

University of San Francisco

**Teaching English as a Foreign Language in China:
A Unit Plan for Educators**

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

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

By
Yun Xie
December 2022

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

Approved:

Luz Navarrette García
Luz Navarrette García, EdD
Instructor/Chairperson

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Date

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iv
ABSTRACT	v
CHAPTER I	1
INTRODUCTION	1
Statement of the Problem	1
Purpose of the Project	4
Theoretical Framework	5
Significance of the Project	7
CHAPTER II	9
REVIEW OF THE LITERATURE	9
The Grammar Translation Method is One of the Factors That Affect Chinese Students' Communicative Ability	10
The Importance of Authentic Teaching Materials and Meaningful Classroom Activities in English Education in China	14
Summary	22
CHAPTER III	24
THE PROJECT AND ITS DEVELOPMENT	24
Brief Description of the Project	24
Development of the Project	33
CHAPTER IV	36
CONCLUSIONS AND RECOMMENDATIONS	36
Conclusions	36
Recommendations	38
REFERENCES	40
APPENDIX	47
American Restaurant Culture	47

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ABSTRACT

The ultimate goal of English learning is to enable students to communicate in English. However, English education in China ignores the importance of English communicative ability. The problem lies in the teaching method, that is, solely adopting the Grammar Translation Method; the teaching model, only the “teacher-centered” teaching model is adopted for teaching, thus students do not have enough opportunities to practice spoken English; moreover, the teaching materials lack authenticity, practicality and content of target culture.

These three problems were explored as three themes in this field project and provided a unit plan on how to improve these problems. This unit uses the Communicative Language Teaching approach as the teaching method and adopts the "student-centered" teaching model. The content of the unit is related to the cultural topics of English-speaking countries, while providing a lot of interesting and meaningful classroom activities. When implementing this unit plan, it is recommended that teachers act as bystanders or observers, and students act as the main body in the classroom, giving students as many opportunities as possible to improve their communicative ability.

This project provides English educators, English educational institutions, schools, course material editors, course material developers with a unit plan on how to practically apply the theories of the Communicative Language Teaching to English language education.

CHAPTER I

INTRODUCTION

Statement of the Problem

English is the most important global lingua franca in the world since it is the mode of communication among 1.5 billion people and an estimated 19% of the world's population (Lalu, 2022). Like many countries that offer English as a Foreign Language (EFL), the Chinese government has also realized the important role of English to catch up with the world. To meet this universal demand, English is mandated by the Chinese Ministry of Education as a compulsory course from primary school to university. According to the regulations of the Ministry of Education (MOE), Chinese students are required to receive English education from the third grade to the sixth grade, for a total of 3 years of English education during primary school. English education is also required for the entire 3 years of junior high school and three years of high school. Therefore, Chinese students are expected to receive at least 9 years of English language education by the time they graduate from high school (Li, 2014).

For a long time, China has adopted the Grammar Translation Method as the main teaching method, and also integrated some other teaching methods such as audio-visual methods (Liu et al., 2016). Students are required to memorize new words in advance as a preview for learning new texts. In the classroom, teachers spend a lot of time explaining the grammar points, and then attach a number of reading comprehension as grammar exercises (Eisa, 2020). On the other hand, the use of the Grammar Translation Method has been criticized because it often resulted in students ultimately failing to communicate in the target language in real contexts

(Celce-Murcia et al., 2014). With this teaching method predominant, Chinese students have to do a lot of drilling exercises to improve their grades. This rote learning method has not only destroyed students' interest and enthusiasm in learning, but it also has deprived them of opportunities to practice speaking and listening English, resulting in the inability to communicate in English in a real context. As Weschler (1997) mentioned in his research, he concluded that the Grammar Translation Method is "irrelevant to students' needs and interests" and "out-of-context" (Weschler, 1997).

What's more, China has always adopted a "teacher-centered" teaching model. Because for some teachers, compared with the "student-centered" teaching model, the "teacher-centered" teaching model is easier to control the teaching time and students' grades, and the probability of uncontrollable results is lower (Wang, 2011). In this teaching mode, the teacher is the leader of the classroom, and the students rarely speak and mainly listen to the teacher's teaching (Yang & Lin, 2016). This kind of classroom lacks student-teacher, student-student interaction; it not only constrains students' thinking, restricts students' creativity, but also deprives students of the opportunity to communicate in the target language. Without the opportunity to communicate in the target language, it cannot be possible to improve communicative ability. Garrett (2008) found in the research that the "student-centered" teaching model is more likely to stimulate students' interest than the "teacher-centered" teaching model, and make students more active and happier in the learning process (Garrett, 2008).

On the other hand, low English communicative ability of Chinese students are not only caused by teaching methods, but also the lack of the target culture components in the course materials. It is important to note that culture is inseparable from language. As Jiang (2000) said,

language is a part of culture, and language and culture reflect and influence each other, and the two are inseparable (Jiang, 2000). Therefore, language instruction without any cultural component of the target language will reduce the learner's communicative ability and cause some misunderstandings in communication. Genc and Baba (2005) found in their study that learning the culture of target language not only allows learners to improve their attitudes towards language learning, but also their language abilities (Genc & Bada, 2005). Despite the crucial role of culture in language learning, in traditional English education in China, cultural input is often the least valued (Wang, 2011). In addition, textbooks and teaching materials lack authenticity and do not reflect the culture used in daily life in English-speaking countries (Lee, 2009). Instead, the course material contains information that will help Chinese students pass the exams, rather than information to communicate effectively in the target language. In general, English course materials in China tend to focus more on the form of language than the daily use of it in an authentic context, which in a way is the effectiveness of English education (Lee, 2009).

The way English is taught in China is problematic because it produces “deaf and dumb” English learners (Fan, 2010). Despite the time and energy that students and educators invest in English education in China, language learners are still unable to communicate effectively in English in real contexts. Chinese students need to take a lot of English lessons in school. The time spent on English learning is sufficient, but the students' English communication skills are not insufficient (Wu, 2001). This is a problem because lack of English communicative ability will not only be the biggest obstacle to academic success, but also limit students' social life and relegates them as cultural “outsiders.” Even though students are exposed to a lot of input from teachers and course books, they have little opportunity to practice the language in an authentic

context, which might be called a “high input, low output” educational model. This education model should be turned into “high input, high output” so that Chinese international students can use English effectively and appropriately in the English-speaking countries they go to study or work. Guiding and supporting EFL teachers in their efforts to teach communicative English is crucial in this process (Wu, 2001).

Purpose of the Project

The purpose of this field project is to provide English educators, English educational institutions, schools, course material editors, course material developers and those who intend to become EFL educators in China with a unit plan on how to apply the Communicative Language Teaching (CLT) to English education taking into account China's national conditions. The content of the unit plan will include strategies about how to practically apply the communicative approach in English language classrooms, supplemented by authentic classroom activities and course materials to assist the teaching process.

This project also aims to provide teaching methods that will inspire language instructors as they adopt communicative approaches which are different from the traditional language teaching methods in China.

All the instructional activities in this unit plan are to promote the interaction between teacher-student, student-student, and to improve students' enthusiasm for English learning by adopting a student-centered teaching approach. Moreover, through various classroom activities, authentic teaching materials and integration of relevant culture in this project aim to cultivate students' practical communicative ability in real contexts. as well as teaching methods for the

purpose of communication. All these attempts and efforts are aimed at cultivating students' practical communicative ability, using English appropriately and skillfully to express themselves, understand others, and communicate successfully with others in real contexts.

This project uses the principles of CLT to design content for English educators. Through interactive content, educators can implement activities that focus on the students. This way, teachers will be able to encourage students to communicate and interact, and guide students to learn independently, so as to improve students' interest and autonomy in learning through communicative activities.

Theoretical Framework

The project is designed based on the theories of The Communicative Language Teaching (CLT), also known as the communicative approach, which was created by Michael Halliday, John Rupert Firth and Dell Hymes in the 1970s (Larsen-Freeman, 1986). CLT sets the foundation of this field project since the ultimate goal of CLT aligns with the scope of this project — which is to support language teachers in their efforts to teach English to help learners to successfully communicate in the target language (Celce-Murcia et al., 2014).

According to Spada (2007), “CLT is a meaning-based, learner-centered approach to L2 teaching where fluency is given priority over accuracy and the emphasis is on the comprehension and production of messages, not the teaching or correction of language form (pp. 272).”

Communicative language teaching is a second language teaching method that takes language function as the key link and cultivates communicative ability. The so-called communicative teaching method is a teaching method that uses the communicative activities of English language

between teachers and students and between students and students as a means to cultivate students' communicative ability in English language (Natsir & Sanjaya, 2014). It can be seen that its characteristic is to combine the structure and function of language to carry out communicative teaching, focusing on cultivating students' communicative ability. The process of English teaching is not only the process of language acquisition, but also the acquisition process of language communicative ability. Simply put, the communicative teaching method is a method that enables students to learn to communicate in communicative activities.

To achieve this goal, salient principles of The Communicative Language Teaching (CLT) addressed through several in-class activities:

1. Semantic notions, social functions, and language structures should all be equally important.

2. While grammar learning is important, it is only part of the process of facilitating successful communication. That is, communicative ability is emphasized over grammar ability.

