask your students to predict what would happen next in a comic strip. They can verbally tell, or drawing the next frame.
6. Consider the type of comics you intend to employ. Graphic Novels can be used to stir interest in social issues. Relate them to students' real life.
7. Teaching creative writing through prompts asking students to write alternative endings, preludes or epilogues.

LESSON PLAN ONE**“THE SHRINE” - FLEET FOXES****Teacher:****Institution:****Course:****Level:** Higher Intermediate / Advanced**Class Duration:****Skill Focus:** Integrated skills: Listening & Speaking**Multimedia Integrated:** A Song**Bring to class:** Copied materials, YouTube link, (CD & CD player or MP3 file)**Content Objective:**

- To deal with a heartbreak or hardship in different parts in the world.
- To listen critically to interpret and evaluate the song.

Linguistic Objective:

- To recognizing specific phonemes.
- To increase attention while listening.
- To classify words.

Description of the Activities:*1. Warm Up:*

| Procedure | Objective |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • As a class, first introduce your students to the artist (Fleet Foxes). Ask them if they know them. Sample some of their hits. • Then, ask your students to share a time when they felt heartbroken or hurt. Ask them how they dealt with it. Then have them listen to the song for the first time without any questions. | <ul style="list-style-type: none"> • To activate prior knowledge about the subject. • To motivate the students about the subject through personal questions, discussion and debate. • To draft a shared experience story. • To encourage students to speak and enhance their fluency. |

2. Listening:

Task 1

| Procedure | Objective |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Students are asked to listen to the first part of the song. Fill in the blank the missing words. Then discuss their answers as a class. | <ul style="list-style-type: none"> • To increase students' ability to listen with attention. |

| | |
|------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> • They will also be provided with the opportunity to ask for word meaning. | |
|------------------------------------------------------------------------------------------------------------------------------|--|

Task 2

| Procedure | Objective |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • In small groups, ask students to read the lyrics in the second questions. • Explain to them that they should pay attention to the brackets next to the blanks. • They will have to correct the verb tenses as they will hear them mentioned in the song. | <ul style="list-style-type: none"> • To demonstrate students' listening for details ability though correcting grammar rules. |

Task 3

| Procedure | Objective |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • While listening for the next verse, students are asked to rearrange the sentences they read in their sheets according to the song. • Then check their answers with a partner. | <ul style="list-style-type: none"> • To demonstrate student's ability to listen attentively. |

Task 4

| Procedure | Objective |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Individually, students read the meaning of the missing words in the blank and try to find the right answer while listening to the song. | <ul style="list-style-type: none"> To enrich students dictionary knowledge. Demonstrate their ability to guess the meaning. To recognizing words and their types while listening carefully. |

Post Listening:

| Procedure | Objective |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> The closure questions are for students to answer and discuss as a class. | <ul style="list-style-type: none"> To encourage students to speak and enhance their fluency. |

LESSON PLAN 1 ACTIVITIES

“The Shrine” - Fleet Foxes

YouTube Link: <https://youtu.be/9yAxIdkF2Qo>

(Complete Lyrics):

I went down among the dust and pollen
To the old stone fountain in the morning after dawn
Underneath were all these pennies fallen from the hands of children
They were there and then they were gone

And I wonder what became of them
What became of them

Sunlight over me no matter what I do
Apples in the Summer are golden sweet
Everyday a passing complete

I'm not one to ever pray for mercy
Or to wish on pennies in the fountain or the shrine
But that day you know I left my money
And I thought of you only
All that copper glowing fine

And I wonder what became of you

What became of you

Sunlight over me no matter what I do

Apples in the summer are golden sweet

Everyday a passing complete

Apples in the summer are golden sweet

Everyday a passing complete

In the morning waking up to terrible sunlight

All diffuse like skin abuse the sun is half it's size

When you talk you hardly even look in my eye

In the morning, in the morning

In the doorway holding every letter that I wrote

In the driveway pulling away putting on your coat

In the ocean washing off my name from your throat

In the morning, in the morning

In the ocean washing off my name from your throat

In the morning, in the morning

Green apples hang from my tree

They belong only to me

Green apples hang from my green apple tree

They belong only to, only to me

And if I just stay awhile here staring at the sea

And the waves break ever closer, ever near to me

I will lay down in the sand and let the ocean lead

Carry me to innisfree like pollen on the breeze

WARM UP:

1. Have you ever heard about the Fleet Foxes?



Fleet Foxes are American. They come from Seattle, WA. They sing indie rock and folk rock. Their lead singer is Robin Pecknold. Their album *Helplessness Blues* was nominated for best folk album in 2012.

