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Effective Techniques for Teaching Phrasal Verbs to Improve the Communicative Competence of Chinese English Learners

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Effective Techniques for Teaching Phrasal Verbs to Improve the Communicative Competence of Chinese English Learners

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

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INTRODUCTION

Statement of the Problem

Since China opened its doors to the world in the late 1970s, learning English in schools has become recognized as an essential tool, particularly for access to worldwide scientific and technological advances. In China, fluency in English often results in gaining lucrative jobs and greater access to higher education, etc. In language learning, English phrasal verbs play rather an indispensable role in communication particularly in oral forms. The most common English phrasal verbs are as important as other more frequent phrases during the process of English learning (Chen, 2007). Without sufficient phrasal verbs, one may neither understand nor convey his / her message effectively or express his / her ideas in both oral and written forms (Fauziati, 2005). In China, over the past decade, there has been considerable interest in enhancing English language proficiency.

In the past, teachers and researchers have described Chinese students as rote learners who learn mechanically without meaningful understanding (Ballard & Clanchy, 1984; Bradley & Bradley, 1984; Samuelowicz, 1987). However, surprisingly little empirical research shows how Chinese learners go about achieving their academic goals with these so-called rote learning strategies. Even fewer researchers have tried to explain the apparent discrepancy between the use of learning strategies and learning results among Chinese learners.

The most common phrasal verbs teaching method for most English as a Foreign Language (EFL) contexts in China is recitation. Teachers are good at using rote strategies and surface teaching approaches in their classes. However, it is difficult to

learn English without teachers' explanation of the purpose and reason behind learning. Many Chinese students learning English are required to focus on grammar and vocabulary. While grammar is taught deductively and then practiced through translation studies, there is no systematic way of helping students build their English. Students are required to learn phrasal verbs by using and memorizing lists of words from their dictionaries.

A basic and working knowledge and competence in phrasal verbs can improve speaking, reading, writing and listening skills. Because phrasal verbs are usually two-word verbs (e.g. 'work out', 'make up' and 'get away'), students look at each part separately. For example, they try to guess the meaning "look" and the meaning "after". This will lead them to confusion and misunderstanding. In addition, little attention has been paid to the context in which students will use phrasal verbs in English. Some teachers engaged in English language instruction always use activities that are focused on memorization and learning phrasal verbs without proper context for their use.

In addition, most learners do not know how to use phrasal verbs in their daily conversation even if they have already learned them. Moreover, it is hard for students to remember phrasal verbs they learned if they don't practice them in meaningful contexts. This project will address the problem of the ineffective instruction of English in China and the exclusion of two-word verbs from the Chinese curriculum.

Purpose of the Project

The intent of this project is to present some effective techniques for teaching phrasal verbs to Chinese learners of English to improve their communicative competence. Designed as a teacher's handbook for teaching phrasal verbs, the hand book provides teachers with effective activities, practical tests, practical methods and

valuable tips to implement in Teaching English to Speakers of Other Languages (TESOL). The activities and lessons that will be developed and compiled are designed to make English phrasal verbs' lessons more interesting and more effective, while also introducing teachers to alternative perspectives in teaching English phrasal verbs, the importance of Communicative Language Teaching, and effective pedagogies to improve teaching and learning.

Through these lessons, teachers will learn effective teaching techniques that will encourage them to teach phrasal verbs effectively. The primary goal of this curriculum is to help Chinese learners of English who are at the high intermediate level of English proficiency. Teachers can help students to develop a new language foundation. This practical and interesting curriculum will help students learn two-word verbs easily and will boost their self-confidence.

Significance of the Project

One of the major benefits of this project is that it helps to release teachers from the heavy burden of "teaching" by using media materials to ease teachers in transferring their roles from teaching and monitoring to guiding mentors.

This project has three significant benefits for students. The first one is that it provides opportunities for Chinese learners of English to learn informal phrasal verbs by using authentic media materials. By watching real American TV shows, they will watch how people use phrasal verbs in daily communication. Students will be able to better understand the meaning of phrasal verbs and better interact with people in coffee shops, restaurants and movie theaters. The second benefit is that students will also be able to have plenty of opportunities to learn phrasal verbs by learning about American cultures and discussing social justice issues that can be found in all kinds of media materials. Learning the culture behind the language or even proceeding to

discuss social issues of that culture will not only teach students more phrasal verbs but also help them to better understand how the language is developed and changes. Finally, this project will help lower students' anxiety level. In other words, the author designed this project because she believes it will help Chinese English learners become interested in the American way of life and culture rather than just learning the language. As a result, students will no longer see English as a subject that they need to 'learn' but rather as a culture that they are trying to merge into, and "acquire" the language associated with the culture.

Theoretical Framework

This project is based on three theories: Affective Filter Hypothesis, Muti-Modal Teaching, and the Communicative Language Technology (CLT).

The first theory that supports this project is the Affective Filter Hypothesis posited by Krashen (1987), who argued that the affective filter is a kind of psychological obstacle that prevents language learners from absorbing available comprehensible instruction by teachers/texts. He examined the affective factors functioning as a filter that reduces the amount of language instruction the learner is able to understand. This theory has a close relationship with the language learner's input, which means affective factors determine the proportion of language learners' input and intake. The affective factors include certain emotions, such as motivation, self-confidence, anxiety, and so on in the process of acquiring a second language. Students' negative emotions prevent efficient processing of the language instruction; on the contrary, their positive emotions promote the efficiency of the process (Krashen, p.31).

The importance of the Affective Filter Hypothesis is reflected in this project by using of television shows, and other video resources. The author has included

watching sitcoms and YouTube clips to reduce students' anxiety level in order to improve their comprehension.

Another theory that supports this project is the multi model teaching theory. One of the preliminary premises proposed in this field is Paivio's Dual Coding Theory (1969). In his duel coding theory, Paivio argued that there was an important distinction between verbal and visual coding. In addition, he believed pictures help build memories better than do words alone. Because English learners come from different cultural backgrounds, multi-modal teaching can facilitate different platforms to help students comprehend the language. For instance, the teacher can demonstrate how to hold small talk with a stranger at a party without having to demonstrate this in person. He/she can simply put on several video clips related to the topic. In this project, multi-modal teaching entails using TV shows as one of the modalities to help enhance Chinese ESL students' learning experience.

The use of multimodal resources has the potential to enhance language and literacy learning, and it could even affect students' identities. In addition, the use of multimodal/multi-literacy pedagogy could generate critical literacy practices by offering ESL students opportunities to form new identities which are critical for second language learners to accept the culture, and be accepted by native speakers (Ajayi, 2009). This supports the idea that teaching more modalities in ESL/EFL classroom can help students have more language input.

The third theory that supports this project is Communicative Language Teaching (CLT). Nunan (1989) points out that language learning does not occur in the linear-additive fashion that a synthetic syllabus presupposes and thus the focus of learning should alternatively be on language use rather than on the language itself. Studies by Savignon (1972) have found that we can characterize how language learners interact

with other speakers for communicative competence. This, in essence, restates that the instructor needs to lead learners to take risks and speak freely, without any language pattern to communicate by. The importance of CLT is reflected in this project by my advocacy of classroom group discussions and encouraging teacher comments on students' materials.

Limitations of the Project

There are also some limitations in this field project. One of the limitations is that only Chinese English language learners at the high intermediate proficiency level can benefit from this project. Though the cultural knowledge and language skills offered in this course could possibly provide them with the ability to obtain a higher level of understanding of American daily conversation than they would otherwise, it is unlikely that it would be enough to satisfy the requirements for their writing skills. Another limitation of this project is that this project idiom/ or two word verbs are primarily used in spoken English; therefore, it would not be appropriate to use them in writing.

Definition of Terms

Alphabetic language: An alphabetic language is a language in which the pronunciation is determined by symbols, such as English, Thai, Arabic and so on (Chen, 2010).

Morphographic language. A morphographic language is a language in which the pronunciation is logographic and the meaning is pictographic. For example, Chinese characters are basic writing units and directly represent concepts and objects, and also indicate ideas themselves (Chen, 2010).

EFL: It stands for English as a Foreign Language. It refers to the situation that English learners learning English in countries that do not use English as their first

language (Shawer, 2010).

ESL: It stands for English as a Second Language. It refers to the situation where English learners learn English in countries that use English as their first language (Shawer, 2010).

ELL: It stands for English language learner. It refers to students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

(THE FREE DICTIONARY)

(http://encyclopedia.thefreedictionary.com/English+Language+Learner)

SLA: It stands for Second Language Acquisition. Second language refers to any language that is learned in addition to a person's first language. As Lonin (2013) suggested, the ultimate goal in this field is to explain and describe how second language learners acquire the target language (Lonin, 2013).

CLT: It stands for Communicative Language Teaching. *Communicative Language teaching (CLT):* It mainly focuses on the use of language rather than language itself (Nuan, 1989).

CALL: It stands for the Computer Assisted Language Learning. It is defined as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p.1).

GTM: It stands for the Grammar Translation Method. It is focused on grammar rules and sentence translation. (http://en.wikipedia.org/wiki/Grammartransalation_method)

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

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REVIEW OF LITERATURE
Introduction

In recent years, using media materials to teach English and culture in both ESL and EFL has become one of the most popular trends in teaching English as a second or a foreign language. Using media materials has been regarded as the major innovation in language teaching methodology since the 1970s (Sun & Cheng, 2000). As a result, many educators have considered using media materials in second language learning. How may the use of media materials enhance the learning of vocabulary used in conversation such as phrasal verbs? That is the topic of this project. With the increasing number of Chinese learners of English studying in their home country, it is widely known that Chinese learners of English have difficulty and feel uncomfortable when using phrasal verbs with native speakers during their daily conversation. To help them overcome this language barrier, it is essential for these learners to be taught more effectively. Based on the goal of helping Chinese learners of English who are often overwhelmed by the task of using two word verbs effectively and naturally, this literature review focuses on evidence-based practices.

The literature review for this field project will cover three parts. The first part introduces the barriers and difficulties in teaching Chinese English learners phrasal verbs. The second part discusses the benefits of using media materials in teaching. The third part suggests effective techniques on how to use media materials in real teaching contexts.

Barriers and Difficulties in Teaching Chinese English Learners' Phrasal Verbs

Chinese students using phrasal verbs in oral communication encounter various barriers and difficulties. Because of the differences in cultural

backgrounds, social factors, language environment, customs, language learning and teaching practices, etc, sometimes it is not easy to understand and communicate using phrasal verbs with someone from another culture. For example, based on the author's first-hand experience in learning English，Chinese students studying abroad often encounter problems and barriers to communication when they use phrasal verbs with native speakers. Celce-Murcia and Larsen-Freeman (1999) stated that many Chinese students often misunderstand phrasal verbs and such misunderstanding and difficulties has been a cause for concern among English language educators in China since it relates to the overall ability of Chinese students to learn English well. Most but not all phrasal verbs have a Latinate counterpart, which are usually used in more formal registers. For example, the Latinate counterparts of "put off", "call off", and "show up" are "postpone", "cancel", and "arrive", which are often but not exclusively used in more formal discourse.

Native and proficient speakers of English tend to use phrasal verbs in everyday conversation and generally reserve Latinate verbs (i.e. 'investigate' instead of 'look into') for more formal occasions such as business letters (About, Inc., 2007) or academic writing like the writing in this project report. Moreover, native speakers of English, like Chinese learners of English, tend to avoid using phrasal verbs when communicating with non-native spea kers of English. (Liao & Fukuya, 2003).

Chen (2005) examined the avoidance of English phrasal verbs among students of English in a university in China. Chen's purpose was to identify the most common English phrasal verbs and explore the reasons why Chinese learners of English are weak in understanding these phrasal verbs and their

tendency to avoid using them, especially in oral communication. 240 non-English major students and 60 English major students from different academic levels participated in this qualitative study. Data was collected through surveys.

The results indicated two important findings. One finding was that the students were not deliberately avoiding phrasal verbs, but they had a relatively weak understanding of English vocabulary in general. For example, many students knew the meaning of such difficult words as 'accomplish', 'extinguish' and 'tolerate', but they had difficulty in identifying the contextualized meanings of the corresponding phrasal verbs 'carry through', 'put out' or 'put up with'. The other finding was that the students often preferred more formal Latinate vocabulary to phrasal verbs even when phrasal verbs were more appropriate in the context and the register.

The Barriers to and Difficulties in Teaching Phrasal Verbs

As documented by Chen (2007), there are social factors, institutional factors, teacher and learner factors, and ineffective curriculum which contribute to the avoidance of English phrasal verbs by Chinese learners of English. First, the fact that these learners had not lived in an English speaking environment for very long is likely to be the most important reason that these Chinese learners tended to avoid using phrasal verbs. They were exposed to very few opportunities to communicate in English except when there were some opportunities provided to practice English in the classroom. However, classroom English and everyday English more often than not employ different discourses. The words the English learners have learnt at school can rarely be put into immediate use and practiced outside the classroom. Research evidence shows that communicative practice in the classroom is not sufficient to lead learners to

a high degree of fluency and accuracy in all aspects of language production (Lightbown, 2000). As one of the most important parts of communication (Hoey, 2005), phrasal verbs that native and proficient speakers naturally use are not used and are often avoided by the Chinese learners of English due to their lack of exposure to the English-speaking environment. Living in a foreign language context leads to the situation in which the language learners are exposed to so little real or authentic context so that it is exceptionally difficult for them to have a good command of English phrasal verbs.

It is not appropriate to argue that a good mastery of phrasal verbs is the only important component of learning English well. Nevertheless, it is safe to say that a mastery of phrasal verbs, especially those commonly used ones, is very important to being able to communicate effectively and naturally in spoken communication no matter what the language community context is. Therefore, from the angle of learning a language in order to communicate effectively and naturally phrasal verbs should by no means be avoided.

Second, another important consideration is the fact that the foreign language learning context and limitations due to economic conditions largely influence the design of the curriculum in relation to language teaching and learning. In past decades, opportunities to study English to a great extent belonged to a small number of people who learned the language for the sake of reading English documents. Therefore, the College English (Curriculum Ministry of Education of the People's Republic of China, 1988) clearly controlled the purposes of learning and relevant learning outcomes, and this situation remained the same over a couple of decades. Consequently, communication skills were largely ignored in the curriculum. The situation did not change until more and

more educators and teachers became aware of the importance of communication especially oral communication with the rapid development of China's economy and the growth of China's international status in the world.

An increasing number of foreign investors including many international enterprises are expanding into the Chinese market and, therefore, the English language is becoming the lingua franca of the world. The resulting trend is that English education is becoming essential for anybody who desires to pursue a career involving global markets in almost all industries. There is a wide agreement among educators that the concept of learning English for the purpose of reading materials can by no means meet the needs of this dramatic social and linguistic change (Wu, 2001). Many employers complain that graduates who have passed College English Tests which are the nationwide examination usually used to gauge the English level of its examinees are unable to handle even simple situations and communicate with clients who speak only English. It is the right time to reform the English education curriculum. With the efforts and help of many English educators, administrators and experts, new College English Teaching Requirements (Ministry of Education of the People's Republic China, 2004) have been developed. One apparent difference from the former one lies in the emphasis on listening and speaking. Communication skills are put in an exceptionally prominent place. There is, therefore, evidence that English phrasal verbs, which are important components in spoken communication, need to be emphasized in English language teaching and learning.

Third, learning English only to read and develop a large vocabulary cannot be overemphasized; otherwise, Chinese learners will be seriously misled. Even though English is regarded as an international language in China, a huge number

of learners take it for granted that without a considerable vocabulary size, that is commonly thought to be about 4000 words, according to CET-4, effective language learning cannot be possible. This idea is unarguable in terms of understanding a relatively difficult written text, but this view needs to change if learners are going to converse on some common topics in English because there is some mismatch between the vocabulary required for reading and those required for conversational discourse (Wetherell, Taylor & Yates, 2002). In addition, a large number of learners tend to exclude that part of vocabulary that consists of more than one single word including phrasal verbs. In fact, a common misconception among Chinese learners of English is a misunderstanding of the vocabulary size required for different functions. To make matters worse, there has been an overemphasis on vocabulary learning among learners; this can be seen in the fact that an overwhelming majority of undergraduates possess a vocabulary dictionary. It is not an exaggeration to say that much of their time involved in learning English is being occupied by memorizing lists of the so-called required words instead of those more commonly used such as phrasal verbs. It should be noted that phrasal verbs are widely used because of their characteristics of flexibility, practicality, adaptability and efficiency for oral communication. Therefore, phrasal verbs should be given greater emphasis than before with the goal of Chinese learners of English achieving effective and efficient communication in the English speech community rather than the use of those much more academic words. What is more important is that there is much less need for those academic words in oral communication than in written communication.