3. The deep cultural understanding and insight in the teaching process is strongly encouraged.

4. Fluency and comprehensibility of communicative ability are key; errors of form are tolerated.

5. The content of the course material must be authentic, not just academic.

6. A variety of classroom activities are an important part of The Communicative Language Teaching (CLT), and these classroom activities are designed to increase learners' confidence and initiative in English learning, thereby creating as many communication opportunities as possible.

7. Teachers need to be able to use the target language appropriately and fluently, and to act as facilitators and advisors in learners' communication process (Celce-Murcia et al., 2014).

It is important to note that the Communicative Language Teaching (CLT) has many novel teaching principles, none of which should be used alone. They are interconnected and mutually reinforcing. Therefore, this project includes many activities and guidelines for educators.

Significance of the Project

There are many studies in the literature about the implementation of CLT in China, for example, “Communicative language teaching in China: Progress and resistance” by Yu (2001), “Communicative language teaching (CLT): A critical and comparative perspective” by Ju (2013), and “The research on effectiveness of communicative language teaching in China” by Song (2019), etc.. Mostly, they explore the advantages and disadvantages of applying CLT in language teaching in China, the necessity of using this language approach in China, how and why CLT meets the needs of Chinese English education, and so on. However, the literature on how to practically apply CLT to real classroom context is limited. Therefore, Liu et al. (2016) criticized that a large number of teachers who support the use of CLT as the main teaching method do not even understand the principles and mechanisms of CLT, nor how to apply it in practice (Liu et al., 2016).

This field project is crucial for English language teachers and those who intend to become EFL educators in China since it explicitly demonstrates how CLT can be applied to real classrooms through multiple activities and how educators can play a role in this pedagogical approach. Educators will also gain a greater understanding of the principles of CLT in the

process of employing this unit plan. Additionally, it can also provide ideas for course material editors and course material creators on how to develop course materials based on the principles of CLT.

Moreover, this field project, by demonstrating how to apply CLT in practice, can inspire and encourage educators to create their own CLT, modify the original CLT according to the needs analysis of different students, or integrate CLT with other teaching methods.

Chinese traditional English language education is generally based on a teacher-centered approach (Li & Ni, 2011). In this education model, the teacher is like a boss who dispatches work tasks. What students can do is to accept tasks obediently, that is, to receive knowledge quietly without questioning. However, CLT adheres to the principle of student-centered teaching. Kramsch (2006) indicated that, when employing CLT, “[teachers] set up the conditions under which learners learn to learn. The teacher is to be a ‘guide on the side, rather than sage on the stage’” (Kramsch, 2006, p.38, as cited in Fang, 2010). The role of the educator should be a director, facilitating the learning process of students and guiding them in the right direction, not a dictator. In the process of employing this project teachers can be inspired about how to practically transform the teacher-centered teaching model into the student-centered teaching model, so as to understand how to make students the focus of the classroom and the main body of learning.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There are problems with the English language education model in China and the teaching method adopted, that is, solely adopting the Grammar Translation Method and the "teacher-centered" teaching model, the teaching materials are not authentic enough, and the target culture is lacking. Only using the Grammar Translation Method and "teacher-centered" teaching model makes English learning lose its luster in the eyes of students, and also fails to play a role in improving students' English communication skills. The ultimate goal of learning English should not only be to understand linguistic knowledge and language structure, but should be to enable learners to have the ability to use English to express their thoughts to others, comprehend other people's words, understand the information they want to know, learn new knowledge and new culture, and finally be able to truly enter the English-speaking countries.

The activities in this field project have been inspired by Communicative Language Theory (CLT), and therefore, this literature review explores the principles of CLT in relation with the issues in language teaching in China. This chapter is divided into three themes, which relate to various aspects of CLT and English education in China, such as critiques of grammar-translation methods adopted in China, the "teacher-centered" teaching model adopted in China will be analyzed, the authentic materials and teaching methods in the CLT principles, and research about the role of educators.

The Grammar Translation Method is One of the Factors That Affect Chinese Students' Communicative Ability

China has realized the importance of English, and it has become one of the compulsory subjects in Chinese primary schools since 2001. Students study English from the third grade (around age 9-10) until graduation from high school (Hu, 2005). In general, high school students graduate with at least 9 years of English education and college students graduate with at least 13 years of English education (Li, 2014). After 9-13 years of English education, some Chinese students choose to study abroad and they prefer to study in English speaking countries (Sánchez et al., 2006). According to the statistics provided on Statista (C. Textor, 2021), in the 2020/2021 academic year, more than 317,000 Chinese international students came to study in the United States. Similarly, over 141,800 Chinese students studied in the United Kingdom in the 2019/2020 academic year (Statista, 2021). Also in 2019, about 212,264 Chinese international students chose to study in Australia (Hinton, 2020).

Among these Chinese international students who prefer to study in English-speaking countries, most of them are able to get high scores in international English tests (Sun & Chen, 1997). This fact is supported by the researchers Zhang and Brisk (2021), researchers who conducted a qualitative study of language experience among twelve Chinese international students who had just come to the United States to study. These students have achieved excellent scores in the test, and their scores in listening and speaking parts were near-perfect or full marks. With such good scores, it was estimated that communicative ability should not have been a barrier when studying abroad. However, their language experience was less than satisfactory.

One of the participants in the study was shocked to feel like he took a “fake TOEFL” because after he came to the United States, he realized that he "could not speak." He did not know how to express his thoughts in English. At that time, he often could not understand what the teacher was talking about in the class, so he chose to be silent (Zhang & Brisk, 2021). This type of experience is quite common among other Chinese students as well (Liao, 2006).

"Silence" has long been the stereotype of Chinese students abroad. One of the most important reasons why Chinese international students choose to remain silent in class and in social settings is their lack of English communicative ability. Evidence of this can be found in the study by Chu and Walters (2013). Chu and Walters used qualitative research methods to conduct individual face-to-face interviews with five Chinese international students studying in a Tier One university in the Southwestern United States, the study is about performance of Asian students in American classrooms. The study found that all five Chinese students believed that the lack of English communicative ability was the top reason international students always remain silent (Chu & Walters, 2013).

In this regard, Cheng (2000) believes that the lack of English communicative ability is strongly related to unsuitable teaching methods (Cheng, 2000). Improper selection of teaching methods must have the most direct relationship with students' learning output. Therefore, when most Chinese students have difficulties in English communication, the most important aspect that needs to be questioned is whether the teaching methods of English education in China are appropriate. For example, one of the teaching methods that have caused lack of communicative ability is the Grammar Translation Method, and China adopts this method as the primary teaching method in English education (Li, 2014). The grammar-translation method was

introduced to China in the 1850s, and it has dominated English education in China for more than seventy years (Ng & Tang, 1997). The Grammar Translation Method first appeared in Europe in the late 18th century. At that time, Latin, a language with an extremely complex grammatical structure, became the main language used for cultural education and most books, so the Grammar Translation Method that only focused on grammatical translation gradually emerged and became popular. (Klippel & Kemmler, 2021).

Liu et al. (2016) mentioned in their study, under the Grammar Translation Method, Chinese students rely on rote memorization, a mechanical learning method, rather than comprehension, to learn grammar rigidly (Liu et al, 2016). The teaching mode of the Grammar translation method has always been controversial; because of its unique characteristics, it has many shortcomings, three of which are the most fatal.

It is worth mentioning here again the tenet and essential goal of CLT by Celce-Murcia et al. (2014), argues that "the goal of language teaching is the learners' ability to communicate in the target language (p. 8)." However, the Grammar Translation Method fails to grasp the essence of language; it only pays attention to written language, ignores oral language teaching, neglects pronunciation and intonation teaching, and cannot cultivate students' oral ability (Kong, 2011). This is also supported by Natsir and Sanjaya's (2014) study, who observed that participants who learned English through the Grammar Translation Method made stiff sentences and were very unconfident about pronunciation because they did not have much opportunity to communicate in the target language (Natsir & Sanjaya, 2014).

The second disadvantage of the Grammar Translation Method is that it overemphasizes the role of translation, which makes it easy for students to develop the habit of relying on

translation when using the target language, which is not conducive to comprehensively cultivating students' ability to communicate in the target language, one reason for this is that overreliance on translation prevents learners from thinking in the target language (Husain, 1995). In Chu and Walters's (2013) study, one participant explained why she was often silent in class because she took a long time to translate her thoughts into English and thus missed the opportunity to speak (Chu & Walters, 2013). Excessive reliance on translation will make students lazy to study, thereby reducing students' autonomy and learning enthusiasm, resulting in students' language ability, especially comprehension ability, cannot be improved.

A third disadvantage that makes the Grammar Translation Method more controversial is its teaching method. Celce-Murcia (2014) pointed out that the grammar-translation method emphasizes rote memorization and reading a large number of difficult passages, and overemphasizes the role of grammar in teaching (Celce-Murcia, 2014). Moreover, this kind of teaching model is too simple, the classroom atmosphere is dull, it is not easy to arouse students' motivation and autonomy in learning, and it is difficult to cultivate students' ability to use language for communication (Du, 2021). The learner's affective variables are an indispensable factor in the second language acquisition process. According to Alrabai and Moskovsky (2016), learners' motivation and autonomy can even determine the extent of which they acquire the target language (Alrabai & Moskovsky, 2016). However, such a teaching model is difficult to stimulate students' enthusiasm and autonomy, let alone improve their communicative ability.