2. What is your favorite song? What is your favorite singer / band? Why do you like the song / singer?

3. Have you ever had your heartbroken over a breakup or other hurtful experience? What happened? How did you deal with it?

LISTENING:

1. *While listening, fill in the blank:*

I went down among the _____ and _____

To the old stone fountain in the _____ after dawn

_____ were all these pennies _____ from the hands of children

They were there and then they _____ gone.

2. **Put the verb in the correct tense, then listen and check your answers:**

And I wonder what _____ (*become*) of them

What became of them?

Sunlight over me no matter what I _____ (*do*)

Apples in the summer _____ (*be*) golden sweet

Everyday a passing complete

I'm not one to ever pray for mercy

Or to _____ (*wish*) on pennies in the fountain or the shrine

But that day you know I _____ (*leave*) my money

And I _____ (*think*) of you only

All that copper _____ (*be*) fine

3. **The following scrambled words make up the lines for the song.**

Read the words on each line. Try to rearrange the words. Then listen to the song to check your answers.

- morning / the / terrible / to / sunlight / up / waking / in
-

- like / abuse / skin / sun / all / diffuse / size / it's / half / the / is
-

- you / you / when / in / eye / my / ever / hardly / talk
-

4. The following clues describe certain words in the song.

Read the clues and try to guess the words to fill in the blanks. Then listen to the song to check your answers.

| | |
|------------------------------------------------------------------------|-----------------------------------------------------------------------|
| a. Noun means an entrance to a room or building through a door. | b. Noun means an outer garment worn outdoors |
| c. Gerund means remove by the application of water. | d. Noun means a passage that leads from the back of the mouth. |
| e. Adverb means for a short time. | f. Verb means separate or cause to separate. |
| g. Verb means be in charge or command of. | h. Noun means powdery substance in flowers. |

In the (a) _____ holding every letter that I wrote

In the driveway pulling away putting on your (b) _____

In the ocean (c) _____ my name from your (d) _____

In the morning, in the morning

And if I just stay (e) _____ here staring at the sea

And the waves (f) _____ ever closer, ever near to me

I will lie down in the sand and let the ocean (g) _____

Carry me to Innisfree like (h) _____ on the breeze

POST LISTENING:**1. What is the meaning behind the song?**

The song is about breakups. The singer is singing about three stages. First he's angry but is determined to move on and live happily. Then, he's arguing with his love through letters, picturing her trying hard to forget him. The last stage is where he's regretting living alone.

2. Do you know where is Innisfree?

It is an isle among 20 isles found in the Lough Gill Lake in Ireland.

3. Do you happen to know what is the singer is referring to when he mentions Innisfree?

William Butler Yeats mentions the Innisfree Isle on the lake in his poem Lake Isle of Innisfree. You can discuss the poem with your students, have them try to analyze it and interpret it. Here's a link to the Wikipedia page of the poem:

http://en.wikipedia.org/wiki/Lake_Isle_of_Innisfree

LESSON PLAN TWO:

Video Chapter 1 out of 4 - "Inside Japan's Nuclear Meltdown" - PBS: Frontline

Teacher:

Institution:

Course:

Level: Higher Intermediate / Advanced

Class Duration:

Skill Focus: Integrated skills: Listening and speaking or Writing

Multimedia Integrated: A Documentary

Bring to class: The link of the online streaming & copies of worksheets

Content Objective:

- To raise students' awareness of alternative & nuclear energy.
- To think critically about global issues.

Linguistic Objective:

- To demonstrate understanding and usage of common collocations.
- To learn and use different idioms and common phrases.
- To speak fluently through debates.
- To listen attentively.