Fourth, another peripheral reason that leads to the avoidance of English

phrasal verbs is the lack of appropriate educational resources for oral communication. On the one hand, most teachers do not see the need for developing their own materials for students and on the other hand, they have little to spend on such tasks. Furthermore, the highly commercialized book market, apparently driven by huge profits, consequently produces a large number of low quality educational resources (Li, 2004). There are very few resources that cater to the needs of learning to communicate in the language. The problem is that commercially massed-produced teaching materials based on out-of-date methodologies are not appropriate for learners of today. The weak points in producing such commercially customer tailored teaching and learning materials in a large book market is that it leads to relatively few high quality resources including most of those available for English education in today's market. Consequently, there are fewer educational resources in relation to learning and teaching English phrasal verbs. Textbooks are usually chosen for a curriculum without identifying whether they are suitable for written or oral forms of communication. In addition, without sound resources which guide learners to use phrasal verbs, effective teaching methods for learning vocabulary can hardly be employed in the classroom and efficient learning can never be guaranteed.

Finally, Chinese learners of English have been greatly influenced by their mother language, Chinese, in the process of learning the foreign language, English. In both ancient and modern Chinese, there are quite a few words or phrases that have the same composition as English phrasal verbs – a main verb plus one or more particles. For example, the two Chinese characters 'renshou' share their single but very similar meaning of 'tolerate' in the ancient Chinese language whereas in the modern Chinese it is a combination with the single

meaning 'tolerate'. 'Ren' and 'shou' are both two verbs in ancient Chinese but only one word in modern Chinese. In order to make things clearer, in English 'tolerate' may sometimes be expressed in the form of a phrasal verb 'put up' but in Chinese 'renshou' can never be interpreted in a similar way. Clearly, the composition of the words meaning "tolerate" in the L1 and L2 is completely different. The word 'panwang' can also illustrate the same issue. 'Pan' and 'wang', two Chinese verbs, share the meaning 'look' in ancient Chinese but in modern Chinese the combination means 'expect' or 'look forward to'. 'Fu' means 'again' but 'xi' means study in ancient Chinese while in modern Chinese the word 'Fuxi' means 'review' or 'go over'. In reality the Chinese learners of English are influenced by the design features of the modern Chinese language (Liu, 2003); most modern Chinese words are one in meaning even though they consist of two or more characters. In the Chinese context, the learners are more likely to translate consciously or transfer unconsciously every single Chinese word (e.g.'renshou') into corresponding English expression (e.g. 'tolerate') instead of (into) a phrasal verb (e.g. 'put up with'), even on the occasions when phrasal verbs are more idiomatic or authentic than one-word equivalents.

These findings identify various barriers and difficulties in teaching Chinese English Learners' phrasal verbs in the educational system of China. Because of the internationalization and globalization of the world, English is becoming an international language in the Chinese setting (Xu, 2002), so effective and efficient teaching is more pressing and crucial than ever before in the field of English language education in China.

The Benefits of Using Media Materials in Teaching

Shawer (2010) noted that learning a language includes the learning of

culture. Even though media materials in language teaching have been quite common in English speaking countries for decades, they are still new to China (Drame, 2004). In order to use methods involving media materials with Chinese learners of English's contexts, it is appropriate to highlight the benefits of using such materials with Chinese learners of English.

According to Plass and Jones (2005), multimedia is a combination of print, audio, and imagery that enhance input by making it more comprehensible. They point out that pictures and video can improve reading and listening comprehension. Similarly, Paivio (1986, 1991, and 2007) holds that based on his Dual Coding Theory, a combination of imagery and verbal information enhance information processing. Purhosein Gilakjani (2012) states that multimedia which includes text, color, graphical images, animation, audio sound, and full motion video in (a) single application can be useful in improving students' understanding of language.

Among the different kinds of media, one can refer to books, television, computer, and multimedia environments. A book is the most common medium that is used in school learning. A book can be characterized by its symbol system, and it can use texts and pictures. According to Kintsch (1988), learning with a text consists of the construction of two interconnected mental representations (i.e., a text-based and a situation model). Kintsch and van Dijk (1978) state that the text-based is a mental representation springing directly from the text, and it is a propositional representation of the meaning of the text. Anderson, Spiro, and Anderson (1978) call these structures schemata, but Minsky (1975) refers to them as frames, and Schank and Abelson (1977) label them as scripts. On the other hand, orthographic symbols are not the only ones

available in books. Many books, from primers to college books, consist of pictures and diagrams. Pressley (1977), and Levie and Lentz (1982) state that the use of pictures with in a text improves memory retention, especially for poor readers, if the pictures illustrate and explain information central to the text, and when they evoke new content that is significant to the overall message. Rusted and Coltheart (1979) showed that texts with pictures of animals were useful among both good and poor students for keeping information in one's memory longer.

Another medium is video including television, DVD, and streamed video recordings. A major role of video is its use of both auditory and visual symbol systems. Research has shown that visual attention is affected by several factors. While the moment-to-moment visual attention of children may wander from the set, evidence suggests that they constantly monitor the presentation at a surface level, such that their visual attention is recaptured by certain audio cues (Anderson, Alwitt, Lorch, and Levin, 1979). Many studies such as those of Meringoff (1982), Nugent (1982), Baggett and Ehrenfeucht (1982, 1983), Pezdek and Hartman (1983), Pezdek, Lehrer, and Simon (1984), and Pezdek and Stevens (1984) have been conducted to investigate a video program with its decomposed audio and visual presentations to compare the role of these two sources of information, individually and together.

In most of these studies, the combination of visual and auditory symbol systems has led to more memory retention than visual-only and audio-only presentations. So far, media have been characterized and differentiated from each other by their characteristic symbol systems, but some media such as computers are more differentiated by what they can do with information, that is, their

capability to process symbols. For instance, computers can transform information in one symbol system to that in another one (Dickson, 1985). Studying the role of the computer in L2 vocabulary learning, Pavicic (2008) refers to Computer Assisted Vocabulary Learning (CAVL) through which learners can successfully learn words by employing specialized programs available on CD-ROMs, the Internet, and popular computer games.

Learning may also happen through a combination of media or multimedia. According to Mayer (2005), multimedia is defined as presenting words as spoken and/or printed texts, and pictures such as illustrations, photos, animation, or video. Lexical material is presented in verbal form such as in printed text or spoken texts. Picture material is presented in pictorial form such as in static graphics that involve illustrations, graphs, diagrams, maps, or using dynamic graphics which consist of animation or video. Kozma (1991) believes that multimedia can facilitate learning by putting together the different advantages of the individual media in a single instructional environment. Therefore, technology has combined several media devices and provided information which was previously achieved by several devices.

Studies have also been carried out to investigate students' opinions about the use of multimedia on their language learning classes. Yang and Chen (2006) conducted (such) a study to explore participants' views towards the integration of media resources in language learning activities. In this mixed method study, the researchers examined the perceptions of a class of senior high school students regarding language learning in a media environment. The participants were 44 10th-grade male students and their teachers in Taiwan. The students participated in six media-based teaching activities: 1) group e-mailing, 2) a web-based

course, 3)an email writing program, 4) English homepage design, 5)Video-conferencing, and 6) Chat room discussion. The study lasted for one semester and the researchers collected data through interviews, questionnaires, and an online survey.

After one semester, students reported that they liked and approved of learning English by using media and internet resources, but they had different opinions about its advantages. Some students said using media and internet resources was convenient and flexible. However, some students doubted whether using this method could truly improve their English competence. They felt more secure learning English in a traditional lecture-based way. At the end, the researchers concluded that using media resources can improve students' learning ability.

However, it demands more innovative learning strategies and more effort. One major strength of this study was that all participants were from the same school, same class, and even the same gender. One major limitation of this study was the number of participants was too limited to represent the actual perceptions of all students and teachers towards multimedia teaching in Taiwan.

There have also been studies on the effectiveness of using music in teaching a second language. Can music provide positive experiences for second language learners? Stokes (2008) reviewed research regarding the structural parallels between music and language, ways in which music impacts the effective stated, and the cognitive processing of music and language. She concluded that research across disciplines provides ample evidence that music can assist and enhance language acquisition. An important finding of Yilmaz (2011) is that music can actually be an instructional tool rather than just being a

fun activity. The musical activities helped the students to learn and recall words, increased their motivation to (learn) more words and helped them to build a positive atmosphere in the classroom (Yilmaz, 2011). Li and Manning (2009) empirically researched the relative effectiveness of varying the use of songs lyrics and music on vocabulary acquisition, language usage, and meaning for adult ESL university students in mainland China. The study used three groups of 35 students, a total of 105 subjects.

Group treatments were: Group 1 (all music) – music was used exclusively in teaching target English language skills, Group 2 (half music) – music was used half the time in teaching target English language skills, Group 3 (no music) – no music was used in (the) teaching of target English language skills. All three groups attended six 90-minute classes with identical English language content by the same instructor, with each group's instructional differences as described above. A pretest was administered before the start of instruction, and a post test was immediately administered following the instruction, with a delayed post-test administered three weeks after the experiment. Results showed that the subjects who were exposed to most music obtained higher post-test scores immediately following treatment as well on the delayed test scores three weeks following treatment. In terms of attitudes toward learning English, Group 1 all music had a more positive attitude toward their learning of English, and greater English and greater confidence in their ESL instruction.

Rezaee and Sharbaf Shoar (2011) investigated the impact of using multimedia, images and movies on learning vocabulary items included in a reading comprehension text. The findings indicated that students who were exposed to reading comprehension passages with movie clips outperformed the

two other groups in learning and recalling of vocabulary.

In summary, the use of media materials in teaching has benefits for both teachers and students. This approach can make the classroom more energized and positive than when a traditional lecture-based approach is used. However, making this kind of teaching more commonplace is still long way off. It would require that teachers devout a lot of time and energy toward developing their own materials. Also, it requires time to make students aware of the value of using media materials in their language development.

Effective Techniques on How to Use Media Materials teaching in Practical Circumstances

The advantages of using media materials in language instruction are clear and obvious after a review of the previous studies. However, how can the approach be made more practical to Chinese students learning English? Since the major trend of English language instruction in China is still text-book based and test-oriented, it is not easy to challenge the traditional teaching methods. The following articles address the value of implementing media materials teaching techniques.

Using Song Materials in Chinese English Classroom

Medina (2002) described a number of activities that can be done before the song is learned. These pre-lesson activities or preview can be used in various ways, in more or less depth and extension for low beginning level students. In an activity called 'Anticipation', Medina suggests that students learn the song vocabulary from one another and create skits in which the vocabulary is used. The purpose is to learn the words the students will hear in the song. Furthermore, Medina describes the use of 'musical drama' in which students watch the teacher

dramatize a song's lyrics. This approach gives students a 'hook'—the dramatized movement of teacher—on which to hang the meaning of song's words.

Li and Lo (1998) described an interesting activity 'song dictation' that can improve students' listening ability. The teacher begins by handing out the lyrics with some missing words. The teacher then gives the song's basic meaning, explains difficult words, and lets students read the lyrics. The teacher can ask questions to check for comprehension. Then the students listen to song. First, they only listen; the second time, they try to guess the missing words, and after listening to the song for a third time, they check their answers. Another activity described by Li and Lo is 'word portrait' in which the students make up a story based on words given them. The students work in small groups and then present their various stories. The teacher lets them compare their stories with the song by handing out song's lyrics and playing the song. A notable feature of this activity is that it uses the four skills listening, reading, writing and speaking.

Using Video Materials in Chinese Learners of English Classroom

Wang (2012) investigated the use of computer assisted language learning (CALL) through implementing videos into classroom activities in an English language center in Taiwan. Twenty eight adult ESL learners participated in the twelve-week study. Wang found that the use of pictures and sounds could bridge the gap from content to understanding in order to accelerate the learning process. Through analyzing students' interviews, the researcher also found that watching American TV dramas helped participants to learn and comprehend the target vocabulary especially when those words appeared repeatedly, dramatically, or with different meanings.

Wang and Liu (2011) reviewed the use of movies with captions to help

Chinese English learners improve their learning interest and efficiency. They focused on Chinese college level English leaners' vocabulary output ability. Wang and Liu found three advantages of using English movies in ESL/EFL classroom.

First, using movies improve leaners' listening and speaking ability by enlarging their vocabulary through providing visual and audio stimulation and a variety of contexts. Second, movies can also enhance English learners' cross-cultural learning process. English movies were made for native speakers so the content and language are much more authentic and real than textbooks. Thirdly, English movies stimulate students' interest in learning English. Wang and Liu concluded that English movies are one of the richest sources to provide useful language and culture information for students, but it is critical for teachers to choose the right ones in order to achieve their teaching objectives. Also, designing interactive activities to work along with the video materials can greatly enhance students' learning experience.

Though Wang and Liu reviewed previous research on the use of video materials in ESL/EFL classroom and suggested several ideas on how to make use of movies in English, the study was largely based on the researchers' assumptions without actual data from the field. Also, there was no indication about applying duel-language subtitles, which has been proved to be quite popular recently.

Chai and Erlam (2008) investigated the use of captioned videos by Chinese English learners with the upper-intermediate language proficiency in two language schools in Auckland. Twenty participants were randomly divided into two groups. The control group watched the video without captions and the

experimental group watched the video with captions. Participants took progress tests at different stages of the study. Using quantitive methodology, the researchers collected data from six different tests administrations. Participants did one pre-test and one post-test for two different word list segments. The researchers also did questionnaires to get reflections from the participants.

Chai and Erlam found that captioned video materials not only improved students' understanding of the content, but also helped students learn new L2 knowledge especially phrases. In addition, the researchers also found that participants felt positive about using captioned video materials. Though Chai and Erlam did a thorough analysis of the test scores to increase the validity of their conclusions, they did not mention whether the pretests and posttests were equally challenging. No information was provided regarding the form of the tests and the content of the tests. This could largely affect the conclusions in that participants would perform very differently on different level of tests, and provide misleading tests scores.

These findings are reflected in my project by the large amount of content that is provided throughout the whole curriculum unit. With the help of video materials, teachers can put so much content into classrooms with confidence. Wagner (2010) investigated the use of audio-video material as testing materials on L2 listening performance as opposed to audio-only tests. Participants were all adult English learners from a variety of language backgrounds in the Community English Program (CEP). One hundred and three participants were assigned to the experimental group (video group) and nighty nine participants were assigned to the control group (audio-only group). Using quantitive methodology, the researcher collected data from both the pre-tests and the post-tests. There were

four pre-tests given at the beginning of each new CEP semester. Posttests were given within six weeks of the pre-tests. Two types of tests were used in the study: lectures and dialogues. Wagner found that the use of video texts on testing English leaners' listening ability outperformed audio-only tests. In addition, he concluded that the non-verbal effects that were provided by videos were the main reason why test performance increased.

These findings relate to my project by suggesting that non-verbal elements (gestures, facial expressions, etc) in videos may play a critical role to help English learners boost comprehension.

Chen (2012) investigated the use of children's literature and DVD films in adult EFL classrooms. Eighty-nine freshmen in Taiwan participated in the study. Most of the participants had studied English for at least six years. The researcher designed an experimental study. She randomly put students into two groups and did a pre-test before the study. The experimental group was exposed to children's literature and DVD films whereas the control group used English language teaching textbooks. The study was conducted for two hours a week and it lasted for two months. All participants took a posttest after the study. Chen found that with the help of children's literature and DVD films, the experimental group significantly out scored the control group in the post-test. The researcher concluded that children's literature and DVD films provided opportunities for adult English learners to receive both language skills and culture content.

One of the limitations of this study is that the researcher did not conclude whether teachers should use more literature or DVD films in the classroom. These findings relate to my project by suggesting that using video materials in EFL/ESL classrooms may help students perform better in tests. In addition, the

use of children DVD films also provide rich culture content, which contributes to building L2 students' background knowledge for the language.

Summary

In this literature review, three themes were introduced; the barriers and difficulties in teaching Chinese English Learners' phrasal verbs, the benefits of using media materials in teaching, and effective techniques on how to use media materials teaching in practical circumstances.

The main findings of the literature review can be divided into two categories. One category was that both students and teachers held positive attitudes towards using media materials to teach English. Researchers found that using this teaching approach can help them to learn and to teach English more effectively.

Another category of the findings was that the traditional grammar-oriented teaching is still very popular in China, partly because of the requirements of the system of testing. Implementing the use of teaching methods using media material still requires more efforts and energy.

These findings have provided valuable information to address the problems and help me to develop my project. The use of media materials in class can improve students' learning and thinking ability, and also can make classrooms more energized and lively and the contents more vivid. Most Chinese students can get high scores on English tests but later find themselves unable to use English as a communication tool. That is why it is necessary to examine and reflect seriously upon the traditional teaching method in China and find innovative ways to make it more appropriate to the current globalized environment.

The research articles above provided a lot of effective and innovative media-based teaching methods that might be helpful to solve these problems. In my project, I have developed a set of curricula to improve Chinese student's communicative competence by using media materials. I will draw upon suggestions from these articles about using various media materials such as movie clips, music, news, etc.