Thus far, this literature review has elaborated on the current problems of English education in China, that is, the low English communicative ability of most Chinese students prevent them from actively participating in English-speaking classrooms and social activities,

resulting in them becoming "silent Chinese students". In addition, one of the reasons for this problem is the pedagogical method adopted in English education in China — the Grammar Translation Method, and the three most fatal shortcomings of this method should be concerned.

The Importance of Authentic Teaching Materials and Meaningful Classroom

Activities in English Education in China

Another factor that affects Chinese students' ability to communicate in English is the lack of authentic teaching materials. In Li's (2014) study, the current Chinese English textbooks still focus on grammar, vocabulary and reading, and their purpose is not to cultivate students' communicative ability, nor to improve students' comprehensive communicative ability (Li, 2014). Therefore, China's English textbooks are in urgent need of reform. Hu (2002) holds the similar view that grammar, vocabulary and reading should not occupy the entire proportion of textbooks. And adds that the goal of textbooks should be designed to lay the foundation for students' communicative ability (Hu, 2002). Regarding this, Tomlinson (2012) believes that authentic materials enable students to gain authentic language use through meaningful interactions, thereby improving communicative ability (Tomlinson, 2012). That is to say, authentic textbook materials are needed for teaching effective communication skills in the target language.

The definition of "authentic material" will vary according to different teaching methods. According to Richards and Schmidt (2013), those examples of more real and natural language use can be defined as authentic material, such as magazines, newspapers, advertisements, news reports, songs, and so on. In other words, authentic materials are textual sources that are

referenced from the real world, and are designed to provide students with opportunities to form natural communication, just like the purpose of CLT which is to cultivate students' communicative ability. Qi's (2019) point of view nicely sums up the definition of the authentic textual material, "texts that are written to realize certain communicative intentions in a local community context and are not merely composed specifically for L2 learning and teaching purposes (p. 3)." In other words, students' English communicative ability is highly dependent on texts as teaching materials. These authentic materials should come from daily and conversational language as much as possible, and the aim should be to promote students' communication through meaningful interactions.

Taking a step further, in CLT, students' communication can be promoted not only through the medium of teaching materials, but also through the integration of a large number of interesting classroom activities. As suggested by Richard (2001), classroom activities are a good medium to reflect the real society. A large number of classroom activities designed with real resources in the classroom can better arouse students' interest and promote their interaction (Richard, 2001). A variety of interesting and authentic classroom activities should provide students with more opportunities to use the target language so that students can gradually understand how to use it to communicate in a real-world context, and gain more target language use experiences and feelings. Role-playing, simulation, drama, games, projects, etc., are various forms of classroom activities aimed at promoting students' communication and interaction. (Thamarana, 2015). Overall, teachers using CLT often need to simulate, rehearse real-life contexts and design various classroom activities to help students use the target language. Notably, these activities should be communicative tasks, and these tasks should be completed by

the communication of the target language.

In these classroom activities, students learn and use the target language to communicate in an immersive language atmosphere, which trains students' language application ability. At the same time, it also cultivates students' creative thinking and innovation ability (Thamarana, 2015). On the other hand, teachers should play the roles of advisor, co-communicator and monitor in the process of classroom activities, observe students' performance at all times, understand students' learning progress, and make constructive evaluations of students in later reviews (Larsen-Freeman, 1986). Interaction should take place not only between students, but also between students and teachers (Littlewood, 1981). Students are undoubtedly the first beneficiaries, while teachers are also beneficiaries in the implementation of classroom activities because in this interactive process, teachers can learn from the performance of students whether the classroom activities they designed are reasonable and suitable for the students' current level, and can also understand where students usually make mistakes, so that they can learn from their mistakes in future exercises. Overall, the significance of classroom activities should be to provide students with opportunities to communicate in authentic target language, and to provide teachers with opportunities to evaluate and analyze the designed classroom activities, so that teachers and students can achieve progress and growth.

Gilmore (2007) highlights eight characteristics of authenticity, two of which are related to the interaction of the target language, which shows the importance of language use. Another very important point among these eight points is culture (Gilmore, 2007). Providing learners with input about culture to enhance cross-cultural understanding is crucial to language learning (Ahmed, 2017). The term culture looks abstract, but Dr. Ellen Bialystok's (1981) Model clarifies

it in a simple way. Dr. Ellen Bialystok's Model posits three types of knowledge, the explicit linguistic knowledge and the implicit linguistic knowledge. The third knowledge is her own innovation, called "other knowledge (Bialystok, 1981)," this means the country's history, the knowledge of the people, the knowledge of the food, the knowledge of the music, and so on. In conclusion, "other knowledge" is the target culture. Dr. Bialystok (1981) stated that to be a successful language learner, solely learning about the language is not enough, learners should also learn the culture of the country, to further knowledge about the language, because when the culture of a country attracts you, it gives you intrinsic motivation.

In this section, the necessity of using authentic teaching materials is discussed. In addition to textbooks with authentic content, meaningful classroom activities need to be integrated into the classroom, and cultural learning about the target language is also essential. All these efforts can not only provide learners with authentic interaction, but also allow teachers to reflect on whether the content and methods involved are flawed or not, and improve them to maximize the help to students.

The Role of Teachers in Language Instruction in China

This section is based on an analysis of two different teaching model paradigms: teacher-centered teaching and student-centered teaching. According to Chang (2011), in teacher-centered teaching, teachers are the primary knowledge providers; they use unified teaching materials to teach students, and students are passive learners of the content taught by teachers (Chang, 2011). The teacher-centered grammar translation method has been adopted and is preferred in China. In most English classes in China, grammar instruction is given priority,

followed by vocabulary and reading instruction. The teacher may be the only speaker in the class, and students just need to listen quietly and take notes (Cai, 2020). In this teaching model, teachers dominate the entire learning process, and students avoid making long responses to interfere with the teacher's lecturing process (Ping, 2010). All in all, the teacher-centered teaching model is not conducive to the cultivation of students with critical thinking and creativity (Gough, 1991). As a result, students who are the main body of learning lose their initiative in learning and also lose a good opportunity to improve their English communicative ability.

Conversely, the student-centered teaching model advocated by CLT can be said to be diametrically opposed to the teacher-centered teaching model (Serin, 2018). The main characteristics of student-centered teaching are that students play the main role and teachers play a leading role (Chang, 2011). Therefore, in the process of imparting knowledge and skills, teachers are more important to stimulate and guide students' initiative, rather than just provide knowledge. Emaliana (2017) conducted a quantitative research empirical study on 140 university students in English departments by means of an open-ended questionnaire survey, and the results showed that 53% of the students held a relatively negative attitude towards the teacher-centered teaching model, while the vast majority of students held a positive attitude towards student-centered teaching model. Students indicated that the student-centered classroom brings them a beneficial and relaxed learning atmosphere, which enables them to better master knowledge and improve their autonomy in learning (Emaliana, 2017). Similar perspective is also found in Freire (2018) study that the student-centered teaching can create a relaxed and active classroom atmosphere, which is conducive to students' active exploration and the improvement of English communicative ability, and teachers will pay more attention to students' personal

interests and personal characteristics (Freire, 2018). Such classroom atmosphere and teachers' attention to students can arouse students' interest and enthusiasm in language learning and also encourage students to study actively and efficiently.

In general, it is very desirable that teachers use the student-centered teaching model to create a conducive atmosphere for students (Emaliana, 2017). Beside this, it is also necessary to encourage and praise students as much as possible to improve their self-confidence. According to Chang (2011), the teaching method of CLT attaches great importance to the affective factor of students, and will make students have more positive affection in the process of language learning (Chang, 2011). That said, the positive development of these affective variables can encourage students to use English more actively to communicate. CLT places the most importance on students' self-confidence among various affective variables, because students with higher self-confidence are more willing to communicate in English in different contexts (Derakhshan & Torabi, 2015). Likewise, Khajavy et al. (2016) claim that students with higher self-confidence are relatively willing to participate in oral communication in the classroom. As a result, they will be very willing to communicate in English. In this regard, Lee and Hsieh (2019) conducted a quantitative study of 261 EFL undergraduate students through questionnaire survey, the results show that students with high self-confidence are relatively confident in their English ability, and such students are more willing to try to communicate in English in a variety of contexts (Lee & Hsieh, 2019). With the increase of the number of exchanges, the communicative ability will also be improved, so students have more confidence in their English communicative ability.

All these studies demonstrate that building up students' self-confidence in English learning is an effective way to improve their English proficiency and English communicative

ability. Therefore, in English teaching, educators should help students establish higher self-confidence, promote students to actively learn English knowledge, and improve English communicative ability. Self-confidence is an important spiritual driving force for students to succeed.

In addition to creating a conducive learning atmosphere through student-centered teaching and improving students' self-confidence, educators also need to pay attention to some detailed principles of CLT in the teaching process. Fluency and accuracy issues have long made CLT controversial. According to Larsen-Freeman (1986), an important principle of CLT is that fluency and comprehensibility of students' oral English ability take precedence over accuracy (Larsen-Freeman, 1986). Whong (2013) supports this and states, “learners are urged not to worry too much about ‘correct’ forms, focusing on successful communication instead (p. 121).” English learners should avoid worrying too much about making mistakes while speaking, as this has the potential to become indecisive, which will affect the learner's thinking and the listener's understanding of the content, thereby reducing the effectiveness of communication to the greatest extent. Therefore, errors that do not affect the meaning of the utterance can be ignored, since “errors are not entirely ignored, but they are often seen as secondary to the more important aim of maximizing language production” (Whong, 2013, p. 121). Chambers (1997) makes a more conclusive statement: “Fluency in CLT is about effectiveness of language use within the constraints of limited linguistic knowledge (p. 536).” After all, it is difficult for learners to communicate as easily as native speakers, so make the best use of the language knowledge you have learned to communicate with people as fluently as possible, so that the listeners understand the message conveyed, which is the significance of effective communication.