Description of the Activities:*Warm Up:*

| Procedure | Objective |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Choose a caricature from the warmer section in the appendix, (or bring your own). • Ask your students to read them, and explain them. • There is a set of suggested questions along with the suggested caricatures. | <ul style="list-style-type: none"> • To activate prior knowledge about the subject. • To brainstorm and select a topic for pictures. • To motivate the students about the subject through opinion sharing. • To encourage students to speak and enhance their fluency. |

While Watching:

Task 1

| Procedure | Objective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Handout the worksheet to your students. Ask them to read the prompt. • Clarify any new words on the board. • Have them answer the prompt by matching the word in column A with its collocation in column B. • Then play the first chunk of the video to check | <ul style="list-style-type: none"> • To learn about common collocation in English. |

| | |
|------------------------------------------------------------------------------------------------------------|--|
| <p>answers.</p> <ul style="list-style-type: none"> • Have them compare with their partners. | |
|------------------------------------------------------------------------------------------------------------|--|

Task 2

| Procedure | Objective |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Ask your students to read Q2. • Clarify any new words on the board. • Then play the next chunk of the video twice if needed. • Explain to your students that for Q2 they rearrange the sentences by numbering them according to the sequence they're mentioned. | <ul style="list-style-type: none"> • To recognize chronological order. |

Task 3

| Procedure | Objective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Play the video. • For Q3, they will decide if the written statements are true or false according to what they hear. | <ul style="list-style-type: none"> • To be able to retell details of a situation. |

Task 4

| Procedure | Objective |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Students first watch the part. | <ul style="list-style-type: none"> • To be able to retell |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <ul style="list-style-type: none"> • Ask your students to read the question with attention to the three nouns listed. They will have to write the details they hear about every noun in pairs. | <p>details of a situation.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|

Task 5

| Procedure | Objective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • When students watch the Engineer's log presented in the video, they will have to pay attention to the times of incidences occurring. • Individually, ask your students to match the time with the correct incident. | <ul style="list-style-type: none"> • To recognize times and list them as they hear them. |

Task 6

| Procedure | Objective |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • This task will require students' concentration on specific verbs. • Ask your students to read the question. • In pairs, ask them to listen carefully and fill in the blank with the correct verb. | <ul style="list-style-type: none"> • To be able to recognize collocations of verbs and nouns. |

Task 7

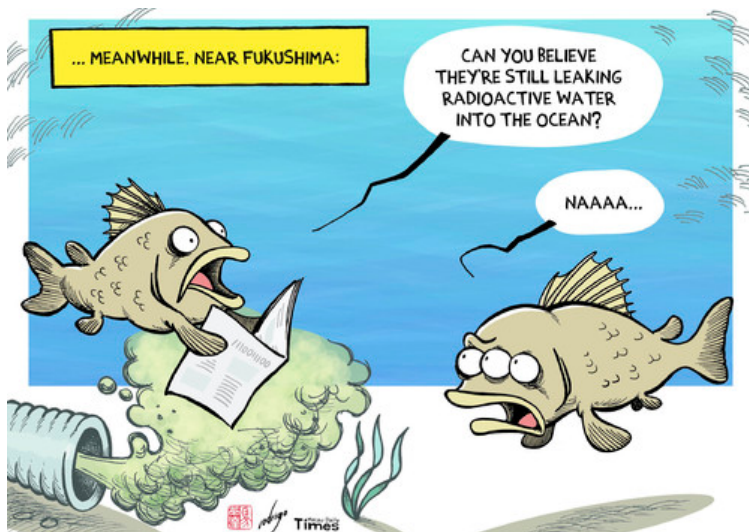
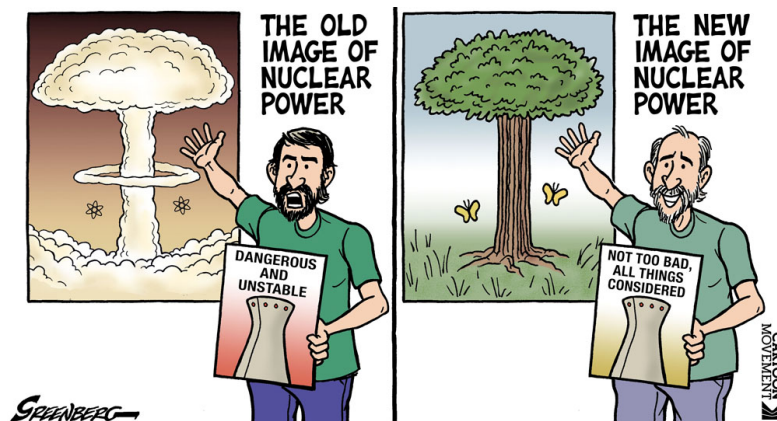
| Procedure | Objective |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• In this task, students are expected to pay attention to detailed information.• They are required to listen carefully and answer open-ended questions with complete sentences. | <ul style="list-style-type: none">• To be able to answer questions, and write full sentences; summarizing details they hear. |