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

The purpose of the project was to use media materials to improve EFL students' spoken English, listening skills and understanding of phrasal verbs. Cultural background, learning environment, and linguistic structures were also incorporated in the project. This field projects is developed for high intermediate level and it contains three parts: 1) Pictures and comics. 2) Authentic Dialogues which includes songs. 3) Lectures which include video clips from TED Talks and discussions about American English and culture focus on phrasal verbs based on the media materials.

Development of the Project

This project is developed for a college sophomore EFL classroom in China. The reasons I chose college sophomores is because they are familiar with the teaching method of their institution, and they have relatively more time for this project than juniors and seniors. Another reason for developing this field project using phrasal verbs is that my parents sent me to learn English from a private teacher when I was a college sophomore because they wanted me to pass the TOFEL and GRE tests to study abroad. I attended vary typical Chinese schools and I received very typical EFL lectures which included grammar drills, listening/reading comprehension, repeating and writing articles that did not make much sense. This continued till the private English teacher introduced me to "Friends", "The Big Bang Theory", "Parent trap", "The Devil Wears Prada", "Love actually" and many English songs. I was not particularly attracted to the sitcom when I first watched it because people's outfits and the settings in the show seemed pretty out of date to a 20-year-old girl. However, I soon started to laugh and enjoy as the show went on and I felt very connected to those characters. During my college years, I watched every episode five or six times just for

fun. However, I noticed that I subconsciously picked up words or phrases in the show and as I developed more interest in it, I began to look up the jokes and expressions I did not understand. Interestingly enough, the more self-learning I did, the more my previous English knowledge started to connect and make sense. However, I did not realize how this would help me with my studies and life until I came to San Francisco in 2013. Before I started the MA TESOL program, I vaguely knew whether I would do something related to teaching English.

This curriculum unit is designed for Chinese ESL students at university level. The English proficiency assumption for students who participate in this course is high intermediate to early advanced. There are 8 sessions during the entire 8 weeks. Each session lasts for one hour and forty-five minutes. Students will improve their phrasal verbs communicative proficiency through different kinds of activities related to American TV shows, movies and songs. Each student will keep a "progress journal" to keep record of what they have learned for each session. They are encouraged to put down questions or thoughts about English or American culture outside of the classroom as well.

<div align="center">The project</div>

<div align="center">Using Effective Vocabulary Teaching Techniques to Improve Intermediate Level of Chinese EFL Learners' Communicative Competence</div>

EFFECTIVE TECHNIQUES
FOR TEACHING PHRASAL VERBS
TO IMPROVE COMMNICATE COMPETENCE
OF CHINESE ENGLISH LEARNERS

BY Guohua Fu

To the Teacher

Dear Friends,

Welcome to Phrasal Verbs for Chinese English Learners! Inside you will find the first of seven units of curriculum, along with the corresponding lesson plans and unit activities.

The main reason for writing Phrasal Verbs for Chinese English Learners is to provide College level ESL/EFL students the language and practical knowledge necessary to communicate and use two word verbs when they interact with native speakers of English. The lessons are designed to include the four skills as well as the key vocabulary and pertinent information on American culture. They offer students the opportunity to learn English phrasal verbs in a student-centered and communicative way.

We as teachers understand the difficulties that ESL/EFL students experience while using phrasal verbs. I am confident that these lessons will help you to help your students overcome these challenges and reach their language and professional goals. It is the author's hope that you and your students enjoy the handbook.

Guohua Fu

A Handbook for Chinese EFL Teachers

TABLE OF CONTENTS

conjure up… give over…

Unit Seven

Phrasal verbs: work on…tell about…ask about…think of…

feel about…hold on…base on…tell apart…take onto…conjure up…

give over…

Unit One: Pictures and Comics - Introduction of Phrasal verbs

Objectives: Enable students to do the followings:

✓   Get to know the types of phrasal verbs

✓   Identify the types of phrasal verbs

Created by Guohua Fu 2015.

*What is a phrasal verb?

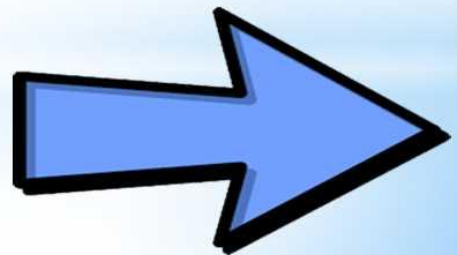* Phrasal verb is a **verb** + preposition
* E.g.   put   off
*   come   in
*   clean   up

◆ Verbs
- Take: I took an aspirin because I had a terrible headache.
- Break: He broke his arm during the game.
- Catch: She managed to catch the last train.

◆ Phrasal Verbs
- Take off: Take off your coat! It's too hot here.
- Break up: Jenny broke up with her boyfriend yesterday.
- Catch up with: You go ahead - I'll catch up with you later.

* compare

*The small words in phrasal verbs are **IMPORTANT**, because they completely change the meaning.

*For example:

•Get up = get out of bed

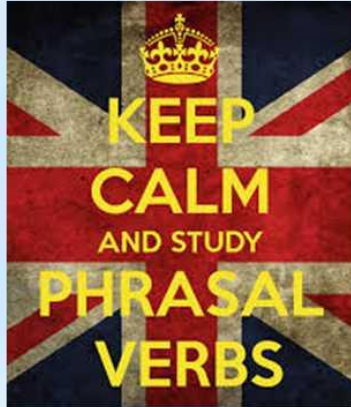•Get away = escape

•Get on with someone = like being with them

Don't FORGET!

*Can you answer the following questions by using one of the phrasal verbs below?

* **put down** * put on * **put up** * take off
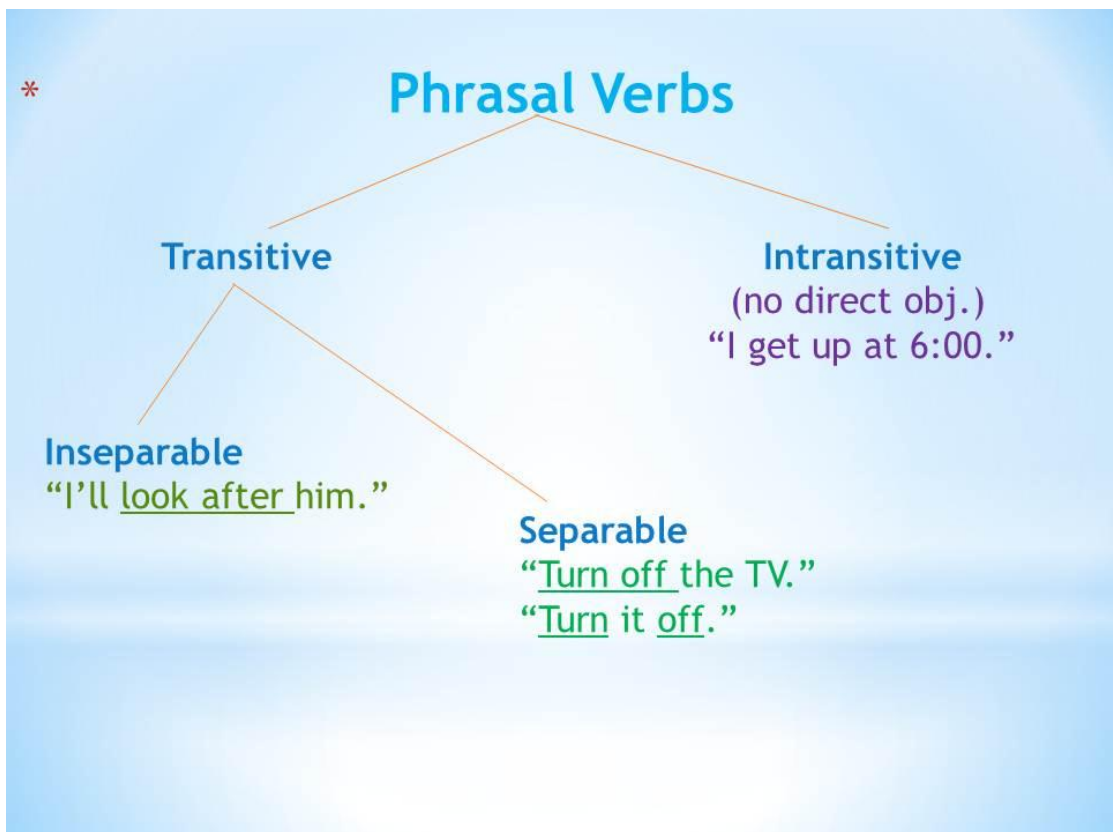
*What do women with long hair sometimes do to their hair when they play sports?

*What do you say to a child who has just picked up a piece of broken glass?

*What do people do when they go out in cold weather?

*What do you do with a sweater when you come into a warm house?

YOU CAN CHOOSE

Created by Guohua Fu 2015.

*Types of phrasal verbs

*STATEMENT.

*Phrasal Verbs

Transitive

Intransitive
(no direct obj.)
"I get up at 6:00."

Inseparable
"I'll look after him."

Separable
"Turn off the TV."
"Turn it off."

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*A. Intransitive: (The verb is not followed by an object.)
*A.1. VERB + particle
*A.2. VERB + preposition

*Such as: stand up
*   sit down
*   bend over
*   grow up
*   step back
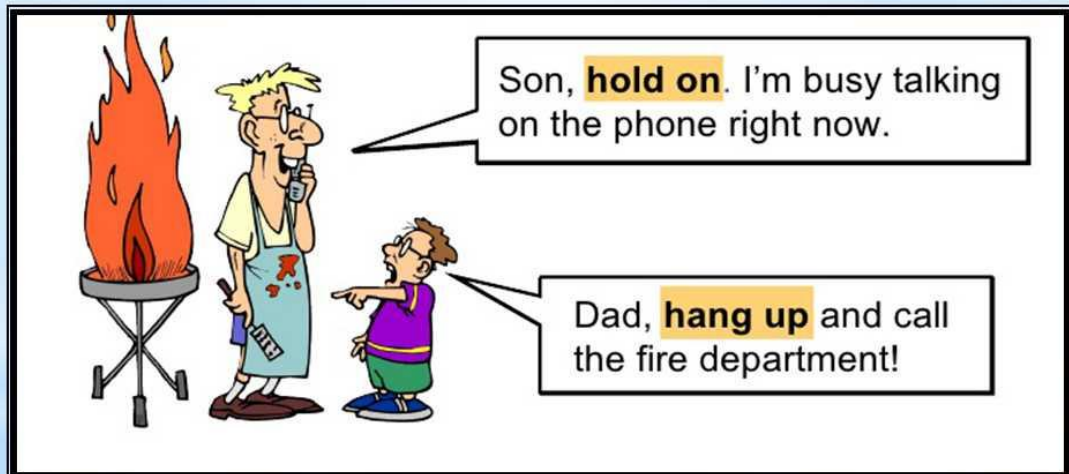*   look at
*   slow down
*   shut up

Intransitive

Can't take a direct object

Always
Inseparable

FOR
EXAMPLE

Son, **hold on**. I'm busy talking on the phone right now.

Dad, **hang up** and call the fire department!

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Be careful!

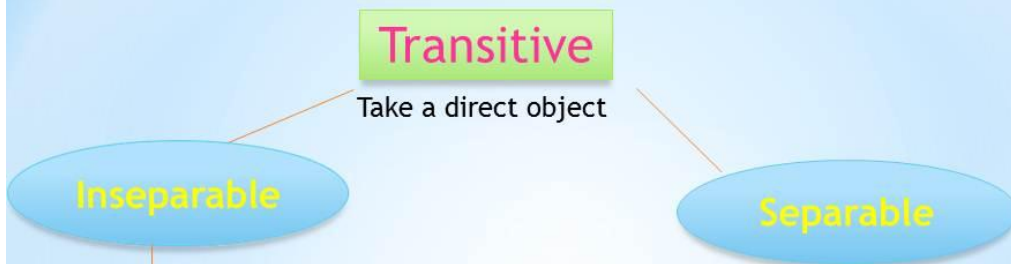**When the object is a pronoun, it must come between the verb and the particle.**

A friend called u **✗** her at work.

Object

A friend cal͏l r up at work.

Object

---

*B. Transitive: (The verb is followed by an object AND can be passive.)

Transitive

Take a direct object

Inseparable

Separable

*No rules; must be memorize
 i.e. My second son _takes after_ his mom.

* Direct object can separate the verb and preposition,
* Direct object=noun-it must come between the verb and the preposition,
* Direct object=pronoun-it must come between the verb and the preposition.
* i.e. _Fill out_ this application form.

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Separable transitive phrasal verbs

*He can't figure out the instructions.
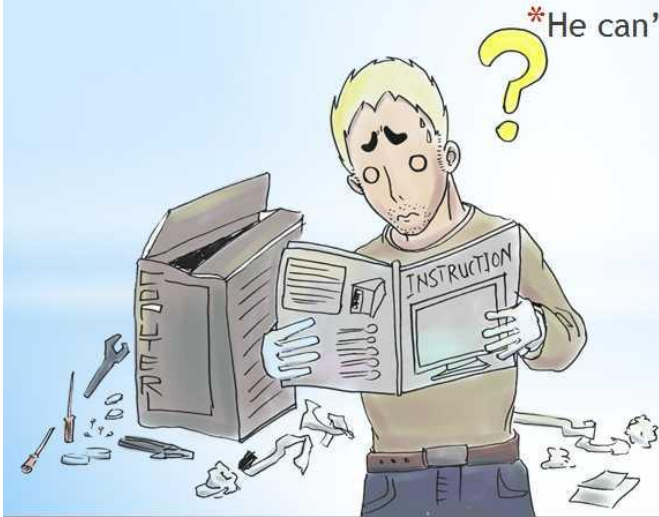Noun object

*He can't figure the instructions out.
Noun object

*He can't figure it out.
Pronoun object

Inseparable transitive phrasal verbs

*Sam ran his boss into.
*Sam ran into his boss.

*He ran him into.
*Sam ran into him.

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*With a partner, write five sentences about the pictures provided using two word verbs. Your sentences can be.

* Activity a1: Pair Work

FOR EXAMPLE

intransitive

Dress up

I **dress up** nicely.

Ask over=invite

Let in=allow to enter

Set up =prepare

Show up=appear

Run out=not have enough

Put on=use clothes

intransitive

intransitive

* Activity a1:

put off	doing work
work out	the answer
turn up	late for class
brush up	my English
pull out of	a competition
own up to	telling a lie

*Activity a1:

*Transitive VS Intransitive

Followed by a direct object that answers the question what? Or whom?

Does not have a direct object

John   kicks   the ball
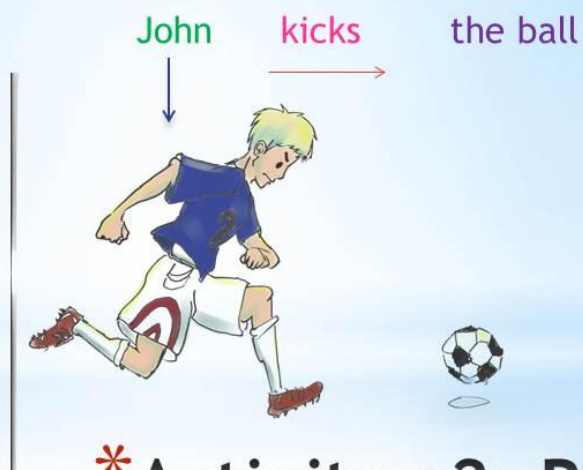
*Activity a2: Relay

*Activity a2: Relay

* Divide the white board in half.
* On Each side, write Transitive and Intransitive phrasal verbs.
* Divide the class into two teams. Team A and Team B. Each team forms a Straight line.
* The student at the front of Team A is given a red board marker. The student at the front of Team B is given a blue board marker.
* The teacher calls out a two word verb, and the first student from each line identify and write the two word verb on the divided white board.
* After each two word verb, the student gives his/her marker to the next person in line.
* Check the correct red/blue response gets a point for each team. The team with the most points wins.