Theoretically, CLT does not exclude accuracy; it is just inferior to fluency and comprehensibility (Celce-Murcia et al., 2014). In the process of language learning, every learner will make mistakes, and making mistakes is inevitable, so finding out the reasons for making mistakes is the key to improving English ability (Al Nakhalah, 2016). Furthermore, educators should not only have a positive attitude towards the mistakes students make in the English learning process, but also need to learn how to respond to students' errors. Larsen-Freeman (1986) suggested, "The teacher may note the errors during fluency activities and return to them later with an accuracy-based activity" (p. 164). That is to say, teachers should listen quietly while students speak, and try not to interrupt them unless it is an error that causes serious misunderstanding. When listening, it is suggested to simply classify the errors, and find out if there are any errors made by most of the students. After that, teachers should return to those errors and provide students with exercises to consolidate their knowledge (Larsen-Freeman, 1986).

In conclusion, as English educators, the student-centered teaching model should be adopted to create an atmosphere conducive to students' learning, and at the same time, English educators should pay more attention to students' affective variables, especially to encourage students to improve their self-confidence. Moreover, to understand that fluency in oral language is more important than accuracy. English educators also need to have a positive attitude towards students when they are making errors, and deal with these errors in an appropriate way.

Summary

The three themes of the literature review provide a detailed analysis of some important principles of CLT and areas for improvement in English education in China.

In the first theme, the important role of English education in China is introduced in detail, then the way of how China adopts the grammar-translation method for teaching is expounded, and criticized the three most fatal shortcomings of the Grammar Translation Method. Due to these teaching methods, many Chinese international students have encountered various communication difficulties after studying abroad. This theme combines two principles of CLT, firstly, semantic notions, social functions, and language structures should all be equally important. Secondly, while grammar learning is important, it is only part of the process of facilitating successful communication. That is, communication skills are emphasized over grammar ability (Celce-Murcia et al., 2014).

The second theme criticizes the content of English textbook materials in China. The proportion of pure linguistic knowledge such as grammar and vocabulary are too much, creative classroom activities are very few, and cultural-related knowledge is not provided in the textbooks. This kind of unauthentic material is difficult to improve students' communication skills. This theme is related to three principles of CLT, firstly, the deep cultural understanding and insight in the teaching process is strongly encouraged. Secondly, the content of the course material must be authentic, not just academic. Thirdly, classroom activities are designed to increase learners' confidence and initiative in English learning, thereby creating as many communication opportunities as possible (Celce-Murcia et al., 2014).

The third theme addresses the necessity of adopting a student-centered teaching model. Teachers should not only realize that students play the main role in the classroom, but also strive to improve students' self-confidence, have a positive attitude towards students' mistakes. Moreover, teachers need to realize that fluency is more important than accuracy. This theme is related to two principles of CLT, firstly, fluency and comprehensibility of communication skills are key; errors of form are tolerated. Secondly, teachers should act as facilitators and advisors in learners' communication process (Celce-Murcia et al., 2014).

CHAPTER III

THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

The most direct purpose of this field project is to improve Chinese students' communicative abilities and learn more about the target culture through various meaningful classroom activities. To achieve this, I designed a unit plan themed around American restaurant culture, and for a more practical application of the Communicative Language Teaching (CLT), this unit plan will focus more on speaking and listening skills. This unit focuses on American restaurant culture and introduces various American restaurant cultural norms, such as the American menu and tipping culture. At the same time, a variety of meaningful classroom activities are provided to allow students to improve their communicative abilities while understanding the culture. The goals of this unit are to cultivate learners' linguistic and nonlinguistic competencies. It is to equip Chinese students with English communicative abilities in real-life conversations.

This unit is adapted for intermediate English learners of all ages. These learners can be students in high school or community college, or people who need to improve their English. I assume that learners at this intermediate level can understand relatively complex sentences and basic grammar.

Teachers need computers, projectors, and boards to demonstrate lessons. In addition, this unit is designed for 90-minute class sessions that meet at least three times a week, so the recommended number of teaching hours per week is 4.5 hours per week. And, this unit should be finished in two to three weeks. Moreover, the class sizes are recommended to be limited to

around 30 students, because this is a communication-based class, if there are too many students, it will be difficult to take care of every student, this unit will not be able to play its maximum role.

The next page of the cover page is the table of contents. As can be seen from the table of contents, the whole unit is divided into three parts. The first part is an introduction to this unit, including a brief introduction of the main content, objectives, cultural setting, level of instruction, classroom needs, class specifications and some other variables. In this part, students can learn the basic information of this unit, and teachers can know the preparation work that needs to be done, so as to be fully prepared for lesson preparation.

The second part will be explained in detail later. The third part is some additional material, audio scripts for listening, glossary of all new vocabulary and answer keys for all exercises are included in this part.

The second part is the main learning content, it is organized by different forms of classroom activities and different aspects of American restaurant culture. It is divided into three sections:

1.1 Learn About American Restaurant Menus

- Reading an article
- Listening activity
- Presentation activity
- Writing activity

1.2 Tipping is One Part of American Restaurant Culture

- Listening a dialogue
- Role play activity

- ÿ Speaking activity
- ÿ Discussion activity

1.3 Improving Integrated Communicative Abilities Activities

- Watching video activity
- ÿ Writing activity
- ÿ Vocabulary consolidation activity
- ÿ Creative activity
- ÿ Interview activity
- ÿ Scene compilation activity
- ÿ Debate competition activity

The first section “1.1 Learn About American Restaurant Menus” starts with learning new words. The five new words will be displayed with pictures and a one-sentence explanation respectively. Teachers are encouraged to provide more relevant pictures and explanations to strengthen students' understanding and impression of words. After explaining the words, the teachers can also ask the students to paraphrase the words in their own words to see how well the students understand the words. This part can take a relatively long time to explain, about twenty minutes.

After completing the vocabulary learning, there are two exercises. the first exercise is to match the words with the correct word sets, and the second exercise is to fill in the blanks in a paragraph with the appropriate words. Both exercises should take no more than fifteen minutes to complete.

After completing the vocabulary practice, there are two pre-reading activities. The first activity is the Sponge Activity. Sponge activities are pre-class activities similar to warm-up

activities. An effective warm-up can capture students' attention, stimulate their interest, and inspire their thinking. More importantly, warm-up activities can not only create a language environment for students to smoothly enter English learning, but also review old knowledge and prepare students for new knowledge, so that teachers can naturally introduce new courses (Karpushyna et al, 2019). To sum up, sponge activities similar to warm-up activities should not be too difficult, but should be as simple and interesting as possible, allowing students to be interested in new knowledge in a relaxed atmosphere, thereby creating more opportunities for students to communicate. As explained by Baur and Mixon (2012) in the study, “Typically sponge activities are implemented at the beginning of class, without higher-order thinking skills and written for assessment (p. 41)”. The Sponge Activity in section 1.1 contains three simple questions (Figure 1):

Figure 1

1.1.2 Sponge Activity Screenshot

1.1.2 Pre-Reading

A. Sponge Activity Discuss the questions in pairs or small groups.

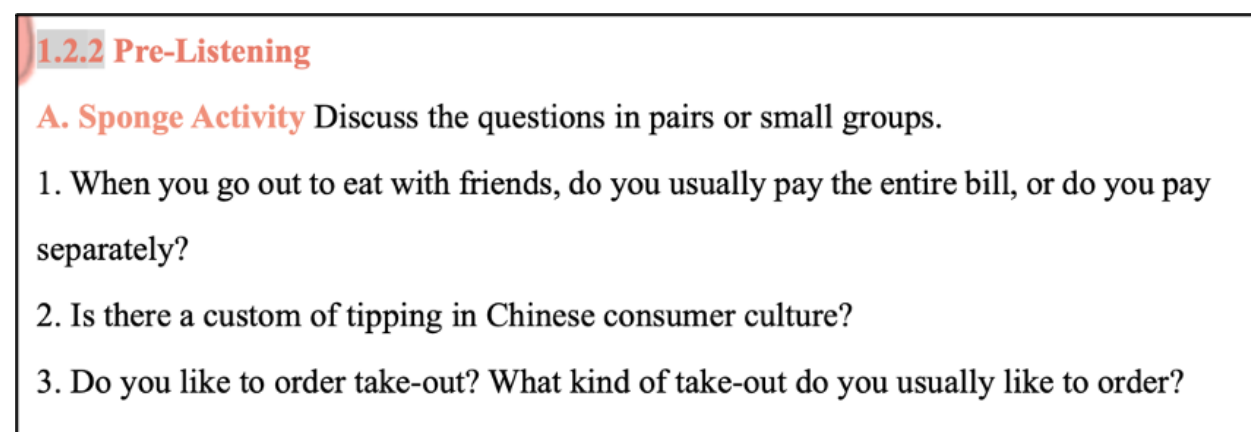
1. What is your favorite American food?
2. What is your favorite Chinese food?
3. What are the typical appetizers of Chinese food?

Note. This is a screenshot of the Sponge Activity in the unit *1.1.2 Pre-Reading*, page 7.