LESSON PLAN 2 ACTIVITIES

“Inside Japan’s Nuclear Meltdown” PBS Frontline

PBS Link: <http://www.pbs.org/wgbh/pages/frontline/japans-nuclear-meltdown/>

WARM UP:



- Look at the picture.
- What do you understand from the caricature?
- Can you guess what the lesson is going to be about?
- What is your opinion about using fossil fuels? What is your opinion on using alternative energy?

VIDEO CHAPTER 1 OF 4

While Watching:

1. Collocations: *Group one half of the collocations in-group A with its end in-group B. Then watch the introduction to check your answers: (00:00 to 1:16)*

| A | B |
|---------------|-------------------------|
| worst nuclear | abandoned |
| risked | fallout |
| life | disaster of the century |
| radioactive | days |
| tense | and death decisions |
| lives | their lives |

2. Chronology: *While listening to the nuclear power plant's worker describing the events of March 11, 2011. Then order them chronologically: (1:16 to 7:01)*

- He describes the general attitude as being calm and relaxed
- The most powerful earthquake ever to strike Japan hit the power plant
- The electricity went out
- He was sitting at his computer and writing reports
- They fell to their knees

- The fish man headed out to see to beat the waves' breaking in order to save his boat
- The pipes started to move and ripped off the walls
- He felt an incredible rumbling in the earth.

2. True or False:

Read each statement after you watch the video. Decide with a partner if the statements are true or false:

- Employees of the Fukushima Daiichi power plant were forbidden to speak about the events that followed the earthquake.
- They are all remaining silent.
- Some are speaking on the condition of anonymity.
- The biggest of the waves was 14 feet high and travelling 150 miles an hour.
- The company that managed the nuclear plant had been informed that it wasn't adequately protecting itself against tsunamis.

4. Details: *Listen to the senior engineer, whose face is obscured, describing the plant. Then write what details he gives about the destruction involving the following nouns:*

- Cars:
-

- The port area:
-

- Buildings and five-thousand ton fuel tanks:

5. Times: *Assign time to each of the following events according to the Engineer's log.*

- Nuclear emergency declared.
-
-

- Loss of water level readings.
-
-

- Emergency cooling system malfunction. No water can be injected.
-
-

6. Verbs: *You will hear/read the following nouns/objects. Write down what verb you hear along with each verb:*

- _____ a request for an interview.
- _____ the managing director.
- _____ massive damage.
- _____ a shiver down one's spine.
- _____ the nuclear emergency.
- I couldn't _____ that the tsunami might have killed them.

7. Comprehension: Answer the following questions with complete sentences.

- How did the workers restore power?

- Why was the pressure level alarming?

- What was the rising heat creating?

- What did the rising pressure have the potential to do and; what far-reaching and long-term consequences could this have?

- What did Tepco have to do that required permission of the Japanese prime minister?

LESSON PLAN THREE:**“Persepolis” - Marjane Satrapi****Teacher:****Institution:****Course:****Level:** Higher Intermediate / Advanced**Class Duration:****Skill Focus:** Integrated skills: Reading & Writing**Multimedia Integrated:** A Graphic Novel**Bring to class:** Copies of the graphic novels and worksheets.**Content Objective:**

- To recognize graphic novels' format.
- To learn about Iran's wars, revolutions and politics.
- To identify human rights.