Created by Guohua Fu 2015.
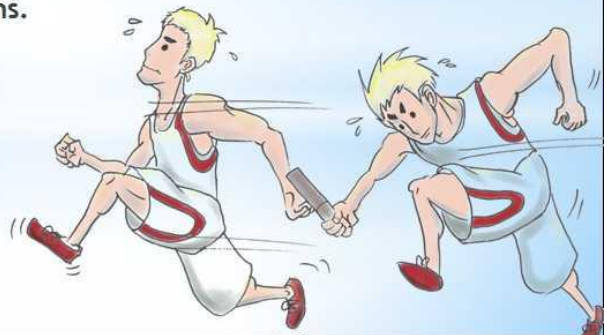
* Look at the following pictures
* Use the two word verbs on the picture to make sentences
* Get into small groups and write your own "PHONE CALL STORY". Use the two word verbs on the picture.
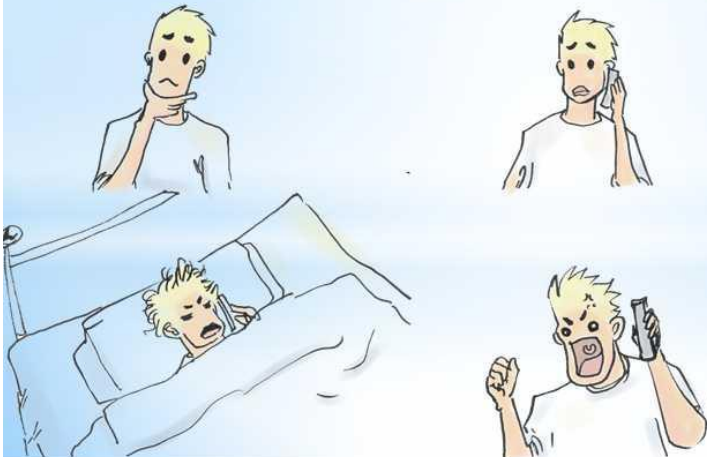* Draw pictures for your story

* Activity b

FOR EXAMPLE

* TELEPHONE PHRASAL VERBS

2:30 am
1. It's quite late now.
   Let's make a phone call...
2. Hey, teacher! Don't **hang up**! Are you sleeping?
3. Yeah...Why?
4. Because I'm still studying!!!

HANG UP
To end a phone conversation and put the phone down

Created by Guohua Fu 2015.

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TELEPHONE PHRASAL VERBS

HOLD ON
To wait for a short time

PICK UP
To answer a telephone call

Call back
To telephone sb. again or in return

Hang up
To end a phone conversation and put the phone down

Hang on
To wait for a short time

CUT OFF
To interrupt a telephone conversation

Put through
To connect by telephone

speak up
To speak louder

---

* Ask students to find an interesting picture or short comics of themselves or someone they know.

* Have students write an essay describing the using of two word verbs.

* Homework

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Unit Two: Song: Rob Stewart "Father& Son"

Objectives: Enable students to do the followings:

✓ Improve use of two word verbs.

✓ Contextualized use of two word verbs: settle down, look at, go on think of, turn away, go away, sit down and go through in listening, speaking, reading and writing.

Activity 1: Guessing about Song: Rob Stewart "Father& Son"

Created by Guohua Fu 2015. Image from Google Images.

1. What do you think this song is going to be about?
2. What do you guess from the title "Father and Son"?
3. Which do you think this song will be?
   A romantic song?   A love song story?
   A sad song?
   A song about a family?
   A song about divorce?
   A song which brings up memories?
   A song which takes place in the United States?
   A song which takes place in China?
   A song which sings by a second language learner?
   A song with a serious family problem?

Created by Guohua Fu 2015. Image from Google Images.

Activity 2: Preview

Indicate which of them you are familiar with. Choose one of the following for each two word verb:

1. settle down 2. look at 3. go on 4. think of 5. turn away 6. go away 7. sit down 8. go through	____1. To happen; to resume, to continue(= to keep on) ____2. To undergo, to experience; to consume, to use (=to use up) ____3. to make or become quiet and orderly ____4. keep in mind for attention or consideration; take into consideration; ____5. Give someone's attention to; to watch ____6. To send away; dismiss: ____7. To move away from a place into another direction ____8. To locate information in a dictionary or a book ____9. To take a seat

Created by Guohua Fu 2015. Image from Google Images.

Activity 3: New Vocabulary.

Do you know these words and phrases?
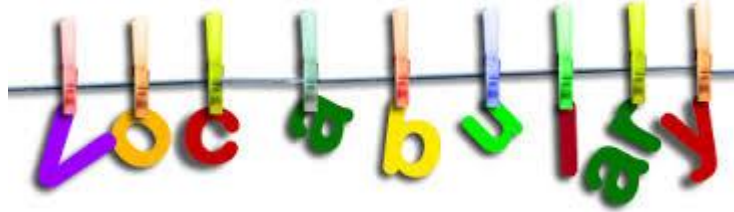
1.fault
2.calm
3.take it easy
4.take your time
5.ignore
6.decision
7.alone
8.be order to

Activity 4: Watch and listen to the song two times

*From the moment I could talk I was ordered to listen.
Now there's a way and I know that I have to go away.*
...
I know I have to go.

Activity 5: Pair Work

Talk to your partner about the questions in *Activity 1*.

Activity 6: Listen again and fill in the blanks

It's not time to make a change,
Just relax, _____.
You're still young, that's your fault,
There's so much you have to know.
Find a girl, _____,
If you want you can marry.
_____ me, I am old, but I'm happy.

I was once like you are now, and I know that it's not easy,
To   be   calm   when   you've   found   something   _____.
But   _____,   think   a   lot,
Why,   _____   everything   you've   got.
For you will still be here tomorrow, but your _____ may not.

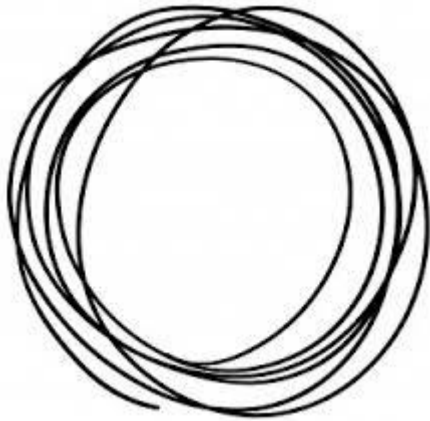## Activity 7: Are these statements TRUE or FALSE?

T F 1. We see the son wants his father stay with him
           forever.
T F 2. Father and son, they both love each other.
T F 3. The father wants to make sure that his son has
           found a girl already.
T F 4. The son is easy to say goodbye to his father.
T F 5. The father probably has no wife now.

T F 6. The father talks about the son's grandfather.

T F 7. The son will settle down.

T F 8. We can see the father in the song doesn't love his son.

Activity 8: Listen to the lecture again. Circle the words and phrases you hear.

1. Fault	11. settle down
2. calm	12. what's that holding?
3. take it easy	13. look at
4. take your time	14. pull off
5. ignore	15. switch off
6. decision	16. go on
7. alone	17. think of
8. be order to	18. go down
9. actually	19. turn away
10. we like twins	20. go away
	21. sit down
	22. go through

Activity 9: Questions for Discussion.

1. *Do you think Sob Stewart is a good singer?*
2. *What do you like of his song?*
3. *Are you moving by his song?*
4. *Do you like these phrasal verbs in his song? Why?*

Unit Three: Song: Blue "King of the world"

Objectives: **Enable students to do the followings:**

✓ Improve use of two word verbs.

✓ Contextualized use of two word verbs: take back, put to, come back, look up, break into, in listening, speaking, reading and writing.

Activity 1: Guessing about Song: Blue "King of the World"

1. What do you think this song is going to be about?
2. What do you guess from the title "Father and Son"?
3. Which do you think this song will be?

   A romantic song?   A love song story?

   A sad song?

   A song about divorce?

   A song which brings up memories?

   A song which takes place in the United States?

   A song which takes place in China?

   A song which sings by a second language learner?

   A song with a serious family problem?

Created by Guohua Fu 2015. Image from Google Images.

Activity 2: Preview

Indicate which of them you are familiar with. Choose one of the following for each two word verb:

|	
1. settle down 2. look at 3. take back 4. put to 5. come back 6. look up 7. break into	____1. To begin to perform or utter suddenly, especially with song, speech, chattering, tears, etc. ____2. To direct one's gaze upward or to locate information in a dictionary or a book ____3.To retrieve and regain possession of something: ____4. To place something in some direction ____5. To return or to return to an advantageous or favorable state or condition ____6. To see, to watch ____7. To move away from a place into another direction

Activity 3: New Vocabulary.

Do you know these words and phrases?
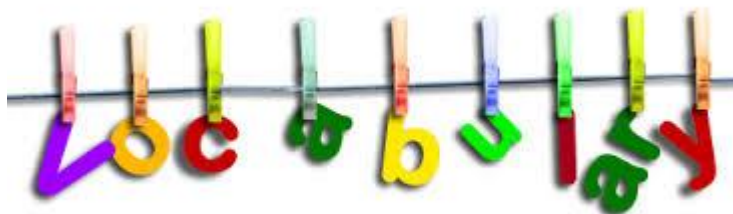
1. heal
2. be full of
3. possibility
4. way back then
5. lie
6. set me free
7. by my side
8. alive

Activity 4: Watch and listen to the song two times

Activity 5: Pair Work

Talk to your partner about the questions in *Activity 1*.

Activity 6: Listen again and fill in the blanks

Take me ____ to the time,
We _____ talk all night
Those _____ words I never heard
Put my world _____ right
She told me you don't see what I can see,
This life is full _____ possibility
She gave me more than _____, gave me all I need

| Without | her | I'm | a | poor | man |

Without   her   I'm   a   poor   man
I'd   be   the   _____   of   the   world
If   you   were_____   my   side
Cause   when   you   gave   me   your   love
I was the richest man _____
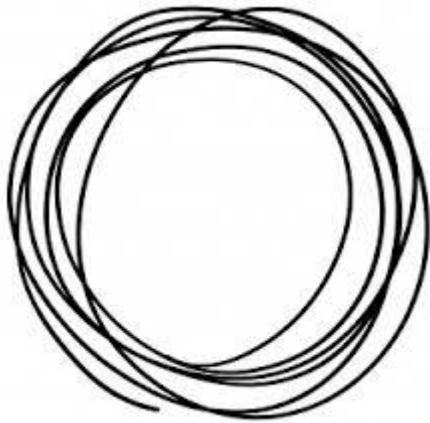Now I'm broken, hopin' you'll come _____ in my life

Activity 7: Listen to the lecture again. Circle the words and phrases you hear.

1. **calm**	9. **heal**
2. **look at**	10. **be full of**
3. **take back**	11. **possibility**
4. **put to**	12. **way back then**
5. **come back**	13. **lie**
6. **look up**	14. **set me free**
7. **break into**	15. **by my side**
8. **settle down**	16. **alive**

Created by Guohua Fu 2015.

Activity 8: Questions for Discussion.

1. *Do you think Blue is a good team singer?*
2. *What do you like of their song?*
3. *Are you moving by the song?*
4. *Do you like these phrasal verbs in the song? Why?*

Created by Guohua Fu 2015.

Unit Four: Song: Wiz Khalifa & Charlie Puth "See You Again"

Objectives: **Enable students to do the followings:**

✓ Improve use of two word verbs.

✓ Contextualized use of two word verbs: come from, tell about, talk to, switch up, look at, talk about, go through, go out, turn into, in listening, speaking, reading and writing.

Activity 1: Guessing about Song: Blue "See You Again"

1. What do you think this song is going to be about?
2. What do you guess from the title "Father and Son"?
3. Which do you think this song will be?

      A romantic song?   A love song story?

      A sad song?

      A song about a family?

      A song about a divorce?

      A song which brings up memories?

      A song which takes place in the United States?

      A song which takes place in China?

      A song which sings by a second language learner?

Created by Guohua Fu 2015. Image from Google Images.

Activity 2: Preview

Indicate which of them you are familiar with. Choose one of the following for each two word verb:

|	
1. tell about 2. talk to 3. switch up 4. look at 5. talk about 6. go through 7. go out 8. turn into 9. look up	____1.To speak to someone ____2. To direct one's gaze upward or to locate information in a dictionary or a book ____3.Togive information to someone about someone or something ____4. To discuss someone or something ____5. To be approved or to succeed in getting through the approval process ____6. To see, to watch ____7.To go outside to get something or to do something ____8.To change someone or something into someone or something else. ____9. To shift something or somwone

Activity 3: New Vocabulary.

Do you know these words and phrases?
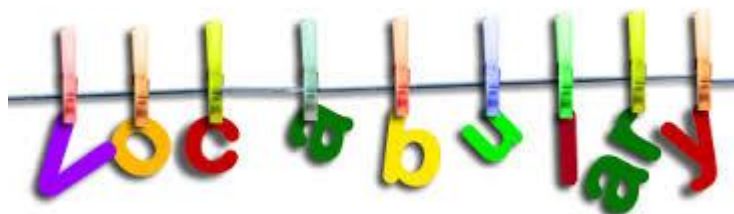
1. **path**
2. **switch**
3. **hard work forever pays**
4. **vibe**
5. **bond**
6. **brotherhood**
7. **get lost**
8. **establish**
9. **guide**
10. **lead**

Activity 4: Watch and listen to the song two times

Activity 5: Pair Work

Talk to your partner about the questions in *Activity 1.*

Created by Guohua Fu 2015. Image from Google Images.

Activity 6: Listen again and fill in the blanks

It's _____a long day without you, my friend
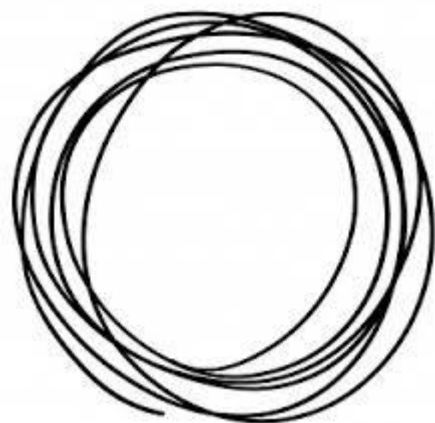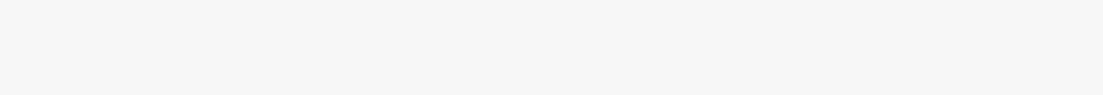And I'll tell you all about it when I _____ you again (I see you again)
We've_____a long way (yeah, we came a long way) _____where we began (you know we started)
Oh, I'll _____ you all _____it when I see you again (let me tell you)
When I see you again

Created by Guohua Fu 2015. Image from Google Images.

Activity 7: Listen to the lecture again. Circle the words and phrases you hear.

1. path	11. come from
2. switch	12. tell about
3. hard work forever pays	13. talk to
4. vibe	14. switch up
5. bond	15. look at
6. brotherhood	16. talk about
7. get lost	17. go through
8. establish	18. go out
9. guide	19. turn into
10. lead	20. switch off

Activity 8: Questions for Discussion.

1. Do you think Blue is a good team singer?
2. What do you like of their song?
3. Are you moving by the song?

4.   Do you like these phrasal verbs in the song? Why?

Unit Five: TED Talks: "5 Ways to Listen Better"

Objectives: **Enable students to do the followings:**

✓ Improve use of two word verbs.

✓ Contextualized use of two word verbs: sit up, listen to, go on, take away, go for, move to, take off, talk about and take out in listening, speaking, reading and writing.

Activity 1: Guessing about TED Talk - "5 Ways to Listen Better"

1. *What are the 5 ways do you think can help us listen better?*
2. *What do you think of his 5 ways of listen better? Are those effective?*
3. *What kind of problems and situations do you think will occur if we have listening teaching class at schools?*

Created by Guohua Fu 2015. Image from Google Images.

Activity 2: Preview

Indicate which of them you are familiar with. Choose one of the following for each two word verb:

|	
A. sit up **B. listen to** **C. go on** **D. take away** **E. go for** **F. move to** **G. take off** **H. talk about** **I. take out** 	___1. To sit upright and hold oneself erect; to rise a sitting position. ___2. To take a seat ___3. To pay attention to someone or something in order to hear what is being said, sung, played, etc. ___4. To remove (usually said of clothes) ___5. To happen; to resume; to continue (= keep on) ___6. an act or instance of taking possession of the ball or puck from an opposing team ___7. To pass from one place or position to another; as settle ___8. To extract or remove; to obtain or secure ___9. To discuss ___10. to try to secure or attain (as a goal); to have an interest in or liking for; to be sold at a certain price; to seek or strive for; to agree with or to consider.

Created by Guohua Fu 2015. Image from Google Images.

Activity 3: New Vocabulary.

Do you know these words?
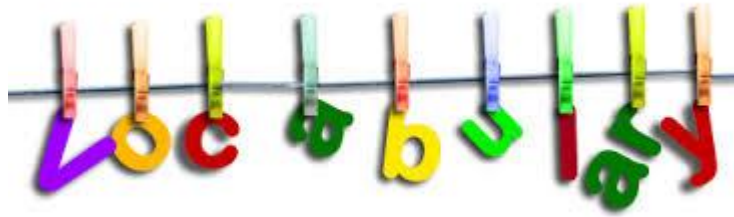
1. **Roughly**
2. **Mental**
3. **Extraction**
4. **Filter**
5. **Reverberation**
6. **Bouncing**
7. **Sonority**
8. **Premium**
9. **Cacophony**
10. **Oratory**

Created by Guohua Fu 2015.