The Sponge Activity in section 1.2 also contains three simple questions (Figure 2), teachers are welcome to change the questions according to the different situations of their students, and these activities should not take too long time, approximately five minutes.

Figure 2

1.2.2 Sponge Activity Screenshot



1.2.2 Pre-Listening

A. Sponge Activity Discuss the questions in pairs or small groups.

1. When you go out to eat with friends, do you usually pay the entire bill, or do you pay separately?
2. Is there a custom of tipping in Chinese consumer culture?
3. Do you like to order take-out? What kind of take-out do you usually like to order?

Note. This is a screenshot of the Sponge Activity in the unit *1.2.2 Pre-Listening*, page 14.

The second Pre-reading activity is three focus questions. The answers to these questions can be found directly in the reading, and the difficulty of these questions is low. Students do not need to answer the question immediately, only need to read the question, then look for the answers while reading. The purpose of focus questions is to make students more focused while reading.

Then comes the main learning content of this part, which is a diary about how to read American restaurant menus, written by a Chinese student who just arrived in the United States. In front of the diary, a simplified version of the menu will also be presented. Students need to

read the menu and the diary at the same time to fully understand the entire reading. This reading will take about twenty minutes.

After reading, it's time to return to the focus question, which will take students five to eight minutes to complete. After completing the focus questions, there is an exercise to check reading completion, which is a five-question true-false question.

At this point, the main content learning part has been completed. The last section of unit 1.1 is the extension activity section. The first activity in this section is listening practice. In this activity, the same menu as in the previous reading will be used. In this activity, students will play the role of servers and record the dishes ordered by the teacher. This activity not only tests the students' understanding of previous readings, but also allows students to experience the perspective of a server in an American restaurant. The next activity is a two-minute presentation on one of the three topics. This is not a formal presentation, so it does not require students to pay too much attention to grammar, mainly to guide students to think deeply about topics of interest, connect these topics about the target culture with their actual life, and then easily express ideas in simple sentences. The last activity is a short writing exercise, not formal writing, but mainly to stimulate students' imagination and create brainstorm. Likewise, simple grammar mistakes can be ignored, and interesting ideas should be encouraged.

The second part of this unit is “1.2 Tipping is One Part of American Restaurant Culture”. The structure of this part is exactly the same as “1.1 Learn About American Restaurant Menus”, except that the type of activity is different. Start by learning five new words, then complete two vocabulary exercises. The first exercise is still the matching exercise, which is to match the words with the correct sets. The second exercise is to read sentences and choose the correct words to fill the blanks in those sentences. And then comes to the Sponge activity and focus

questions, again, teachers are welcome to change these questions according to different situations or cultural settings of students.

Then is the main learning content of this part, which will be listening to a dialogue. This unit will not provide the audio scripts in this section, and it will only be posted after finishing the whole unit, which is on page 24. So teachers need to remind students to take notes while listening. This dialogue is about two people having a meal in a restaurant and discussing tipping culture. In the dialogue, the rules about tipping culture will be revealed, such as whether to tip the servers, how much to tip is appropriate, and what percentage of tips should be tipped in different types of restaurants. The teachers can choose to play the audio recording of, or find one student to read the audio scripts together. If the teachers choose to read the audio scripts with a student, it is suggested that the teachers can read in a pleasant and interesting tone, so that students can feel a pleasant atmosphere and have a relaxed mood during the listening process.

After listening, students also need to complete two exercises on detecting listening content. The first exercise is to answer the focus question. The second exercise, which differs from the previous sections, involves listening to the dialogue again and filling out the form provided. This form contains all the important information in the listening dialogue, some of which are fill-in-the-blank questions and some are multiple choice questions. Students need to complete the entire form to get all the information on the listening dialogue. This exercise is a more comprehensive and in-depth test of students' understanding of listening dialogues.

Now comes the last part of this section, the extension activity. The first activity is a role play activity, students are divided into groups, and two students per group. Students use their own words and understanding of the listening dialogue to simulate the entire listening dialogue based on the notes they have made and the form they have just completed. Students can enrich

the conversation with their own ideas after they have finished simulating all the important information in the dialogue. Students are not required to simulate the exact same sentences, only need to express the same meaning as the dialogue. This activity not only tests students' understanding of the dialogue, but also promotes communication between students.

The second activity is to base on the two pictures of the restaurant provided, the students discuss in the group what percentage of tips they will tip to the two restaurants, and provide at least three reasons for doing so. The restaurant in these pictures is from China, this is to allow students to connect the knowledge they have learned with the local culture of their own country, so that students can not only learn the knowledge in the textbook, but also connect the new knowledge with their own life, it also allows students to have a more practical understanding of what they have learned. More importantly, it can increase the communication between students and apply the Communicative Language Teaching (CLT) to real classrooms.

The last activity is also speaking practice, which is to choose a topic that they are interested in and discuss in the groups. This activity is not only to give students more opportunities to speak, but also to develop students' critical thinking and improve students' imagination.

The last section of this unit is the “1.3 Improving Integrated Communicative Abilities Activities”. This section consists of seven different types of activities, the seven activities are designed to improve the four language skills of listening, speaking, reading and writing.

The first activity is watching an animated video of a conversation in an American restaurant, which is related to the second activity. The second activity is a relatively formal writing exercise that requires students to summarize at least five differences between American restaurant culture and Chinese restaurant culture after watching the video, limited to 150 words.

This writing exercise is different from the previous writing exercise, because here the teacher not only needs to encourage the students to use their imagination, but also pay more attention to the students' grammar, and the students' writing needs to be smooth and connected. The recommended time for this activity is 30 minutes.

The third activity is to consolidate students' memory of the learned words. This activity is easy and relaxing, students need to solve the crossword puzzle based on the hints provided and it is allowed to finish it alone or with group members.

The fourth activity is related to the fifth. The third activity is creative practice. Students are asked to design a menu. They can design any dishes and drinks they like on the menu. If there is enough time, students can also draw the designed dishes, which can make the atmosphere of the class more active.

The fifth activity is the interview, students are divided into groups, and two students per group. In groups, students exchange their own menus with each other. After the other student has read the menu, he/she should use the menus to order food, then the designers of the menus record the dishes that the other students ordered, and then give at least one sentence of advice to their menus. This activity is very interesting and innovative. It not only activates the atmosphere of the classroom, but also develops the imagination of the students and increases the opportunities for the students to communicate in English.

The next activity is the “Scene Compilation Activity”, in which students respond to a scenario in one sentence from three different perspectives.

The last activity, the hardest activity of the unit, is a debate competition. The debate has two titles, the first one is “Tipping is a great culture that should be passed on and supported”, and the second one is “Tipping is a rude culture that should not be encouraged”. Each title needs four

debaters respectively, it will also need 1 student to be the timekeeper, 1 student to be the recorder. The remaining students are the audience and voters and the teacher will be the moderator. About the procedure of the debate competition, it requires 3-minute constructive speeches by both sides, each side alternating three 2-minute rebuttals one after the another. The two sides will each give a 3-minute concluding speech. The total duration of the debate is 24 minutes. And after the debate is finished, the audience can ask questions to both sides. This debate activity can develop students' comprehensive ability, cultivate students' self-confidence, eloquence, critical thinking ability, communicative ability and cooperation ability. It should be noted that teachers should encourage students to express their opinions boldly and not pay too much attention to grammatical errors

Development of the Project

The idea to develop this project came from my personal experience, and the inspiration for me to create this project came from the knowledge I accumulated during my master's in TESOL at USF.

When I was in China, I studied English for nine years from the third grade of elementary school to graduation from high school. In the past nine years, English classes have been extremely boring for me and most of my classmates, because there are only a few teaching modes, memorizing texts, learning grammar, taking exams, and most of the time is spent on learning grammar. I had a hard time concentrating in class, especially when the teacher was teaching grammar. The most I did in English class was not taking notes, but staring blankly at the ceiling. Although I seldom listened to the class, I would memorize the texts and vocabulary

carefully, so I often got good grades in the exams. Because I always got good grades in English exams, I thought my English proficiency was ok. However, it wasn't until I came to the US, someone asked me if I wanted an apple that I couldn't even respond to such a simple sentence, I realized if something was wrong. Even so, I had never questioned the teaching modes of English class in China. I put it all down to my own reasons, I might not be a good student because I could not concentrate in class.

After coming to the United States, my poor English proficiency seriously affected my study and life. I used to be terrified of calling customer service because I couldn't express what I wanted and understand what they said, so I'd rather spend hours looking up Google and translating it in Chinese than spending minutes calling customer service. In school, I can't understand the teacher's words, I can only spend multiple times studying by myself after class based on notes and textbooks, which makes my learning efficiency very low.

After years of study in college, combined with the knowledge I learned in the TESOL major, I am deeply aware of the problems of English education in China, so I decided to develop this project. When preparing for this project, I designed a survey to interview Chinese international students. The survey is about Chinese students' feelings about English classes in China. Based on the results of the survey and the data I collected in Dr. Sedique Popal's class, I summarized several common problems: most Chinese international students think that English classes in China are boring; there is no opportunity to practice oral English in the class, because the content of the class is only grammar and exams; the content of the teaching materials is not practical and authentic; the students' reading and writing ability is much better than listening and speaking ability. I concluded that most Chinese international students have the same problem, that is, because of China's English teaching modes and teaching materials, students have no

enthusiasm for English learning, and as a result, they have difficulty communicating in English which leads to stress and even sadness in studying and living in English-speaking countries.