Linguistic Objective:

- To gain essential vocabulary.
- To write an introduction to graphic novels.
- To construct and create a self-made comic strip.
- To read with sufficient accuracy and fluency to support comprehension

Description of the Activities:*Warm Up:*

| Procedure | Objective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Ask your students if they ever read graphic novels or comic strips. • Ask them if they like reading comic series. • Ask them to tell you about their favorite stories. | <ul style="list-style-type: none"> • To activate prior knowledge about the subject. • To motivate the students about the subject through personal questions and discussion. • To encourage students to speak and enhance their fluency. |

Before Reading:

| Procedure | Objective |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Groups students in groups of three. Introduce the vocabulary items in the flash cards. • Tell your students that these items are going to be found in the reading. • Then as a class discuss the meanings and correct them if error found. Provide examples and synonyms as a class on the board. | <ul style="list-style-type: none"> • Enhance students' understanding of vocabulary items through context. • Enrich their native-like vocabulary and correct their word-choice. |

While Reading:

Task 1

| Procedure | Objective |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Ask your students to scan the article to get the jest from it. • Ask them to read the question of the main idea. Then choose the correct answer. | <ul style="list-style-type: none"> • To demonstrate an understanding of the main idea of the reading. • To identify the main topic and retell key details of a text. |

Task 2

| Procedure | Objective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Students will read for the second time. • Individually, they will find details to answer the questions in full sentences. • In pairs, ask them to check their answers. | <ul style="list-style-type: none"> • To retell stories, including key details. • To demonstrate an understanding of the central message and lesson. |

Post Reading:

Task 1

| Procedure | Objective |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • As a class, you will have an open discussion using the questions provided about the statement | <ul style="list-style-type: none"> • To motivate the students about the subject through |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>the author wrote towards the end of the introduction.</p> <ul style="list-style-type: none"> • Correct grammar and word choice. | <p>personal questions and discussion.</p> <ul style="list-style-type: none"> • To encourage students to speak and enhance their fluency. |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|

Task 2:

| Procedure | Objective |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Vocabulary Game. Number the words assigned on the board -without definition- randomly. Pair students. Each pair is a team. Each pair has a student facing the board and their partner is not. Students facing the board explain the words in their new order to their partners, simultaneously. The team finishes explaining all words and guessing them correctly wins the turn. | <ul style="list-style-type: none"> • Acquire new vocabulary through competition. |

LESSON PLAN 3 ACTIVITIES

“Persepolis” - Marjane Satrapi

Warm Up:

- Have you ever read comic books / graphic novels?
- What comic books do you like the most, or you know of?

CHAPTER 1:

INTRODUCTION

Before you read:

Your teacher will give you a list of vocabulary cards. Read them carefully. With a partner, fill in the following blanks.

- Every beginning of a _____, superstitious people predict the world’s apocalypse.
- In 1988, a destructive earthquake hit San Francisco. The cost of city restoration was _____.
- The Colorado _____, which covers most of the State of Colorado, is 11,000 ft. above sea level.
- Back in the day, the British Empire’s goal was _____ over the world.
- Immigrants find it hard at to abandon their culture and completely _____ to the new one.
- The government of Saudi Arabia has offered a five-year plan to _____ the country’s Education.
- In the fiction story of Zorro, the hero is always depicted _____ a thin long sword.

- During the Second World War, Portugal did not support any party. Portugal was _____.
- In 1815, Napoleon was captured by the British Army and sent to _____. He died there because of poor health conditions.
- Most of the countries that own oil have _____ oil industry.
- The U.S. invasion to Afghanistan is believed to be in _____ for the 9/11 attacks.
- The U.S _____ on Cuba is the longest standing of its kind. Americans can't trade with Cubans or travel to Cuba for business or pleasure without being interrogated.
- In January of 2011, Hosni Mubarak was _____ successfully by the Egyptian people.
- The western media, in an attempt to describe the Iranian revolution to Westerns, used the word _____ to refer to the extremist religious people and ideology.
- _____ Is the quality of being crazily and obsessively enthusiastic about religion.
- A _____ regime is a regime that restrains its people's freedom, and it doesn't allow them to practice their basic human rights.