Activity 4: Watch and listen to the lecture two times

First time without subtitle
Second time with subtitle

Activity 5: Pair Work

Talk to your partner about the questions in *Activity 1*.

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Activity 6: Listen again and fill in the blanks

This is a serious problem that we're losing our _____. This is not trivial. Because listening is our _____ to understanding. Conscious listening always _____ understanding. And only _____ conscious listening can these things happen -- a world where we don't _____each other at all, is a very scary place indeed. So I'd like to share with you five simple exercises, tools you can _____ you, to improve your own conscious listening. Would you like that?

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Activity 7: Listen again and find the differences between what you see and what you hear.

We use little pretty cool techniques to do this. Two of them is pattern recognition. (Crowd Noise) So in a cocktail party like this, if I say, "David, Sara, don't pay attention," some of you just stood up. We recognize patterns to distinguish noise from signal, and especially our name. Differencing is another technique we use. If I left this pink noise on for more than a couple of minutes, you would literally cease to hear it. We see differences, we discount sounds that remain the difference.

And then there is a whole range of filters. These filters take us from all sound up to what we pay attention on. Most people are entirely conscious of these filters. But they actually create our reality in a way, because they tell us what we're taking attention to right now. Give you one example of that: Intention is very important in sound, in listening. When I married my wife, I promised her that I would watch her every day as if for the first time. Now that's

something I <u>rise</u> short of on a daily basis. But it's a great intention to have <u>at</u> a relationship.

Activity 8: Listen to the lecture again. Circle the words and phrases you hear.

1.Roughly	12.sit up
2.Mental	13.listen to
3.Extraction	14.go on
4.Filter	15.sit down
5.Reverberation	16.take away
6.Settle down	17.go for
7.Bouncing	18.move to
8.Sonority	19.take off
9.Premium	20.talk about
10.Cacophony	21.take out
11.Oratory	22.go up
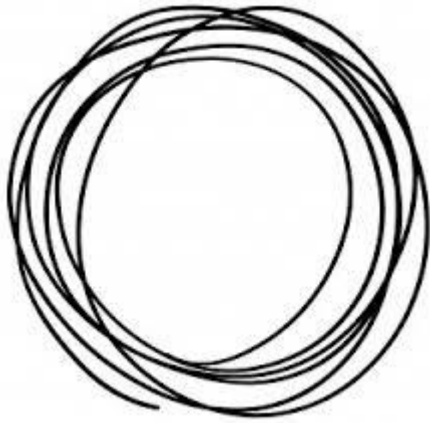
Unit Six: TED Talks: "The Magic of Truth and Lies"

Objectives: **Enable students to do the followings:**

✓ Improve use of two word verbs.

✓ Contextualized use of two word verbs: work on, tell about, ask about, think of, feel about, hold on, base on, tell apart, take onto, conjure up, give over in listening, speaking, reading and writing.

Activity 1: Guessing about TED Talk -"The magic of truth and lies"

1. *Do you know magic? Can you do magic?*
2. *Do people around you always tell the truth?*
3. *Have you lied before? Do you think it will be always right to tell the truth?*

Created by Guohua Fu 2015. Image from Google Images.

Activity 2: Preview

Indicate which of them you are familiar with. Choose one of the following for each two word verb:

A. **work on**
B. **tell about**
C. **ask about**
D. **think of**
E. **feel about**
F. **hold on**
G. **base on**
H. **tell apart**
I. **take onto**
J. **conjure up**
K. **give over**
L. **stuck in**

___1. To sit upright and hold oneself erect; to rise a sitting position.

___2. To exert effort in order to do, make, or perform something

___3. To give information to someone about someone or something

___4. To request information (about someone or something) from a number of different sources

___5. To hold a particular kind of opinion of someone or something

___6. To explore something by the sense of touch

___7. To maintain a grip on something; cling to something or to be patient

___8. To form, develop, or found something on the basis of something else

___9. To perceive something as being different or distinct from something else

___10. To move something to the interior of something

___11. To make someone or something appear, seemingly by the use of magic

___12. To hand something over; entrust something.

___13. To be caught in a traffic jam

Activity 3: New Vocabulary.

Do you know these words?

1. **illusion**
2. **in particular**
3. **synchronize**
4. **deception**
5. **rosebush**
6. **fundamental**
7. **poll**
8. **deceive**
9. **convince**
10. **compulsive**
11. **cosmos**
12. **optimistic**
13. **extraordinary**
14. **sonata**

Activity 4: Watch and listen to the lecture two times
First time without subtitle
Second time with subtitle

Activity 5: Pair Work

Talk to your partner about the questions in *Activity 1*.

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Activity 6: Listen again and fill in the blanks

One of my favorite magicians is Karl Germain. He had this wonderful _____ where a rosebush would _____ right in front of your eyes. But it was his production of a_____that was the most beautiful. Ladies and gentlemen, the _____ of life.

When _____ deception, he said this: Magic is the only honest profession. A magician promises to _____ you -- and he does. I

like to _____ myself as an honest magician. I use a lot of tricks, which means that sometimes I have to lie to you. Now I _____ bad _____ that. But people lie every day. _____. Hey, where are you? _____ in traffic. I'll be there soon. You've all done it.

Created by Guohua Fu 2015. Image from Google Images.

Activity 7: Listen again and find the differences between what you see and what you hear.

Some people <u>receive</u> for money. Let's play a game. Three cards, three chances.One five will get you 10, 10 will get you 20. Now, where's the lady? Where is the queen? This one? Sorry. You <u>lost</u>. Well, I didn't deceive you. You deceived yourself. <u>Self-reception</u>. That's when we <u>convert</u> ourselves that a lie is the truth. Sometimes it's hard to <u>told</u> the two apart. Compulsive gamblers are experts <u>on</u> self-deception. They believe they can <u>lose</u>. They forget the times they lose.

The brain is very good <u>in</u> forgetting. Bad experiences are quickly forgotten. <u>Good</u> experiences quickly <u>appear</u>. Which is why in this vast and lonely cosmos, we are so <u>wonderful</u> optimistic. Our self-deception becomes a <u>negative</u> illusion -- why movies are able to take us <u>into</u>

extraordinary adventures; why we believe Romeo when he says he loves Juliet; and why single notes of music, when played together, become a sonata and conjure upon meaning.

That's "Clair De lune." Its composer, called Debussy, said that art was the greatest reception of all. Art is a deception that creates real emotions -- a lie that creates a truth. And when you give yourself up to that deception, it becomes magic.

Created by Guohua Fu 2015.

Activity 8: Listen to the lecture again. Circle the words and phrases you hear.

1. **illusion**	14. **sonata**
2. **in particular**	15. **work on**
3. **synchronize**	16. **tell about**
4. **deception**	17. **ask about**
5. **rosebush**	18. **think of**
6. **fundamental**	19. **feel about**
7. **poll**	20. **hold on**
8. **deceive**	21. **base on**
9. **convince**	22. **tell apart**
10. **compulsive**	23. **take onto**
11. **cosmos**	24. **conjure up**
12. **optimistic**	25. **give over**
13. **extraordinary**	26. **stuck in**
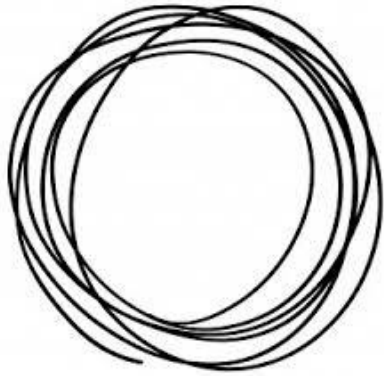
Created by Guohua Fu 2015. Image from Google Images.

Unit Seven: TED Talks: "Are We Filtering The Wrong Microbes?"

Objectives: Enable students to do the followings:

✓ Improve use of two word verbs.

✓ Contextualized use of two word verbs: work on, tell about, ask about, think of, feel about, hold on, base on, tell apart, take onto, conjure up, give over in listening, speaking, reading and writing.

Activity 1: Guessing about TED Talk -"The magic of truth and lies"

1. Do you know magic? Can you do magic?
2. Do people around you always tell the truth?
3. Have you lied before? Do you think it will be always right to tell the truth?

Created by Guohua Fu 2015. Image from Google Images.

Activity 2: Preview

Indicate which of them you are familiar with. Choose one of the following for each two word verb:

|	
1. **Breathe in** 2. **Come into** 3. **Contact with** 4. **Enter through** 5. **Depend on** 6. **Carry out** 7. **Pull out** 8. **Look at** 9. **Make for** 10. **Keep out** 11. **Put into**	___1. To enter or to inherit ___2. To get in touch with or communicate with ___3. To inhale or inspire ___4. To come or go into ___5. To place trust or confidence in ___6. To explore something by the sense of touch ___7. To put into practice or effect ___8. To form, develop, or found something on the basis of something else ___9. To leave or depart ___10. To see or to watch ___11. To have or produce (a particular effect or result) ___12. to remain or cause to remain outside ___13. to haul or drag someone or something into something or some place

Activity 3: New Vocabulary.

Do you know these words?
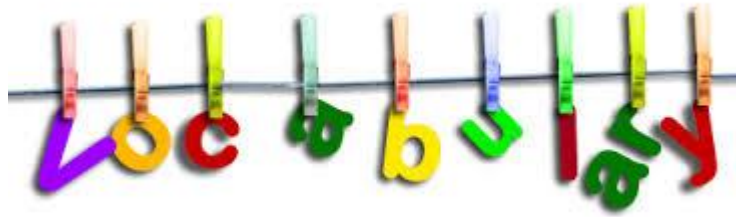
1. **trillion**
2. **invisible**
3. **microorganism**
4. **ecosystem**
5. **airborne**
6. **ventilation**
7. **architect**
8. **x-axis**
9. **y-axis**
10. **pathogen**
11. **ordination**
12. **nosocomial**
13. **gut flora**
14. **probiotic**

Created by Guohua Fu 2015.

Activity 4: Watch and listen to the lecture two times

First time without subtitle
Second time with subtitle

Activity 5: Pair Work

Talk to your partner about the questions in *Activity 1*.

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Activity 6: Listen again and fill in the blanks

Humans in the developed world spend more than 90 percent of their lives indoors, where they _____and come _____contact _____trillions of life forms invisible to the _____eye: microorganisms. Buildings are complex _____ that are an important _____ of microbes that are good for us, and some that are bad for us. What _____ the types and distributions of microbes indoors? Buildings are colonized by airborne

microbes that enter _____ windows and _____ mechanical ventilation systems. And they are brought _____ by humans and other creatures. The fate of microbes indoors _____ on complex interactions _____humans, and _____ the human-built environment. And today, architects and biologists are working together to explore smart building design that will create healthy buildings for us.

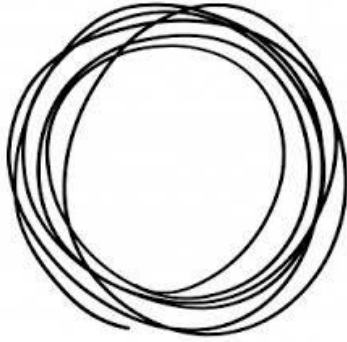
Created by Guohua Fu 2015. Image from Google Images.

Activity 7: Listen again and find the differences between what you see and what you hear.

We spent an extraordinary amount of time in buildings that are extremely controlled environments, like this building here -- environments that have mechanism ventilation systems that include filtering, heating and air conditioning. Given the many of time that we spend outdoors, it's important to understand how this effects our health. At the Biology and the Built Environment Center, we carry out a study in a hospital where we sampled air and pull the DNA out of microbes in the air. And we look at three different types of rooms. We looked on rooms that were mechanically ventilated, which are the data points in the blue. We looked in rooms that were naturally ventilated, where the hospital let us turn of the mechanical ventilation in a wing of the building and pry close the windows that were no longer operable, but they make them operable of our study. And we also sampled the outdoor air.

Activity 8: Listen to the lecture again. Circle the words and phrases you hear.

1. trillion	14. gut flora
2. invisible	15. probiotic
3. microorganism	16. Breathe in
4. ecosystem	17. Come into
5. airborne	18. Contact with
6. ventilation	19. Enter through
7. architect	20. Depend on
8. x-axis	21. Carry out
9. y-axis	22. Pull out
10. pathogen	23. Look at
11. nosocomial	24. Make for
12. gut flora	25. Keep out
13. probiotic	26. Put into

Created by Guohua Fu 2015. Image from Google Images.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Recommendations

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS
Conclusions

As China has gradually become one of the major countries to send college students to the U.S., each year more Chinese faces appear in ESL classrooms than in the years before. This opportunity to study in the United States has been very important for general improvement of Chinese students' ability to communicate in English. However, current ESL courses focus mainly on promoting students' academic writing and reading proficiency and pay less attention to students' communicative competency. In addition, due to the large number of Chinese students currently enrolled in American universities, most Chinese students choose to hang out and socialize within their own nationality group and use their mother tongue. As a result, the English communicative proficiency of Chinese students stays at a lower level than it could be given the fact that they live in an environment where English is used daily. This has in turn led to their lack of confidence and motivation to improve their English.

The purpose of this project is threefold. First, it helps Chinese ESL students promote their communicative competency by implementing CLT activities based on authentic sources including American comics, songs and TED talks. Second, it introduces American oral phrasal verbs to students with the hope of providing background knowledge on the language and its culture. Third, it encourages students to use English two word verbs more often and ultimately helps students build up learning motivation and interest.

The project offers three major significant benefits to students: it provides authentic communicative English to students; it introduces American culture to students; and it promotes students' learning motivation and interest. As for teachers,

the project offers them the opportunity to translate CLT into actual classroom practice, which allows a traditional teacher-centered classroom to transfer to a more student-centered classroom.

The project is designed to fulfill the purpose of providing rich language resources as well as cultural information. Students can take advantage of different kinds of group activities to practice English in real contexts and, thereby, increase their communicative proficiency.

<div align="center">Recommendations</div>

For teachers or educators who consider bringing this project into actual classrooms, there are several recommendations regarding the implementation of its core beliefs，strategies, material, types of activities and technology.

To begin with, teachers may encounter doubts coming from both themselves and their students about whether this project is going to work. Besides the fact that using comic pictures and video materials in ESL classroom has already been proved effective, teachers should also note that the present project differs from most of the current ESL curriculum courses in that it focuses on real life communication and lectures augmented by with the help of engaging activities. The core belief of this project is that students' communicative proficiency will benefit the most from the use of materials that are closely related to students' social lives. The project not only facilitates the language learning environment, but also improves listening, knowing many songs and knowledge about two word verbs. Teachers should emphasize this to their students at the beginning of the course.

Another concern is about how to use the right strategies to help students engage in the activities. As mentioned in chapter three, this project includes lots of activities inside the classroom. However, teachers should keep in mind that sometimes Chinese

students can be shy and sensitive about performing work in a group or talking in front of other people.

This requires teachers to apply the right strategies to encourage students as well as to psychologically protect them. One of the recommendations is that teachers should always assign students to groups accordingly. In other words, teachers should mix students up and make sure there is at least one student who is comfortable about performing or talking publicly in each group so that the pressure will not fall completely on those who are not ready. Also, teachers can always lead other activities such as guided meditation to help ease students into the main activity. Activities are critical to the success of the project, so choosing the right activities and carrying out them in the right way becomes equally important. In this project, the activities and class discussions are relatively safe for students because they take place in the classroom with teachers to help. Teachers should ALWAYS encourage students on what they have already achieved. Since this project is largely based on music and lectures, the use of computers, large screens and projectors is a must. Thus, teachers will encounter the biggest problem if such technology is not available. Should such a situation exist teachers could use alternative materials. For example, teachers could have the script printed and distribute them to students as the resource.

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APPENDIX

Effective techniques for teaching phrasal verbs to improve communicate competence of Chinese English learners

A Handbook for Teachers

Appendix A:
Father and Son
Father

It's not time to make a change,
Just relax, take it easy.
You're still young, that's your fault,
There's so much you have to know.
Find a girl, settle down,
If you want you can marry.
Look at me, I am old, but I'm happy.
I was once like you are now, and I know that it's not easy,
To be calm when you've found something going on.
But take your time, think a lot,
Why, think of everything you've got.
For you will still be here tomorrow, but your dreams may not.
Son
How can I try to explain, when I do he turns away again.
It's always been the same, same old story.
From the moment I could talk I was ordered to listen.
Now there's a way and I know that I have to go away.
I know I have to go.
Father
It's not time to make a change,
Just sit down, take it slowly.
You're still young, that's your fault,
There's so much you have to go through.
Find a girl, settle down,
If you want you can marry.
Look at me, I am old, but I'm happy.
Son, away away away, I know I have to
All the times that I cried, keeping all the things I knew inside,
It's hard, but it's harder to ignore it.
If they were right, I'd agree, but it's them you know not me.
Now there's a way and I know that I have to go away.
I know I have to go.
Father, stay stay stay, why must you go and
Make this decision alone?