What inspired me to develop this project came from the theories of the Communicative Language Teaching (CLT) created by Michael Halliday, John Rupert Firth and Dell Hymes, especially the ultimate goal of this approach — learners can successfully communicate in the target language (Celce-Murcia et al., 2014). The first step towards this goal is to improve teaching methods and teaching modes to give students more opportunities to communicate in the target language in the classroom. Teaching materials should also be designed to be more interesting and meaningful, adding as many practical classroom activities as possible to activate the classroom atmosphere and make students interested in the English classroom.

The Project

The project can be found in its entirety in the Appendix.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

English education in China has been controversial because of several obvious problems. These problems lead to the low English communicative ability of students, and I am one of the affected students. First of all, although the English education method used in China occasionally combines some different methods, it has always been dominated by the Grammar Translation Method, and the Grammar Translation Method is rarely designed to train listening and speaking skills but puts the main focus on grammar learning. The second problem with English education in China is its educational model. China has always adopted the “teacher-centered” teaching model, in which students basically listen to the teacher in class and do not always have the opportunity to communicate in English. The third problem is that in terms of teaching materials, the English teaching materials in China lack authenticity, culture of English-speaking countries and meaningful classroom activities, most of the content in textbooks is texts, grammar, and exercises.

The problem of poor communicative ability of students caused by English education in China is divided into three themes, which I discussed separately. The Grammar Translation Method is one of the factors affecting Chinese students' communicative ability, and this method should be improved or replaced. In this regard, the CLT is an appropriate approach to improve students' communicative ability. English teaching materials should also be reformed to make them more authentic, enrich with culturally relevant topics of English-speaking countries, and add as many interesting and meaningful classroom activities as possible. Moreover, the role of

teachers in language instruction is also important. The “student-centered” teaching model should replace the “teacher-centered” teaching model, giving students more opportunities to practice oral English in the classroom. In addition, building up students' self-confidence in English learning is one of the educators' responsibilities, because it is an effective way to improve students' English proficiency and English communicative ability. While improving students' communicative ability, educators should note that fluency and comprehensibility of oral English are more important than accuracy. Therefore, English educators need to treat students with a positive attitude when they make mistakes while practicing speaking.

Chinese students are under great pressure to study and study time basically occupies their entire daily life, so I strongly suggest that English classes and the teaching materials should be designed to be more interesting and engaging, so that students can enjoy learning English rather than being forced to learn English. I developed this field project based on outstanding issues in English education in China, which is also presented as a unit plan. The most direct purpose of this field project and the unit plan is to improve Chinese students' communicative abilities and learn more about the target culture of English-speaking countries through various meaningful and interesting classroom activities. And the deeper purpose of this field project is to provide English educators, English educational institutions, schools, course material editors, course material developers and to inspire EFL educators in China with a unit plan on how to practically apply the CLT to English education taking into account China's national conditions.

This field project is crucial for EFL educators as it clearly demonstrates how CLT can be applied to real classrooms through various classroom activities and how educators can play a role in the Communicative Language Teaching approach.

Recommendations

This project includes various types of classroom activities and target culture, which are interesting and meaningful enough not only to allow students to learn English in a relaxed and cheerful atmosphere, but also to increase students' interest in English learning. These activities are designed to provide students with enough opportunities to communicate in English. However, due to time constraints, I could not develop this unit into a complete textbook, and the knowledge points in it are not organized and detailed enough.

There are a few recommendations and notes that educators and students need to be aware of when implementing this project. This project is based on a student-centered teaching model, and educators only serve as knowledge providers, textbook guides and feedback providers. Educators need to pay attention that their role is more like an observer, only make appropriate corrections to students when necessary. Most of the time, educators should observe students' performance, and record the mistakes students make, and then improve the teaching methods and teaching materials to avoid similar problems in the future. In addition, educators do not need to follow the instructions of the project completely. The project is only used as a reference for teaching, and educators can modify the project according to the characteristics of different types of learner groups. Students, on the other hand, need to lead their learning progress by completing various activities. Students will serve as the primary role in the classroom.

After I have accumulated enough teaching experience and professional knowledge in the future, I hope to continue to improve and develop this project. Ideally, the project should encompass different topics of target culture, each as a chapter, and eventually develop into a complete teaching material. In addition, a proper amount of grammar knowledge should be

added to this project, and the four abilities of listening, speaking, reading, and writing should be comprehensively developed, but the focus will still be on improving communicative ability.

Last but not least, it is hoped that the content provided by this project will inspire English educators, English educational institutions, schools, course material editors, course material developers, and provide them with more ideas on how to practically apply CLT in real classrooms. All English educators in the world can fill the gaps that exist in this project, thus adding a meaningful reference to the inventory of English teaching materials and providing teaching ideas to those who need it.

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APPENDIX

American Restaurant Culture



American Restaurant Culture

Yun Xie

Table of Contents

Introduction

1. About This Unit	4
2. Unit Objective	4
3. Cultural Setting	4
4. Level of Instruction	4
5. Classroom Needs	5
6. Class Specification	5
7. Other Variables	5

Unit 1: American Restaurant Culture

1.1 Learn About American Restaurant Menus	6
1.1.1 Key Vocabulary	6
1.1.2 Pre-Reading	7
1.1.3 During-Reading	8
1.1.4 Post-Reading	9
1.1.5 Extension Activity	10
1.2 Tipping is One Part of American Restaurant Culture	12
1.2.1 Key Vocabulary	12
1.2.2 Pre-Listening	13
1.2.3 During-Listening	14
1.2.4 Post-Listening	15
1.2.5 Extension Activity	16
1.3 Improving Integrated Communicative Abilities Activity	19
Watching Video Activity	19
Writing Activity	19
Vocabulary Consolidation Activity	19



Creative Activity 21

Scene Compilation Activity 22

Debate Competition Activity 23

AUDIOSCRIPTS 24

GLOSSARY 26

ANSWER KEY 27

INTRODUCTION

About This Unit

The ultimate goal of learning English is to be able to communicate in this language. This unit focuses on American restaurant culture and introduces various American restaurant cultural norms, such as the American menu and tipping culture. At the same time, a variety of meaningful classroom activities are provided to allow students to improve their communicative abilities while understanding the culture.

Unit Objective

At the end of class, our objectives are to enable the students to:

- Read the passage “Sharon’s diary.”
- Listen to the dialogue.
- Define the meaning of new vocabulary in the story with 80% accuracy.
- Comprehend the passage and dialogue through answering questions.
- Share ideas and participate in a class discussion.
- Participate in various classroom activities.

Cultural Setting

This material is designed for ESL (English as a Second Language) students.

Level of Instruction

This material is adapted for *intermediate* ESL learners of all ages. These learners can be ESL students in high school or community college, or people who have just come here from other countries who need to improve their English. I assume that

learners at this intermediate level can understand relatively complex sentences and basic grammar.

Classroom Needs

Computer, projector, board.

Class Specifications

This unit is designed for 90-minute class sessions that meet five times a week.

Number of hours of instruction per week: 7.5 hours per week

Other Variables

Age of the learners: Learners of all ages

Size of the class: Approximately 30 students

1.1 Learn About American Restaurant Menus

1.1.1 Key Vocabulary

A. Vocabulary Learning Learn vocabulary using the pictures provided and the definitions that follow the vocabulary.



Embarrassing: The situation is difficult, not easy to deal with, like a dilemma.



Annoyance: Something that makes you feel uncomfortable or unpleasant.



Appetizer: The first course of a meal, to whet your appetite.



Main Course: The most important dish of the meal.



Beverage: All types of drinks, including alcoholic and non-alcoholic drinks.

B. Vocabulary Exercise

Exercise 1 Match the words with the correct word set.

- | | |
|------------------|---|
| ___ embarrassing | a) drinks, potable, sprite |
| ___ beverage | b) fried onion rings, first course, soup |
| ___ annoyance | c) cheese burger, main dish, teriyaki chicken ramen |
| ___ appetizer | d) degrading, shaming, humiliating |
| ___ main course | e) displeasure, bother, anger |

Exercise 2 Fill in the blanks with the appropriate words.

main course embarrassing appetizer beverage annoyance

This Chinese restaurant is very famous and I highly recommend you to try one of their _____, the honey walnut shrimp, it is absolutely delicious! Also, their _____ are free and I recommend you to order the iced tea. However, I was disappointed with their _____, such as vegetarian dumplings and curry fish balls, which were too salty. But there is one small _____, this restaurant is expensive. Last time I didn't bring enough money, which led to an _____ situation.

1.1.2 Pre-Reading

A. Sponge Activity Discuss the questions in pairs or small groups.

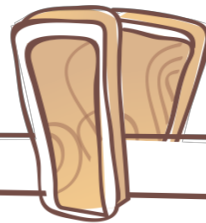
1. What is your favorite American food?
2. What is your favorite Chinese food?
3. What are the typical appetizers of Chinese food?

B. Focus Questions Read the questions and then answer the questions after reading.

1. Why does Sharon rarely go to restaurants?
2. How many parts does YX's House's menu have?
3. Who paid for the bill?

1.1.3 During-Reading

Read the passage. Read the passage twice, the first time read it silently, pay attention to the menu and new vocabularies, and find the answers for the focus questions. The second time read aloud.