Reading for the main Idea:

- **Read the following sentences. Then choose the one that best expresses the main idea.**
- Writing Persepolis was important to the author because she wanted to...
 - a. Express the importance of the geographic location of Iran, which made Iran a target for invaders.

- b. Tell the story of the Shah's escape the Iranian Revolution.
- c. Correct the false image of Iran as being a country of extremists and terrorists.

Reading for Details:

- ***Read the following questions. Answer with complete sentences.***

- a. Who founded the first nation in Iran in the 7th century B.C?

- b. Who asked Iranians to call the land Iran instead of Persia?

- c. Who were the people who attacked Iran throughout history?

- d. Why did Iran invite foreign attacks?

- e. Why did Reza Shah declare Iran neutral in WWII?

- f. Why did Great Britain organize an embargo on all oil exports from Iran?

- g. What are the connections discussed by people when they mention Iran?

Post Reading:

- At the end of the introduction, Marjane Satrapi says, “One can forgive but one should never forget”. What does she mean by that?
- How is that related to our everyday life?

Vocabulary Game:

- *Try to find the following words on the grid of letters.*

| | | | |
|-----------------------|--------------------|-------------------|-------------------|
| Millennium | Domination | Plateau | Immense |
| Assimilated | Modernize | Wielded | Neutral |
| Nationalize | Retaliation | Embargo | Overthrown |
| Fundamentalism | Fanaticism | Repressive | Exile |

```

m j p m d e e e b m p n u m n
n s o l f e m l i n a e d s o
e f i x a b d l i t j v e i i
u h c l a t l l i x v i t c t
t h x r a e e o e i e s a i a
r c g s n t n a f i d s l t i
a o r n g a n h u c w e i a l
l i i q l b k e f b y r m n a
i u x i v f b m m f b p i a t
m q s f p k k x y a n e s f e
g e h e s n e m m i d r s g r
d o m i n a t i o n e n a o u
n w o r h t r e v o t a u e j
m o d e r n i z e s e t w f c
y b h z z z r r q j z q j k g

```

CHAPTER ONE: THE VEIL

For advanced readers, graphic novels are considered a tool for free-reading activities. Therefore, they are assigned to be read as homework outside of the classroom. Then, as a whole class, the teacher provides comprehension questions to discuss in class. These questions check students' literal comprehension, and develop their inferential and critical thinking skills.

Comprehension Questions

| Question | Skill |
|------------------------------------------------------------------------------------|-------------|
| • In what year does the story begin? | Literal |
| • What was the revolution of 1979 called? | Literal |
| • Why do you think the girls didn't understand the reason behind wearing the veil? | Inferential |
| • Why did the revolutionists shut down the co-ed schools? | Critical |
| • How did the girls and boys feel about it? | Inferential |
| • Why did Marji's mom dyed her hair blonde? | Literal |
| • Which side did the family of Marji take in the revolution? | Inferential |
| • Why do you think Marji drew the prophet's head in the shape of the sun? | Inferential |
| • What is Zarathustra? | Critical |
| • What are the three teachings of Zarathustra? | Critical |
| • How are those teachings universal or similar to other religious teachings? | Literal |
| • How will Marji end her grandmother's knee pain? | Literal |
| • Why did Marji feel uncomfortable when riding her dad's Cadillac? | Inferential |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------|
| <ul style="list-style-type: none"> • How do people have discussion with God? How do you have a discussion with God? | Literal |
| <ul style="list-style-type: none"> • Why was it a problem for the school that Marji's dream was to become a prophet? | Critical |
| <ul style="list-style-type: none"> • What did Marji want to be when she's a prophet? | Literal |

Vocabulary of Chapter One:

(The following words definitions can be found on the flashcards provided)

| | | | |
|-----------|---------------|-------------|--------------|
| Giddyap | Execution | Obligatory | Bilingual |
| Decadence | Demonstration | Avant-garde | Predecessors |
| | Disciple | Celestial | |

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Recommendations

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

English language in Saudi Arabia has been taught in teacher-centered classrooms by the Grammar-Translation method and the use of L1 in L2 classroom. Therefore, this project suggests and recommends for a more communicative approach and dynamic student-centered instructions. Therefore, curricula and lessons must be modernized through employing technology and redesigning textbooks to better suit the life of the Saudi Arabian student. The purpose behind creating this handbook was to provide teachers with model lesson plan to enhance their students' communicative competence and motivate their critical thinking. The lessons require the use of multimedia and their devices, such as, graphic novels, songs and films.