Appendix B:

King of the World

Take me back to the time,

We would talk all night
Those healing words I never heard
Put my world to right
She told me you don't see what I can see,
This life is full of possibility
She gave me more than gold, gave me all I need
Without her I'm a poor man
I'd be the king of the world
If you were by my side
'Cause when you gave me your love
I was the richest man alive
Now I'm broken, hopin' you'll come back in my life
I'd be the king of the world
If you were here tonight!
Remember when way back then
We'd lie there in the dark
My best friend, you said it would never end
As we looked up to the sky
She showed me how to be all that I could be
Broke into my heart, and set me free
She gave me reason to believe,
Without her I'm a poor man!
I'd be the king of the world
If you were by my side
'Cause when you gave me your love
I was the richest man alive
Now I'm broken, hopin' you'll come back in my life
I'd be the king of the world
If you were here tonight!
Ooh oh oh oh
Ooh oh oh oh
Come back in my life
Ooh oh oh oh
Ooh oh oh oh
I need you here tonight,
Without you I'm a poor man!
I'd be the king of the world
If you were by my side
'Cause when you gave me your love

I was the richest man alive
Now I'm broken, hopin' you'll come back in my life
I'd be the king of the world
If you were here tonight!
I'd be the king of the world
If you were by my side

Appendix C:

SEE YOU AGAIN

IT'S BEEN A LONG DAY WITHOUT YOU, MY FRIEND
AND I'LL TELL YOU ALL ABOUT IT WHEN I SEE YOU AGAIN
WE'VE COME A LONG WAY FROM WHERE WE BEGAN
OH, I'LL TELL YOU ALL ABOUT IT WHEN I SEE YOU AGAIN
WHEN I SEE YOU AGAIN
DAMN, WHO KNEW?
ALL THE PLANES WE FLEW
GOOD THINGS WE'VE BEEN THROUGH
THAT I'LL BE STANDING RIGHT HERE TALKING TO YOU
ABOUT ANOTHER PATH
I KNOW WE LOVED TO HIT THE ROAD AND LAUGH
BUT SOMETHING TOLD ME THAT IT WOULDN'T LAST
HAD TO SWITCH UP
LOOK AT THINGS DIFFERENT SEE THE BIGGER PICTURE
THOSE WERE THE DAYS
HARD WORK FOREVER PAYS
NOW I SEE YOU IN A BETTER PLACE

HOW COULD WE NOT TALK ABOUT FAMILY WHEN FAMILY'S ALL THAT WE GOT?
EVERYTHING I WENT THROUGH YOU WERE STANDING THERE BY MY SIDE
AND NOW YOU GONNA BE WITH ME FOR THE LAST RIDE
IT'S BEEN A LONG DAY WITHOUT YOU, MY FRIEND
AND I'LL TELL YOU ALL ABOUT IT WHEN I SEE YOU AGAIN (I SEE YOU AGAIN)
WE'VE COME A LONG WAY (YEAH, WE CAME A LONG WAY) FROM WHERE WE BEGAN (YOU KNOW WE STARTED)
OH, I'LL TELL YOU ALL ABOUT IT WHEN I SEE YOU AGAIN (LET ME TELL YOU)
WHEN I SEE YOU AGAIN
FIRST YOU BOTH GO OUT YOUR WAY
AND THE VIBE IS FEELING STRONG
AND WHAT'S SMALL TURN TO A FRIENDSHIP
A FRIENDSHIP TURN INTO A BOND
AND THAT BOND WILL NEVER BE BROKEN
AND THE LOVE WILL NEVER GET LOST (AND THE LOVE WILL NEVER GET LOST)
AND WHEN BROTHERHOOD COME FIRST
THEN THE LINE WILL NEVER BE CROSSED
ESTABLISHED IT ON OUR OWN
WHEN THAT LINE HAD TO BE DRAWN
AND THAT LINE IS WHAT WE REACH
SO REMEMBER ME WHEN I'M GONE (REMEMBER ME WHILE I'M GONE)
HOW COULD WE NOT TALK ABOUT FAMILY WHEN FAMILY'S ALL THAT WE GOT?
EVERYTHING I WENT THROUGH YOU WERE STANDING THERE BY MY SIDE
AND NOW YOU GONNA BE WITH ME FOR THE LAST RIDE
SO LET THE LIGHT GUIDE YOUR WAY, YEAH
HOLD EVERY MEMORY AS YOU GO
AND EVERY ROAD YOU TAKE WILL ALWAYS LEAD YOU HOME, HOME
IT'S BEEN A LONG DAY WITHOUT YOU, MY FRIEND
AND I'LL TELL YOU ALL ABOUT IT WHEN I SEE YOU AGAIN
WE'VE COME A LONG WAY FROM WHERE WE BEGAN
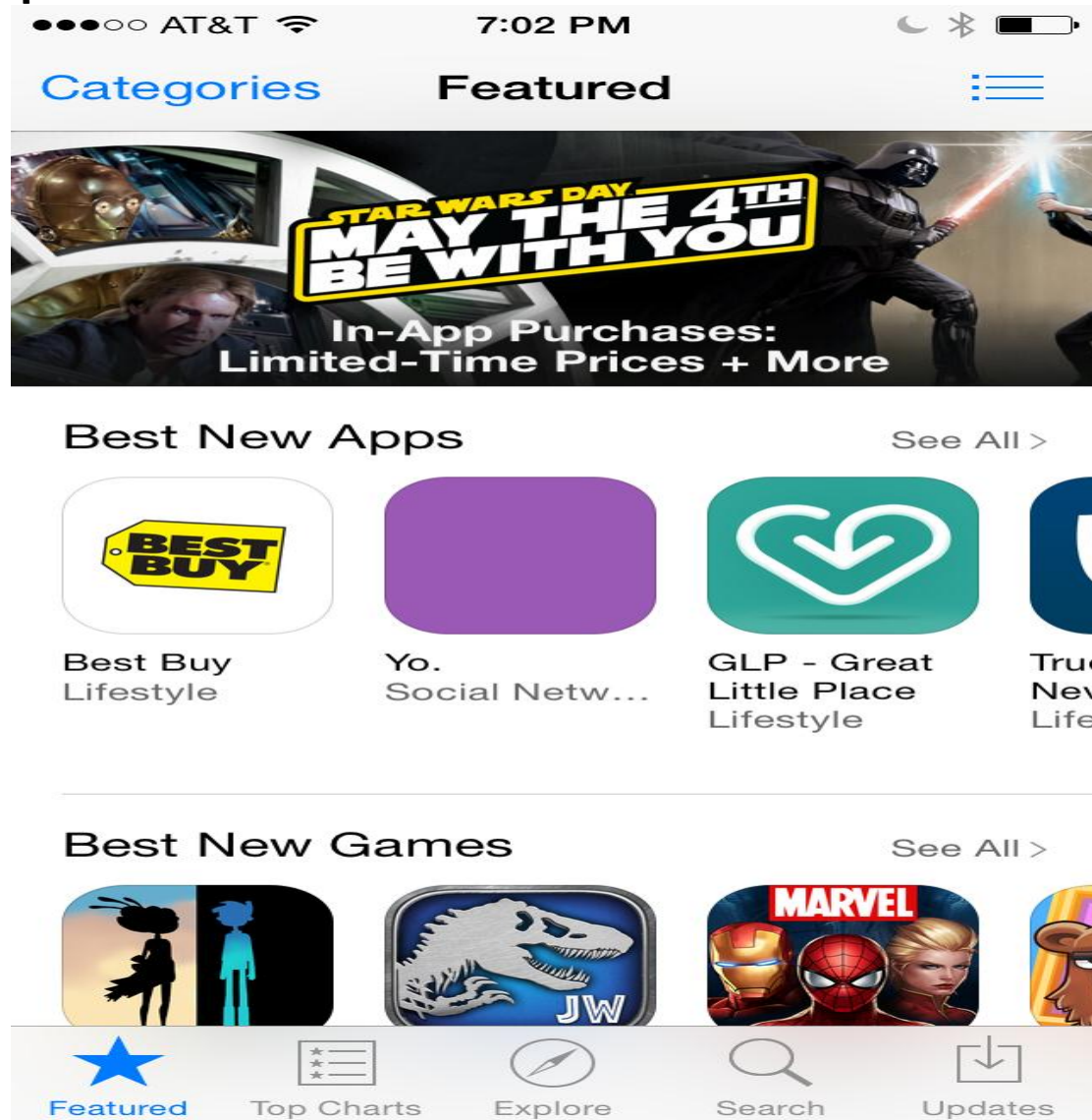OH, I'LL TELL YOU ALL ABOUT IT WHEN I SEE YOU AGAIN
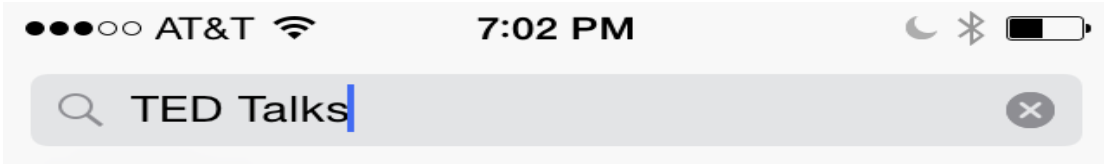WHEN I SEE YOU AGAIN
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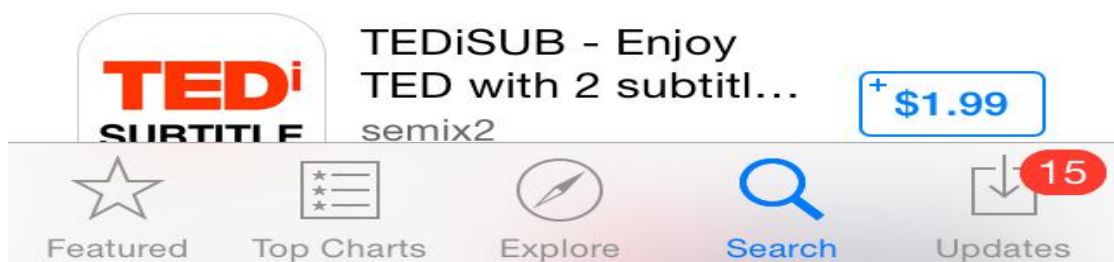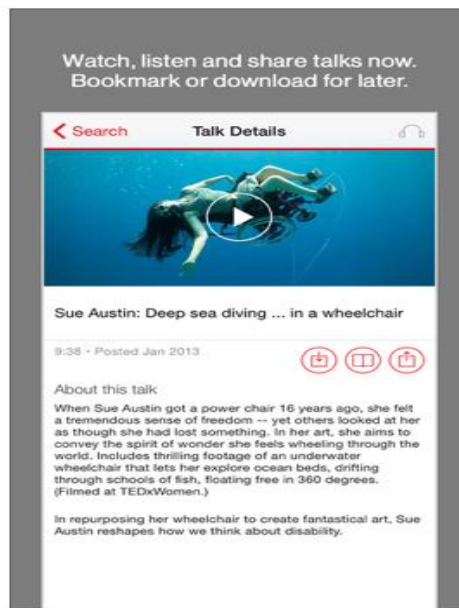doplayer lite:learn english with mov…

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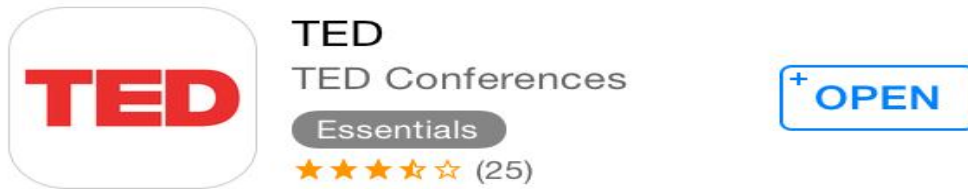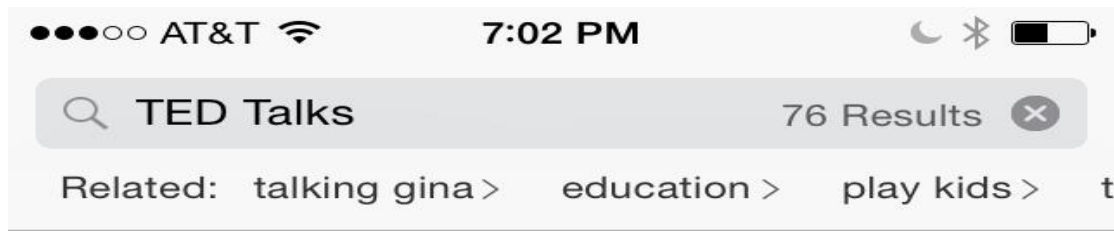
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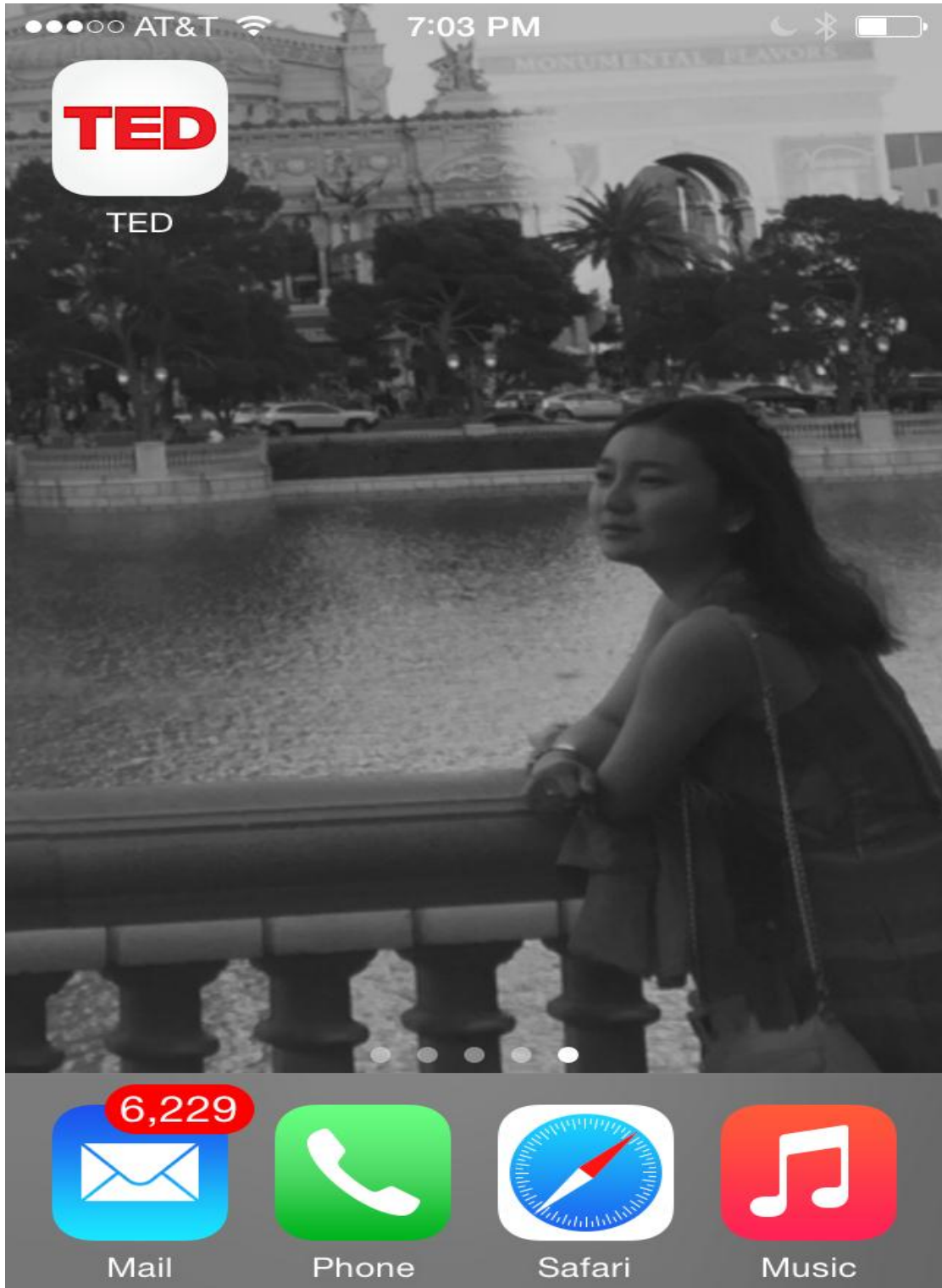idownloader pro: free video downlo…