YX's House

APPETIZERS

Fried Calamari
French Fries
Buffalo Chicken Wings
Chicken/Pork/Vegetable Gyoza

SALADS

House Tuna Salad
Seaweed Salad
Caesar Salad
Greens Party Salad

MAIN COURSES

Seafood Spaghetti
Beef Burger
Sweet & Sour Chicken over Rice
House Pizza



DESSERTS

Mango Cheesecake
Durian Pancake
Green Tea Mochi Ice Cream
Strawberries Grass Jelly

BEVERAGES

Soda (Coke/Diet Coke/Sprite)
Orange Juice
Soju (Strawberry/Mango/Yogurt)
Sapporo



Sharon's Diary

10/11/2022

After I came to America, I rarely went to restaurants because I didn't know much about American restaurant culture and didn't know how to read the menu. I was worried that I would make a fool of myself, it would be embarrassing.

I told Charlotte about this little annoyance of mine a week ago, and she said she would help me. So, we decided to go to YX's House for dinner today, she would talk about some American restaurant culture, and she would also teach me how to read the menu and how to order food.

Charlotte said that when you enter a restaurant, you should wait for the server to show you a table, then sit down and start reading the menu. I learned that the American menu is roughly divided into five parts: appetizers, salads, main courses, desserts, and beverages. People usually order appetizers and drinks first, but not necessarily order salads, then order one main course, and the last step is to order desserts. I ordered a sprite, chicken gyoza, seaweed salad, seafood spaghetti and green tea mochi ice cream today. All delicious! I enjoyed my meal.

To thank Charlotte for helping me, I paid the full bill and gave a 20% tip.

What a happy day!

1.1.4 Post-Reading

Exercise 1 Answer the focus questions with your partners.

1. Why did Sharon rarely go to restaurants?
2. How many parts does YX's House's menu have?
3. Who paid for the bill?

Exercise 2 Decide if the following statements are True or False.

1. The menu is divided into five parts, each part has four items. T F
2. Charlotte taught Sharon how to read the menu. T F
3. In YX's House, there is no need to wait for the server to take a seat. T F
4. Sharon ordered vegetable gyoza. T F
5. They split the bill equally. T F

1.1.5 Extension Activity

Activity 1 Suppose you are now a server s at YX's House and your teacher is a customer you serve. Complete the following information according to the teacher's words. Completing the information requires using YX's House menu.

YX's House

<u>APPETIZERS</u> Fried Calamari French Fries Buffalo Chicken Wings Chicken/Pork/Vegetable Gyoza	<u>MAIN COURSES</u> Seafood Spaghetti Beef Burger Sweet & Sour Chicken over Rice House Pizza	<u>DESSERTS</u> Mango Cheesecake Durian Pancake Green Tea Mochi Ice Cream Strawberries Grass Jelly
<u>SALADS</u> House Tuna Salad Seaweed Salad Caesar Salad Greens Party Salad		<u>BEVERAGES</u> Soda (Coke/Diet Coke/Sprite) Orange Juice Soju (Strawberry/Mango/Yogurt) Sapporo



Number of Customers: _____

Beverages: _____

Appetizers: _____

Salad: _____

Main Courses: _____

Desserts: _____

Note: _____

Activity 2 Choose a topic that interests you and give a two-minute presentation.

- a) In Sharon's diary, did you find anything different from the Chinese restaurant culture? What is Chinese restaurant culture like?
- b) What would you most like to eat on this menu? Please imagine what this dish will look like and draw it, and introduce your drawing to the class.
- c) Does it also embarrass you if you go to an American restaurant without understanding American restaurant culture?

Activity 3 Assuming you are Charlotte, please write a diary entry for October 11, 2022, from Charlotte's perspective, within 100 words.

1.2 Tipping is One Part of American Restaurant Culture

1.2.1 Key Vocabulary

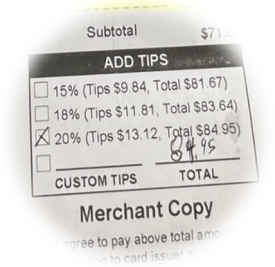
A. Vocabulary Learning Learn vocabulary using the pictures provided and the definitions that follow the vocabulary.



Bill: A list of money receipts and payments or goods in and out.



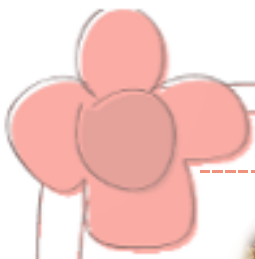
Equally: Divide things into portions with equal amount of each.



Tip: It refers to a form of remuneration in which customers thank service personnel in the service industry.



High-end: Something reaches a higher or even fancy level.



Take-out: Food sold in restaurants is taken outside to eat.

B. Vocabulary Exercise

Exercise 1 Match the words with the correct word set.

- | | |
|--------------|---------------------------------|
| ___ take-out | a) fancy, fine, slap-up |
| ___ tip | b) fee, check, charge |
| ___ bill | c) take-away, food, to go order |
| ___ high-end | d) gratuity, tipping, baksheesh |
| ___ equally | e) evenly, fairly, similarly |

Exercise 2 Read the following sentences and choose the appropriate words to fill the gaps.

I think I'd better go out to dinner with you, less _____ and less disposable tableware.

- a) take-out b) money c) annoyance d) beverage

The waiter's service attitude is amazing, I want to give her a little more _____.

- a) claps b) complaint c) tip d) snacks

I have finished my meal, may I know how much is the _____? Thank you.

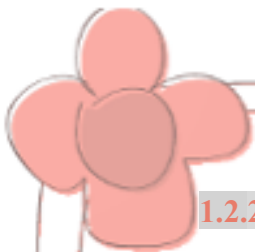
- a) dog b) medication c) insurance d) bill

The lights in this hotel are all made of crystal and look very _____.

- a) low-end b) high-end c) dark d) cheap

I only have one apple left, if you want to eat it too, we can divide it into two parts _____.

- a) quickly b) well c) excessively d) equally



1.2.2 Pre-Listening

A. Sponge Activity Discuss the questions in pairs or small groups.

1. When you go out to eat with friends, do you usually pay the entire bill, or do you pay separately?
2. Is there a custom of tipping in Chinese consumer culture?
3. Do you like to order take-out? What kind of take-out do you usually like to order?

B. Focus Questions Read the questions and then answer the questions after listening.

1. How did they pay the bills?
2. How much did Sharon tip?
3. After the meal, what food did Charlotte order to take-out?

1.2.3 During-Listening

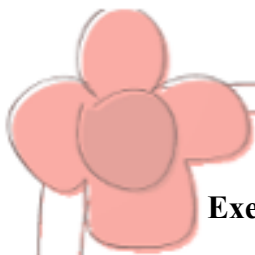
Listen to the dialogue. Listen to the dialogue twice, pay attention to the new vocabularies and find the answers to the focus questions. You can also take some notes.

Notes: _____

1.2.4 Post-Listening

Exercise 1 Answer the focus questions with your partners.

1. How did they pay the bills?
2. How much did Sharon tip?
3. After the meal, what food did Charlotte order to take-out?



Exercise 2 Listen to dialogue again, circle or provide the correct information according to the dialogue.

Questions	Circle the answers or fill the blanks.		
1. What beverages did they order?			
2. What main courses did they order?	Mapo tofu and Kung Pao chicken.	Mapo tofu and broccoli beef.	Broccoli beef and two bowls of rice.
3. How did Sharon and Charlotte pay the bill?	Charlotte paid the whole bill, because Sharon had treated her last time.	They each paid their own part of the bill.	They split the bill fifty-fifty.
4. Not tipping is considered normal behavior.	True		False
5. How much should people generally tip at regular restaurants?			
6. How much should people generally tip at high-end restaurants?			
7. What takeout did Charlotte order after meal?	Kung Pao Chicken	Seafood spaghetti	House Ramen

1.2.5 Extension Activity

Activity 1 After completing the form above, use the information in the form to role-play with your partner and choose to play Sharon or Charlotte based on your understanding. The teacher plays the role of the server.

Activity 2 Below are two pictures, restaurant A and restaurant B. Assuming you have eaten at both restaurants, what percentage would you tip each of them? Why? Please provide at least three reasons and then discuss in the groups. (Hint: You can combine the local culture of your own country.)





Restaurant A

Reason 1:

Reason 2:

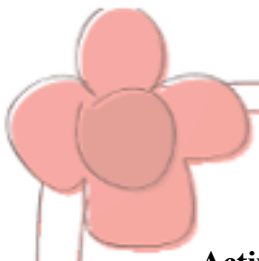
Reason 3:

Restaurant A

Reason 1:

Reason 2:

Reason 3:



Activity 3 Please choose a question from below that interests you and discuss it in the group.

- a) Suppose you dine in a restaurant in the United States, what difficulties would you encounter other than English proficiency?
- b) Guess if there is a difference between Chinese food in America and Chinese food in China? What's the difference?
- c) Is it a good habit to take away leftovers when eating at restaurants? Why?