If this handbook is adapted and adopted, teachers can expect the following results:

1. Introducing authentic language through the use of songs and movies.
2. Changing class' dynamic to student-centered classrooms.
3. Helping learners to acquire academic and conversational vocabulary.
4. Building a bridge to complex literacy through the use of graphic novels.

Recommendations

For implementing the handbook, I would like to suggest three recommendations. First, teachers and students should have the basic knowledge of using technology and multimedia. The classroom should be equipped with the technology needed to implement this handbook. Second, grammar should be taught explicitly. Lastly, the multimedia used or adapted should be examined for appropriateness.

Teachers who would like to use this handbook must have the basic knowledge on how to use multimedia. The handbook mainly focuses on multimedia as means of teaching. Thus, the basic knowledge of how to turn on / off or pause videos, play songs, use multimedia player and computers is needed. Moreover, schools and classrooms and computer labs must be equipped with projectors and speakers to display and play songs and videos. Finally, if students do not have technological competence, schools must have multiple sessions, prior to the implementation of the handbook where they introduce the technology to students.

The lesson plans integrate the four main skills of English. However, grammar is not the main focus of these lesson plans. The project incorporates some grammar activities. Those exercises, however, are not exhaustive. They only shed light on the previously acquired grammar. They are not tailored to teach explicit grammar. Therefore, I recommend that when using these lesson plans, teachers teach grammar in another course, or teach grammar explicitly through expanding the exercises.

References

- Alharbi, H. (2015). Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction*, 8 (1), 105-116
- Alhejailan, T. (2009). Tareekh Ta'aleem Al-lughah Al-Engliziya. Retrieved February 3, 2015, from <http://hajailan.blog.com/2009/01/15/بالممملك-الإنجليزي-اللة-تعلیم-تاریخ/>
- Alfahad, F. (2009). Students' attitudes and perception towards the effectiveness of mobile learning in King Saud University, Saudi Arabia. *The Turkish Online Journal of Educational Technology*, 8(2), 111-119.
- Alnofai, H. (2010). The attitudes of teachers and students towards using Arabic in EFL classrooms in Saudi public schools: a case study. *Novitas-ROYAL (Research on Youth and Language)*, 4 (1), 64-95
- Amin, B., Benachaiba, C., & Guemide, B. (2013). Using multimedia to motivate students in EFL classrooms: A case study of English master's students at Jijel University, Algeria. *Malaysian Journal of Distance Education*, 14(2), 63-81.
- Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd ed.). Alexandria, Va. : ASCD.
- Assalahi, H. (2013). Why is the grammar-translation method still alive in the Arab world? teachers' beliefs and its implications for EFL teacher education. *TPLS*, 3(4). doi:10.4304/tpls.3.4.589-599
- Bas, G., & Beyhan, O. (2010). Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson. *International Electronic Journal Of Elementary Education*, 2(3), 356-385. Retrieved from

http://iejee.com/files/1/articles/article_5512d08337db8/IEJEE_5512d08337db8_last_article_5517ccd59ade6.pdf

Brown, H. D. (2007) *Principles of language learning and teaching*. (5th ed.) New York: Pearson Longman.

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education.

Cary, S. (2004). *Going graphic: comics at work in the multilingual classroom*. Portsmouth, NH: Heinemann.

Celce-Murcia, M. (2001). Planning Lessons. In *Teaching English as a Second or Foreign Language* (3rd ed.). Boston, MA: Heinle & Heinle.

Celce-Murcia, M. (2007). Towards more context and discourse in grammar instruction. *TESL-EJ*, 11(2), 1-6.