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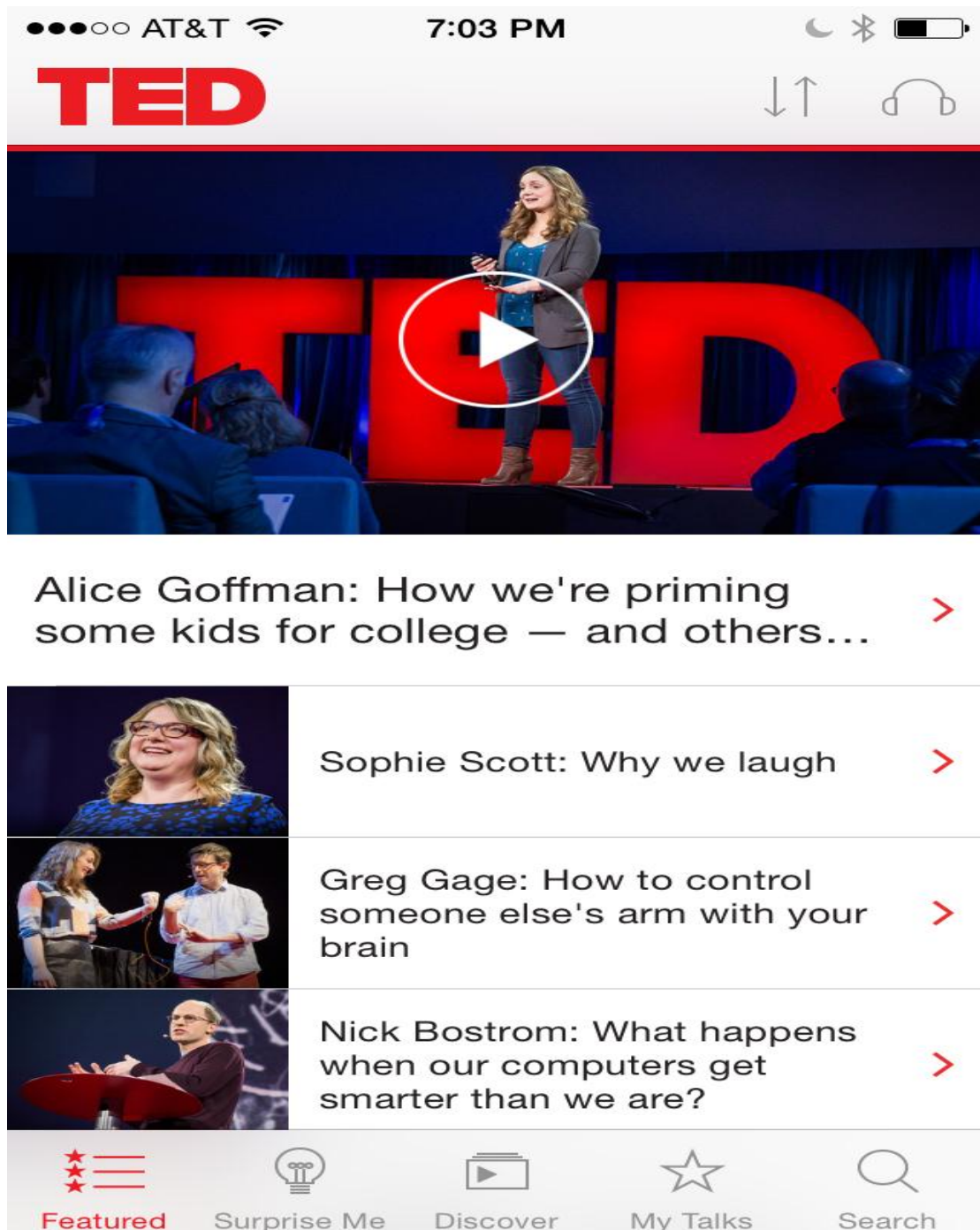123   🌐   🎤   space   Search

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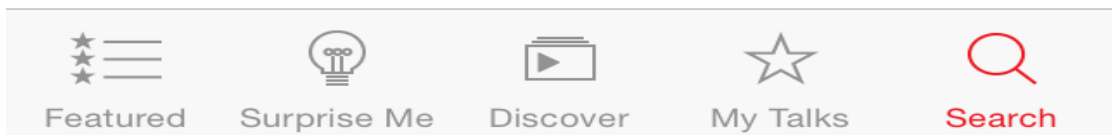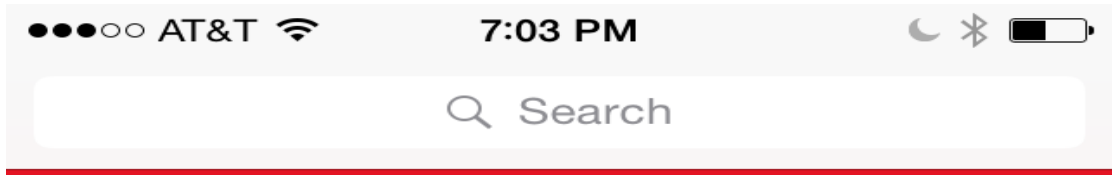
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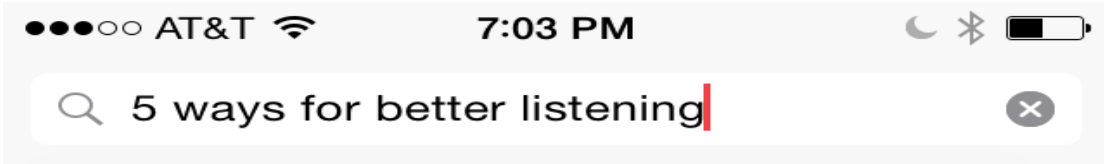
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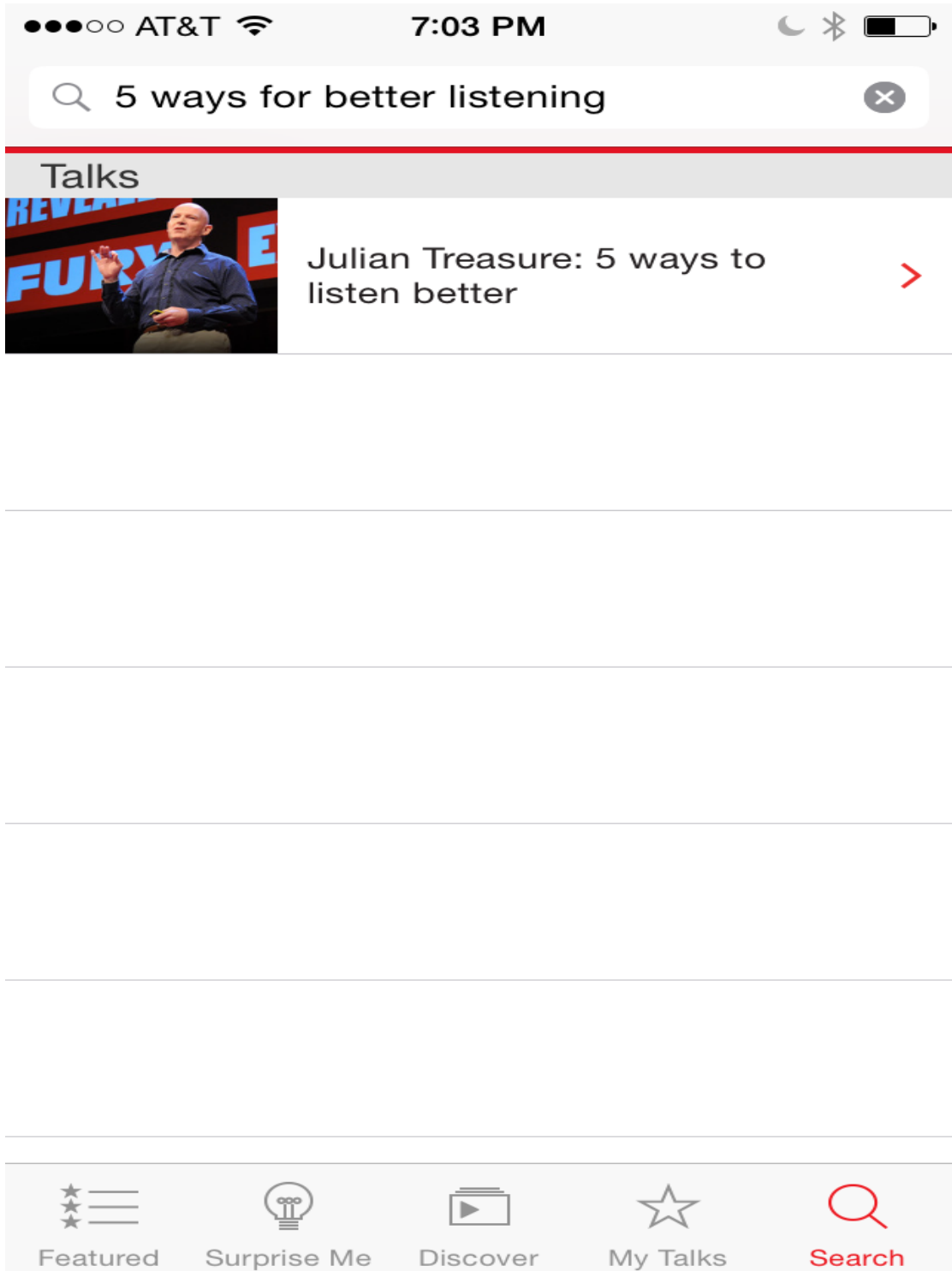
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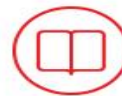
About this talk

In our louder and louder world, says sound expert Julian Treasure, "We are losing our listening." In this short, fascinating talk, Treasure shares five ways to re-tune your ears for conscious listening -- to other people and the world around you.

Julian Treasure studies sound and advises businesses on how best to use it.

You'll see all the information you need here. You can play and watch or you can download and watch later.

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	Dave Isay: Everyone around you has a story the world needs to hear	›
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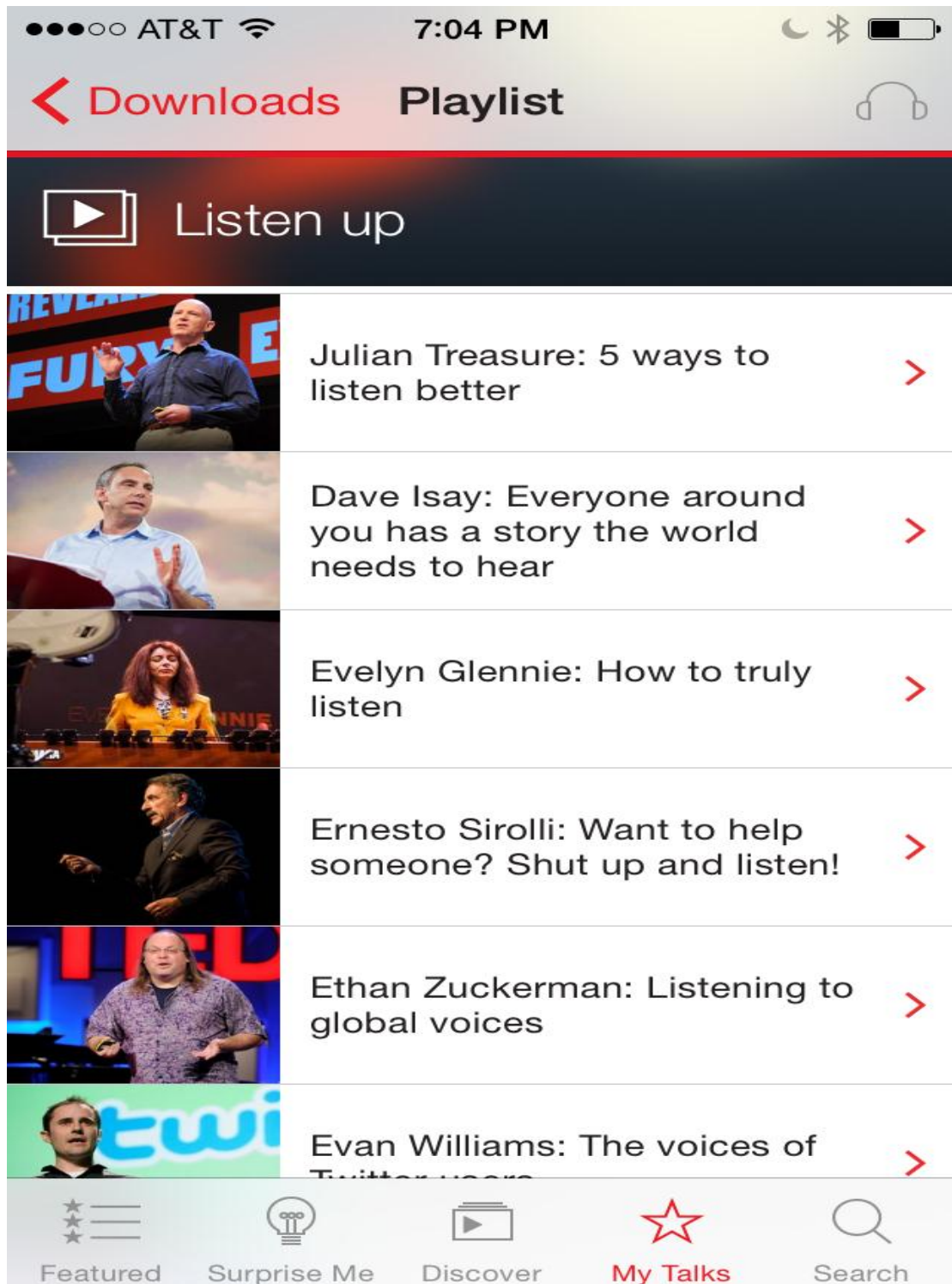
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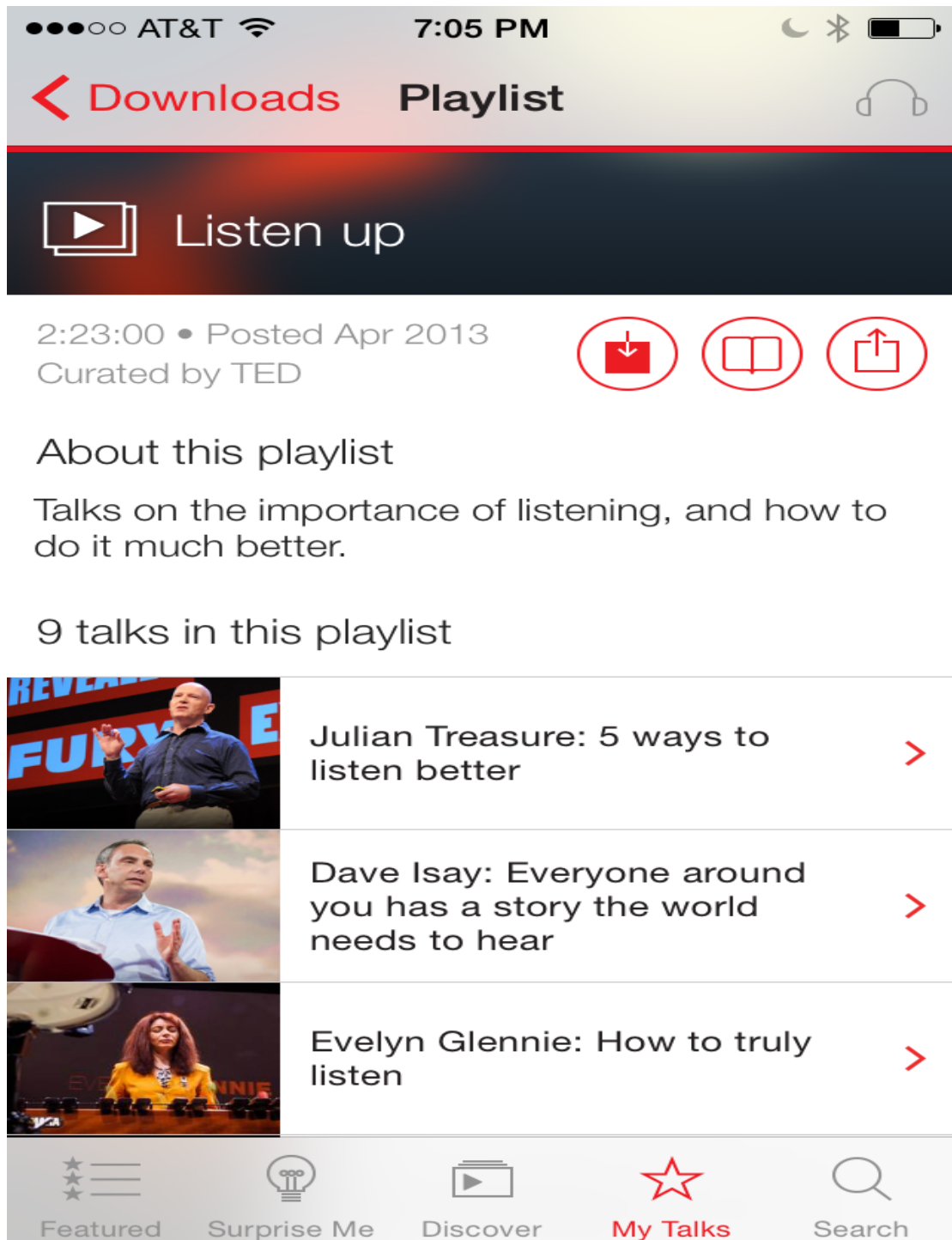
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Appendix E:
5 Ways to Listen Better

0:11 We are losing our listening. We spend roughly 60 percent of our communication time listening, but we're not very good at it. We

retain just 25 percent of what we hear. Now not you, not this talk, but that is generally true. Let's define listening as making meaning from sound. It's a mental process, and it's a process of extraction.