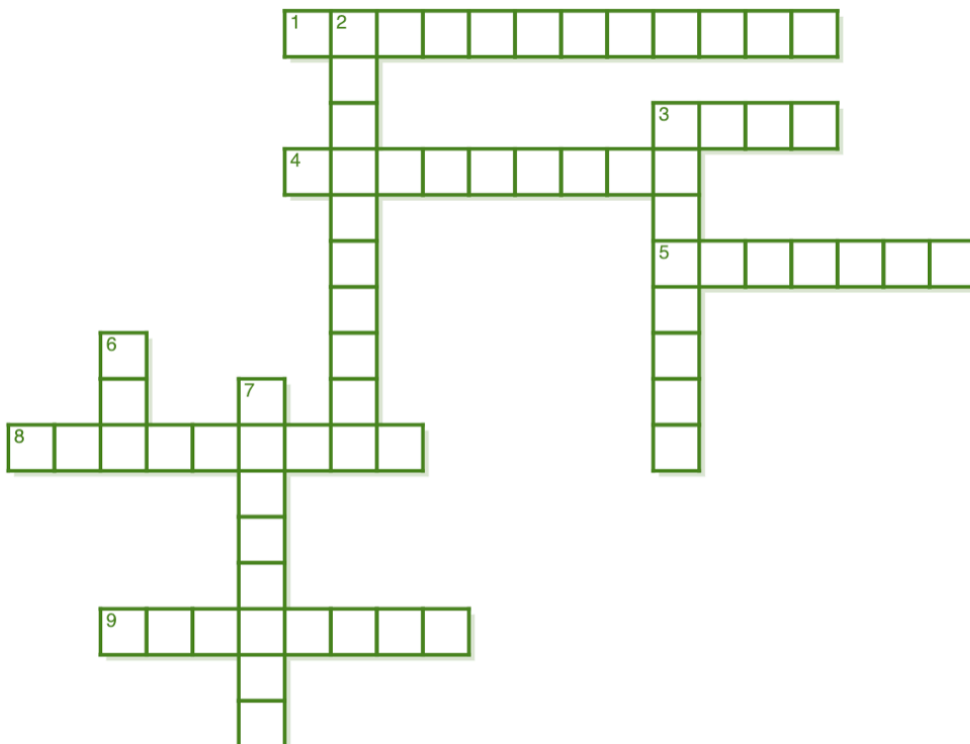
Vocabulary Consolidation Activity Please solve the crossword puzzle based on the hints provided below.


ACROSS

- 1 The situation is difficult, not easy to deal with, like a dilemma.
- 3 List of money receipts and payments or goods in and out.
- 4 Something that makes you feel uncomfortable or unpleasant.
- 5 Divide things into portions with equal amount of each.
- 8 The first course of a meal, to whet your appetite.
- 9 Food sold in restaurants is taken outside to eat.

DOWN

- 2 The most important dish of the meal.
All types of drinks, including alcoholic and non-alcoholic drinks.
- 3 It refers to a form of remuneration in which customers thank service personnel in the service industry.
- 6 Something reaches a higher or even fancy level.





Creative Activity Please design a menu according to your own ideas, the menu should consist of five parts: appetizers, salads, main courses, dessert and beverages. At least three items are required for each part.

Name of the Restaurant: _____

Appetizers _____

Salads _____

Main Courses _____

Deserts _____

Beverages _____



Interview Activity Interview your partner, if he/she is your customer, what dishes he/she would like to order after reading your menu, and provide suggestions on how to improve his/her menu.

Interviewer _____ Interviewee _____

Dishes he/she would order _____

Suggestions _____



Scene Compilation Activity React to the scenes from the perspective of three different people.

Example Scene	It's raining heavily outside, how do you feel about that?
Student A	<i>Oh yeah! The weather is so much cooler!</i>
Student B	<i>I don't care what the weather is like.</i>
Student C	<i>Oh my god, my computer is still on the stool in the backyard!</i>

Scene 1	What kind of beverages do you want to order?
Student A	
Student B	
Student C	

Scene 2	This restaurant is high-end, what percentage do you want to tip?
Student A	
Student B	
Student C	



Scene 3	Why do you always order take-out? It is a waste of disposable tableware.
Student A	
Student B	
Student C	

Debate Competition Activity

Debate Title 1: Tipping is a great culture that should be passed on and supported.

Debate Title 2: Tipping is a rude culture that should not be encourage.

Grouping

Group A will debate for Title 1, Group B will debate for Title 2. There are 4 debaters in each group.

1 student will be the timekeeper.

1 student will be the recorder.

The remaining students are audience and voters.

The teacher will be the moderator;

Procedure

3-minute constructive speeches by both sides.

Each side alternates three 2-minute rebuttals one after the another.

The two sides will each give a 3-minute concluding speech.

The total duration of the debate is 24 minutes.

The audience can ask questions to both sides after the debate.

AUDIOSCRIPTS

1.2.3 During- Listening & 1.2.4 Post- Listening

In order to learn more about American restaurant culture, Sharon asked Charlotte to eat together again, this time at a Chinese restaurant.

Server: How are you doing today?

Sharon: Thanks for asking. We are doing well.

Server: Would you like something to drink first?

Sharon: We would like two glasses of diet Coke.

Server: And what would you like for your main course?

Charlotte: We would like to order the Mapo tofu, broccoli beef, and two bowls of rice, thank you.

...

After 30 minutes of dining...

...

Sharon: How are you going to pay the bill?

Charlotte: We can split the bill equally.

Sharon: No problem. By the way, the food in this restaurant is delightful! Service is also wonderful. I love this place!

Charlotte: Then you can tip them a little more.

Sharon: Do we have to tip when eating in the US?

Charlotte: Tipping is a part of restaurant culture in the United States, it can show your

appreciation to the service. Not tipping is considered disrespectful and impolite. Unless you get terrible service.

Sharon: So how much should I tip?

Charlotte: If it is a regular restaurant, generally tip 15 percent to 20 percent of the bill, if it is a high-end restaurant, at least give them 20% tips.

Sharon: Thank you for letting me know, I will give them 25% tips.

Charlotte: I'd like to order some take-out for our dinner. What do you think of Kung Pao Chicken?

Sharon: I think it is perfect.

1.1.5 Extension Activity

Activity 1

Teacher: Hello, we have 2 people, and I would like to one bottle of mango soju for us. And for the appetizers, I would like fried calamari and a pork gyoza. One house tuna salad. And two orders of seafood spaghetti would be our main courses. And for the desert, we would like a mango cheesecake and a durian pancake.

GLOSSARY

A

Annoyance: Something that makes you feel uncomfortable or unpleasant.

Appetizer: The first course of a meal, to whet your appetite.

B

Beverage: All types of drinks, including alcoholic and non-alcoholic drinks.

Bill: A list of money receipts and payments or goods in and out.

E

Embarrassing: The situation is difficult, not easy to deal with, like a dilemma.

Equally: Divide things into portions with equal amount of each.

H

High-end: Something reaches a higher or even fancy level.

M

Main Course: The most important dish of the meal.

T

Take-out: Food sold in restaurants is taken outside to eat.

Tip: It refers to a form of remuneration in which customers thank service personnel in the service industry.

ANSWER KEY

1.1.1 Key Vocabulary

B. Vocabulary Exercise

Exercise 1 d) a) e) b) c)

Exercise 2 main course appetizer beverage annoyance
embarrassing

1.1.2 Pre-Reading

A. Sponge Activity Answers will vary.

B. Focus Questions

1. Sharon rarely went to restaurants is because she didn't know much about American restaurant culture and didn't know how to read the menu. She was worried that she would make a fool of herself, it would be embarrassing.
2. YX's House's menu has five parts.
3. Sharon paid for the bill.

1.1.4 Post-Reading

Exercise 1

1. Sharon rarely went to restaurants is because she didn't know much about American restaurant culture and didn't know how to read the menu. She was worried that she would make a fool of herself, it would be embarrassing.

2. YX's House's menu has five parts.

3. Sharon paid for the bill.

Exercise 2 T T F F F

1.1.5 Extension Activity

Activity 1

Numbers of customers:

Beverages: one bottle of mango soju

Appetizers: fried calamari and pork gyoza

Salad: house tuna salad

Main courses: two orders of seafood spaghetti

Deserts: a mango cheesecake and a durian pancake

Activity 2 Answers will vary.

Activity 3 Answers will vary.

1.2.1 Key Vocabulary

B. Vocabulary Exercise

Exercise 1 c) d) b) a) e)

Exercise 2 a) c) d) b) d)

1.2.2 Pre-Listening

A. Sponge Activity Answers will vary.

B. Focus Questions

1. They split the bill equally.
2. Sharon tipped 25%.
3. After the meal, Charlotte ordered Kung Pao chicken to take-out.

1.2.4 Post-Listening

Exercise 1

4. They split the bill equally.
5. Sharon tipped 25%.
6. After the meal, Charlotte ordered Kung Pao chicken to take-out.

Exercise 2

1. Two glasses of diet Coke.
2. Mapo tofu and broccoli beef.
3. They split the bill fifty-fifty.
4. False.
5. 15% to 20%.
6. At least 20%.
7. Kung Pao Chicken.

1.2.5 Extension Activity

Activity 1 Answers will vary.

Activity 2 Answers will vary.

Activity 3 Answers will vary.

1.3 Improving Integrated Communicative Abilities Activity

Writing Activity Answers will vary.

Vocabulary Consolidation Activity

<u>ACROSS</u>	<u>DOWN</u>
<u>1</u> Embarrassing	<u>2</u> Main course
<u>3</u> Bill	<u>3</u> Beverage
<u>4</u> Annoyance	<u>6</u> Tip
<u>5</u> Equally	<u>7</u> High-end
<u>8</u> Appetizer	
<u>9</u> Take-out	

Creative Activity Answers will vary.

Interview Activity Answers will vary.

Scene Complication Activity Answers will vary.