Celce-Murcia, M., & Olshtain, E. (2005). *Discourse and context in language teaching: a guide for language teachers* (3rd ed.). Cambridge, UK: Cambridge University Press.

Ching, H., & Fook, F. (2013). Effects of Multimedia-Based Graphic Novel Presentation on Critical Thinking among Students of Different Learning Approaches. *Turkish Online Journal of Educational Technology*, 12(4), 56-66.

Christison, M. (1996). Teaching and learning languages through multiple intelligences. *TESOL Journal*, 6(1), 10-14. Retrieved from <http://eric.ed.gov/?id=EJ534215>

Cots, J. (1995). Bridging discourse analysis into the language classroom. *Links & Letters*, 3, 77-101

Coskun, A. (2011). Investigation of the application of communicative language teaching in the

- English language classroom – A case study on teachers' attitudes in Turkey. *Journal Of Linguistics And Language Teaching*, 2(1). Retrieved from <http://files.eric.ed.gov/fulltext/ED513910.pdf>
- Department of Islamic Art. "Figural Representation in Islamic Art". In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/figs/hd_figs.htm (October 2001).
- Fam, K., Wellar, D., & Erdogan, B. (2004). The influence of religion on attitudes towards the advertising of controversial products. *European Journal of Marketing*, 38(5), 537-555.
- Faruk, S. M. G. (2014) Saudis' attitude towards English: trend and rationale. *PCTS Proceedings (Professional Communication & Translation Studies)*, 7(1/2), 173-180.
- Hajhashemi, K., Aref, K., & Anderson, N. (2012). The relationship between multiple intelligences and reading proficiency of Iranian EFL students. *World Applied Sciences Journal*, 19(10), 1475-1483. doi:10.5829/idosi.wasj.2012.19.10.3134
- Hii Sii, C., & Fong Soon, F. (2013). Effects of multimedia-based graphic novel presentation on critical thinking among students of different learning approaches. *Turkish Online Journal Of Educational Technology*, 12(4), 56-66.
- Hou, Y. (2010). Multiple intelligences and foreign language learning: a case study in Taiwan. *International Journal Of The Humanities*, 8(4), 77-105.
- Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Journal*, 50(3), 187-198. doi:10.1093/elt/50.3.187
- Krashen, S. (1981) *Second language acquisition and second language learning*. Oxford: Pergamon.
- Khaghaninejad, M., & Hosseini, S. (2014). The relationship between types of multiple

- intelligence and lexical awareness: Evidence from adult Iranian EFL learners. *Modern Journal of Language Teaching Methods*, 4(4), 170-182.
- Li, X., & Brand, M. (2009). Effectiveness of music on vocabulary acquisition, language usage, and meaning for mainland Chinese ESL learners. (Undetermined). *Contributions To Music Education*, 36(1), 73-84.
- Macmillan Dictionary | Free English Dictionary and Thesaurus Online. (2015). Retrieved May 13, 2015, from <http://www.macmillandictionary.com/us>
- Merriam-Webster Online Dictionary. (2015). Retrieved May 13, 2015, from <http://www.merriam-webster.com>
- Mulnix, J. W. (2012). Thinking critically about critical thinking. *Educational Philosophy and Theory*, 44(5), 464-479.
- Richard, J. C. & Rodger, T. S. (2001). *Approaches and methods in language learning*. New York: Cambridge University Press.
- Satrapi, M. (2007). The Veil. In *The complete Persepolis* (1st ed.). New York City, New York: Pantheon Books.
- Seliger, H. (2009). Inductive method and deductive method in language teaching: A re-examination. *International Review of Applied Linguistics in Language Teaching*, 13(1-4), 1-18. doi:10.1515/iral.1975.13.1-4.1
- Wardhaugh R. (2006). *An Introduction to Sociolinguistics Fifth Edition*. Blackwell Publishing: Australia
- Wassil, M. (1999). *Ahkam Al-Tasweer Fi Al-fiqh Al-islami*. Daar Taibah, Arriyadh
- Yun, E. (2014). Teaching Arabic to Korean students using films. *The New Educational Review*,

37(3), 80-91.