0:34 We use some pretty cool techniques to do this. One of them is pattern recognition. (Crowd Noise) So in a cocktail party like this, if I say, "David, Sara, pay attention," some of you just **sat up**. We recognize patterns to distinguish noise from signal, and especially our name. Differencing is another technique we use. If I left this pink noise on for more than a couple of minutes, you would literally cease to hear it. We **listen to** differences, we discount sounds that remain the same.

1:03 And then there is a whole range of filters. These filters take us from all sound down to what we pay attention to. Most people are entirely unconscious of these filters. But they actually create our reality in a way, because they tell us what we're paying attention to right now. Give you one example of that: Intention is very important in sound, in listening. When I married my wife, I promised her that I would **listen to** her every day as if for the first time. Now that's something I fall short of on a daily basis.(Laughter) But it's a great intention to have in a relationship.

1:40 But that's not all. Sound places us in space and in time. If you close your eyes right now in this room, you're aware of the size of the room from the reverberation and the bouncing of the sound off the surfaces. And you're aware of how many people are around you because of the micro-noises you're receiving. And sound places us in time as well, because sound always has time embedded in it. In fact, I would suggest that our listening is the main way that we experience the flow of time from past to future. So, "Sonority is time and meaning" -- a great quote.

2:14 I said at the beginning, we're losing our listening. Why did I say that? Well there are a lot of reasons for this. First of all, we

invented ways of recording -- first writing, then audio recording and now video recording as well. The premium on accurate and careful listening has simply disappeared. Secondly, the world is now so noisy, (Noise) with this cacophony **going on** visually and auditorily, it's just hard to listen; it's tiring to listen. Many people take refuge in headphones, but they turn big, public spaces like this,shared soundscapes, into millions of tiny, little personal sound bubbles. In this scenario, nobody's **listening to** anybody.

2:58 We're becoming impatient. We don't want oratory anymore, we want sound bites. And the art of conversation is being replaced -- dangerously, I think -- by personal broadcasting. I don't know how much listening there is in this conversation, which is sadly very common, especially in the U.K. We're becoming desensitized. Our media have to scream at us with these kinds of headlines in order to get our attention. And that means it's harder for us to pay attention to the quiet, the subtle, the understated.

3:31 This is a serious problem that we're losing our listening. This is not trivial. Because listening is our access to understanding. Conscious listening always creates understanding. And only without conscious listening can these things happen -- a world where we don't **listen to** each other at all, is a very scary place indeed. So I'd like to share with you five simple exercises, tools you can **take away** with you, to improve your own conscious listening. Would you like that?

4:03 (Audience: Yes.) Good.

4:05 The first one is silence. Just three minutes a day of silence is a wonderful exercise to reset your ears and to recalibrate so that you can hear the quiet again. If you can't get absolute silence, **go for** quiet, that's absolutely fine.

4:20 Second, I call this the mixer. (Noise) So even if you're in a noisy environment like this -- and we all spend a lot of time in places like this -- listen in the coffee bar to how many channels of

sound can I hear? How many individual channels in that mix am I **listening to**? You can do it in a beautiful place as well, like in a lake. How many birds am I hearing? Where are they? Where are those ripples? It's a great exercise for improving the quality of your listening.

4:48 Third, this exercise I call savoring, and this is a beautiful exercise. It's about enjoying mundane sounds. This, for example, is my tumble dryer. (Dryer) It's a waltz. One, two, three. One, two, three. One, two, three. I love it. Or just try this one on for size. (Coffee grinder) Wow! So mundane sounds can be really interesting if you pay attention. I call that the hidden choir. It's around us all the time.

5:23 The next exercise is probably the most important of all of these, if you just **take** one thing **away**. This is listening positions -- the idea that you can move your listening position to what's appropriate to what you're **listening to.** This is playing with those filters. Do you remember, I gave you those filters at the beginning. It's starting to play with them as levers, to get conscious about them and to **move to** different places. These are just some of the listening positions, or scales of listening positions, that you can use. There are many. Have fun with that. It's very exciting.

5:54 And finally, an acronym. You can use this in listening, in communication. If you're in any one of those roles -- and I think that probably is everybody who's **listening to** this talk -- the acronym is RASA, which is the Sanskrit word for juice or essence. And RASA stands for Receive, which means pay attention to the person; Appreciate, making little noises like "hmm," "oh," "okay"; Summarize, the word "so" is very important in communication; and Ask, ask questions afterward.

6:26 Now sound is my passion, it's my life. I wrote a whole book about it. So I live to listen. That's too much to ask from most people. But I believe that every human being needs to listen

consciously in order to live fully -- connected in space and in time to the physical world around us, connected in understanding to each other, not to mention spiritually connected, because every spiritual path I know of has listening and contemplation at its heart.

6:53 That's why we need to teach listening in our schools as a skill. Why is it not taught? It's crazy. And if we can teach listening in our schools, we can **take** our listening **off** that slippery slope to that dangerous, scary world that I **talked about** and **move** it **to** a place where everybody is consciously listening all the time -- or at least capable of doing it.

7:15 Now I don't know how to do that, but this is TED, and I think the TED community is capable of anything. So I invite you to connect with me, connect with each other, **take** this mission **out** and let's get listening taught in schools, and transform the world in one generation to a conscious listening world -- a world of connection, a world of understanding and a world of peace.

7:36 Thank you for **listening to** me today.

7:38 (Applause)

Appendix F:
The Magic of Truth and Lies

0:11 So the type of magic I like, and I'm a magician, is magic that uses technology to create illusions. So I would like to show you something I've been working on. It's an application that I think will be useful for artists -- multimedia artists in particular. It synchronizes videos across multiple screens of mobile devices. I borrowed these three iPods from people here in the audience to show you what I mean. And I'm going to use them to tell you a little bit about my favorite subject: deception.

0:47 (Music)

0:49 One of my favorite magicians is Karl Germain. He had this wonderful trick where a rosebush would bloom right in front of your eyes. But it was his production of a butterfly that was the most beautiful.

1:06 (Recording) Announcer: Ladies and gentlemen, the creation of life.

1:12 (Applause)

1:14 (Music)

1:17 Marco Tempest: When asked about deception, he said this:

1:22 Announcer: Magic is the only honest profession. A magician promises to deceive you -- and he does.

1:30 MT: I like to think of myself as an honest magician. I use a lot of tricks, which means that sometimes I have to lie to you. Now I feel bad about that. But people lie every day.

1:46 (Ringing) Hold on.

1:48 Phone: Hey, where are you?

1:49 MT: Stuck in traffic. I'll be there soon. You've all done it.

1:54 (Laughter) (Music)

1:57 Right: I'll be ready in just a minute, darling.

1:59 Center: It's just what I've always wanted.

2:02 Left: You were great.

2:04 MT: Deception, it's a fundamental part of life. Now polls show that men tell twice as many lies as women -- assuming the women they asked told the truth.

2:18 (Laughing)

2:20 We deceive to gain advantage and to hide our weaknesses. The Chinese general Sun Tzu said that all war was based on deception. Oscar Wilde said the same thing of romance.

2:37 Some people deceive for money. Let's play a game. Three cards, three chances.

2:47 Announcer: One five will get you 10, 10 will get you 20. Now, where's the lady? Where is the queen?

2:54 MT: This one? Sorry. You lose. Well, I didn't deceive you. You deceived yourself. Self-deception. That's when we convince ourselves that a lie is the truth. Sometimes it's hard to tell the two apart. Compulsive gamblers are experts at self-deception. (Slot machine) They believe they can win. They forget the times they lose.

3:26 The brain is very good at forgetting. Bad experiences are quickly

forgotten. Bad experiences quickly disappear. Which is why in this vast and lonely cosmos, we are so wonderfully optimistic. Our self-deception becomes a positive illusion -- why movies are able to take us onto extraordinary adventures; why we believe Romeo when he says he loves Juliet; and why single notes of music, when played together, become a sonata and conjure up meaning.

4:05 That's "Clair De lune." Its composer, called Debussy, said that art was the greatest deception of all. Art is a deception that creates real emotions -- a lie that creates a truth. And when you give yourself over to that deception, it becomes magic. [MAGIC] (Music fades slowly)

4:37 (Applause)

4:49 Thank you. Thank you very much.

4:52 (Applause)

Appendix G:

ARE WE FILTERING THE WRONG MICROBES?

0:11 HUMANS IN THE DEVELOPED WORLD SPEND MORE THAN 90 PERCENT OF THEIR LIVES INDOORS, WHERE THEY **BREATHE IN** AND **COME INTO CONTACT WITH** TRILLIONS OF LIFE FORMS INVISIBLE TO THE NAKED EYE: MICROORGANISMS. BUILDINGS ARE COMPLEX ECOSYSTEMS THAT ARE AN IMPORTANT SOURCE OF MICROBES THAT ARE GOOD FOR US, AND SOME THAT ARE BAD FOR US. WHAT DETERMINES THE TYPES AND DISTRIBUTIONS OF MICROBES INDOORS? BUILDINGS ARE COLONIZED BY AIRBORNE MICROBES THAT **ENTER THROUGH** WINDOWS AND THROUGH MECHANICAL VENTILATION SYSTEMS. AND THEY ARE BROUGHT INSIDE BY HUMANS AND OTHER CREATURES. THE FATE OF MICROBES INDOORS **DEPENDS ON** COMPLEX INTERACTIONS WITH HUMANS, AND WITH THE HUMAN-BUILT ENVIRONMENT. AND TODAY, ARCHITECTS AND BIOLOGISTS ARE WORKING TOGETHER TO EXPLORE SMART BUILDING DESIGN THAT WILL CREATE HEALTHY BUILDINGS FOR US.

1:10 WE SPEND AN EXTRAORDINARY AMOUNT OF TIME IN BUILDINGS THAT

ARE EXTREMELY CONTROLLED ENVIRONMENTS, LIKE THIS BUILDING HERE --ENVIRONMENTS THAT HAVE MECHANICAL VENTILATION SYSTEMS THAT INCLUDE FILTERING, HEATING AND AIR CONDITIONING. GIVEN THE AMOUNT OF TIME THAT WE SPEND INDOORS, IT'S IMPORTANT TO UNDERSTAND HOW THIS AFFECTS OUR HEALTH. AT THE BIOLOGY AND THE BUILT ENVIRONMENT CENTER, WE **CARRIED OUT** A STUDY IN A HOSPITAL WHERE WE SAMPLED AIR AND **PULLED** THE DNA **OUT** OF MICROBES IN THE AIR. AND WE **LOOKED AT** THREE DIFFERENT TYPES OF ROOMS. WE **LOOKED AT** ROOMS THAT WERE MECHANICALLY VENTILATED, WHICH ARE THE DATA POINTS IN THE BLUE. WE **LOOKED AT** ROOMS THAT WERE NATURALLY VENTILATED, WHERE THE HOSPITAL LET US **TURN OFF** THE MECHANICAL VENTILATION IN A WING OF THE BUILDING AND PRY OPEN THE WINDOWS THAT WERE NO LONGER OPERABLE, BUT THEY **MADE** THEM OPERABLE **FOR** OUR STUDY. AND WE ALSO SAMPLED THE OUTDOOR AIR.

2:06 IF YOU **LOOK AT** THE X-AXIS OF THIS GRAPH, YOU'LL SEE THAT WHAT WE COMMONLY WANT TO DO -- WHICH IS **KEEPING** THE OUTDOORS **OUT** -- WE ACCOMPLISHED THAT WITH MECHANICAL VENTILATION. SO IF YOU **LOOK AT** THE GREEN DATA POINTS, WHICH IS AIR THAT'S OUTSIDE, YOU'LL SEE THAT THERE'S A LARGE AMOUNT OF MICROBIAL DIVERSITY, OR VARIETY OF MICROBIAL TYPES. BUT IF YOU **LOOK AT** THE BLUE DATA POINTS, WHICH IS MECHANICALLY VENTILATED AIR, IT'S NOT AS DIVERSE. BUT BEING LESS DIVERSE IS NOT NECESSARILY GOOD FOR OUR HEALTH. IF YOAU **LOOK AT** THE Y-AXIS OF THIS GRAPH, YOU'LL SEE THAT, IN THE MECHANICALLY VENTILATED AIR, YOU HAVE A HIGHER PROBABILITY OF ENCOUNTERING A POTENTIAL PATHOGEN, OR GERM, THAN IF YOU'RE OUTDOORS.

2:51 SO TO UNDERSTAND WHY THIS WAS THE CASE, WE TOOK OUR DATA AND **PUT** IT **INTO** AN ORDINATION DIAGRAM, WHICH IS A STATISTICAL MAP THAT TELLS YOU SOMETHING ABOUT HOW RELATED THE MICROBIAL COMMUNITIES ARE IN THE DIFFERENT SAMPLES. THE DATA POINTS THAT ARE CLOSER TOGETHER HAVE MICROBIAL COMMUNITIES THAT ARE MORE SIMILAR THAN DATA POINTS THAT ARE **FAR APART**. AND THE FIRST THINGS THAT YOU CAN SEE FROM THIS GRAPH IS, IF YOU **LOOK AT** THE BLUE DATA POINTS, WHICH ARE THE MECHANICALLY VENTILATED AIR, THEY'RE NOT SIMPLY A SUBSET OF THE GREEN DATA POINTS, WHICH ARE THE OUTDOOR AIR.

3:25 WHAT WE'VE FOUND IS THAT MECHANICALLY VENTILATED AIR **LOOKS LIKE** HUMANS. IT HAS MICROBES ON IT THAT ARE COMMONLY **ASSOCIATED WITH** OUR SKIN AND WITH OUR MOUTH, OUR SPIT. AND THIS IS

BECAUSE WE'RE ALL CONSTANTLY SHEDDING MICROBES. SO ALL OF YOU RIGHT NOW ARE **SHARING** YOUR MICROBES **WITH** ONE ANOTHER. AND WHEN YOU'RE OUTDOORS, THAT TYPE OF AIR HAS MICROBES THAT ARE COMMONLY **ASSOCIATED WITH** PLANT LEAVES AND WITH DIRT.

3:52 WHY DOES THIS MATTER? IT MATTERS BECAUSE THE HEALTH CARE INDUSTRY IS THE SECOND MOST ENERGY INTENSIVE INDUSTRY IN THE UNITED STATES. HOSPITALS USE TWO AND A HALF TIMES THE AMOUNT OF ENERGY AS OFFICE BUILDINGS. AND THE MODEL THAT WE'RE **WORKING WITH** IN HOSPITALS, AND ALSO WITH MANY, MANY DIFFERENT BUILDINGS, IS TO **KEEP** THE OUTDOORS **OUT**. AND THIS MODEL MAY NOT NECESSARILY BE THE BEST FOR OUR HEALTH. AND GIVEN THE EXTRAORDINARY AMOUNT OF NOSOCOMIAL INFECTIONS, OR HOSPITAL-ACQUIRED INFECTIONS, THIS IS A CLUE THAT IT'S A GOOD TIME TO RECONSIDER OUR CURRENT PRACTICES.

4:31 SO JUST AS WE MANAGE NATIONAL PARKS, WHERE WE PROMOTE THE GROWTH OF SOME SPECIES AND WE INHIBIT THE GROWTH OF OTHERS, WE'RE WORKING TOWARDS **THINKING ABOUT** BUILDINGS USING AN ECOSYSTEM FRAMEWORK WHERE WE CAN PROMOTE THE KINDS OF MICROBES THAT WE WANT TO HAVE INDOORS. I'VE HEARD SOMEBODY SAY THAT YOU'RE AS HEALTHY AS YOUR GUT. AND FOR THIS REASON, MANY PEOPLE EAT PROBIOTIC YOGURT SO THEY CAN PROMOTE A HEALTHY GUT FLORA. AND WHAT WE ULTIMATELY WANT TO DO IS TO BE ABLE TO USE THIS CONCEPT TO PROMOTE A HEALTHY GROUP OF MICROORGANISMS INSIDE.

5:10 THANK YOU.

5:12 (APPLAUSE)