

**NEAR EAST UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

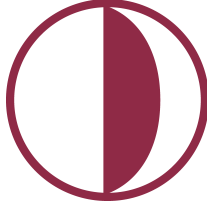
**INTEGRATING THE LISTENING AND SPEAKING  
SKILLS TO ENHANCE COMMUNICATIVE  
COMPETENCE: A CASE IN CHARMO UNIVERSITY**

**MA THESIS**

**Dekan JAZA HAMA SAEED**

**Nicosia**

**December, 2021**



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**Supervisor**

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**December, 2021**

## Approval

We certify that we have read the thesis submitted by Dekan Jaza Hama Saeed titled **“Integrating the Listening and Speaking Skills to Enhance Communicative Competence: A Case in Charmo University”** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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## Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.



Dekan Jaza Hama Saeed

29/12/2021

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## **Abstract**

**Integrating the Listening and Speaking Skills to Enhance Communicative Competence: A Case in Charmo University**

**Hama Saeed, Dekan**

**MA, Department of English Language Teaching**

**Supervisor: Assoc. Prof. Dr. Hanife Bensen Bostanci**

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In real life, listening and speaking skills are linked and complement one another as linguistic input and output. However, in the Iraqi context, these two skills are taught separately rather than together, leading to low performance of the students. Since students' speaking and listening skills are not accounted for in exams, they are deprioritized in comparison to grammar and reading (Sofi-Karim, 2015). This study aimed to investigate the impacts of integrating listening and speaking skills to enhance communicative competence. The secondary purpose of the research was to determine English as a foreign language (EFL) students' attitudes towards the process. A mixed-methods research design was employed to gather the necessary data through a one group pre-posttests and interviews. To achieve this goal, the data was collected from 51 university students at Charmo University, North of Iraq. To obtain answers to the research questions, a paired samples t-test was used to analyze the quantitative data. The results indicated that there was a statistically significant difference between the pre-test and post-test scores and thus, the participants' communicative competence had statistically improved. Pearson correlation for the pre-posttests was also employed and a strong positive correlation was observed. Furthermore, the participants' semi-structured interviews, which were conducted and analyzed using thematic coding, indicated that they had positive attitudes regarding the integration of the listening and speaking skills in the language learning process. Moreover, it was also revealed that the participants expressed a major improvement in their self-esteem and confidence. Based on the findings, it is recommended that instructors employ teaching language skills together rather than in isolation.

**Key Words:** listening skill, speaking skill, English as a Foreign Language (EFL), communicative competence.

## Öz

### **Integrating the Listening and Speaking Skills to Enhance Communicative Competence: A Study in Charmo University**

**Hama Saeed, Dekan**

**Yüksek Lisans, İngilizce Öğretmenliği Anabilim Dalı**

**Danışman: Assoc. Prof. Dr. Hanife Bensen Bostancı**

**Aralık 2021, 147 Sayfa**

Gerçek hayatta, dinleme ve konuşma yetenekleri birbiriyle bağlantılıyken dilsel giriş ve çıkış olarak birbirini tamamlar. Ancak Irak bağlamında, bu iki yetenek birlikte öğretilmez, ayrı ayrı öğretilir ve bu da öğrencilerin düşük performans göstermesine neden olur. Öğrencilerin konuşma ve dinleme yetenekleri sınavlarda dikkate alınmadığı için dilbilgisi ve okumaya göre daha ön planda tutulmaktadır (Sofi-Karim, 2015). Bu çalışma, iletişimsel yeterliliği geliştirmek için dinleme ve konuşma yeteneklerini bütünleştirmenin etkilerini araştırmayı amaçlamıştır. Araştırmanın ikinci amacı, yabancı dil olarak İngilizce (EFL) öğrencilerinin sürece yönelik tutumlarını belirlemektir. Tek grup ön-son testler ve görüşmeler yoluyla gerekli verileri toplamak için karma yöntem araştırma tasarımı kullanılmıştır. Bu amaca ulaşmak için, kuzey Irakta bulunan Charmo Üniversitesinde 51 üniversite öğrencisinden veriler toplanmıştır. Araştırma sorularına yanıt bulmak için nicel verilerin analizinde eşleştirilmiş örnekler t-testi kullanılmıştır. Sonuçlar, ön test ve son test puanları arasında istatistiksel olarak anlamlı bir fark olduğunu ve böylece katılımcıların iletişim yeterliklerinin istatistiksel olarak geliştiğini göstermiştir. Ön-son testler için Pearson korelasyonu da kullanılmış ve güçlü pozitif bir korelasyon gözlemlenmiştir. Ayrıca katılımcılarla yapılan ve tematik kodlama kullanılarak analiz edilen yarı yapılandırılmış görüşmeler, dinleme ve konuşma yeteneklerinin dil öğrenme sürecine entegrasyonu konusunda olumlu tutumlara sahip olduklarını belirtmişlerdir. Üstelik, katılımcıların özsaygı ve özgüvenlerinde önemli bir gelişme ifade ettikleri de ortaya çıktı. Bulgulara dayalı olarak, öğretim elemanlarının dil yeteneklerini ayrı ayrı öğretmek yerine birlikte kullanmalarını önerilmektedir.

**Anahtar Sözcükler:** dinleme yetenekleri, konuşma yetenekleri, Yabancı Dil Olarak İngilizce (EFL), iletişimsel yeterlilik.

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### **List of Abbreviations**

**EFL:** English as a Foreign Language

**GTM:** Grammar-Translation Method

**TPR:** Total Physical Response

**CLT:** Communicative Language Teaching

**CALL:** Computer Assisted Language Learning

**YATI:** YouTube Videos and Listening Audio Tracks Imitation

**IELTS:** International English Language Testing System

**EIL:** Experiment in International Living

**SPSS:** Statistical Package of Social Sciences

**ECTS:** European Credit Transfer System

**KRI:** Kurdistan Region of Iraq

## CHAPTER I

### Introduction

This initial chapter introduces the study. First, the background of the study is presented. Then it explores the Iraqi context which is the region where the study was carried out, along with the problem, aim, research questions, the significance, research hypotheses and limitations of the study.

### Background of the Study

When learning English as a foreign language (EFL), four skills are accounted for; reading, writing, speaking and listening. Most of the traditional methodologies focus on teaching the productive skills whereas the receptive skills (particularly listening), and the relationship between the productive and receptive skills received the least attention (Bano, 2017). Despite the fact that "listening competence is universally larger than speaking competence", it was only in the late 1970's that teaching listening emerged as an important part in EFL classrooms (Vernier et. al, 2008, p. 276).

Even though in real-life conversations listening and speaking accompany one another, much emphasis was not laid on them in traditional teaching methods and classes (for example, in GTM). Tavil (2010) believes that "when people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language" (p. 765). Hamad et al. (2019) also discuss the significance of speaking skill and how it results in meaningful communication. Regardless, these two skills have only emerged as a part of EFL classes in the last few decades.

It has been proven that mother tongue is adopted through listening. O'Connor (1980) states that "language starts with the ear" (p. 1). He mentions how babies merely listen to the sounds their surroundings make in the first year of their life and then begin mimicking. The same is true for the acquisition of another language whether second or foreign. Listening skill is "the first and the most important prerequisite for speaking skill" (Barani, 2011, p. 4059). When listening skill is emphasized, in Usó-Juan and Martínez-Flor's opinion (2006), learners' communicative competence also experiences advancement. Although many studies have been carried out in this domain, learners still find these two skills challenging (Oradee, 2012 as cited in Gonzalez et al. 2015).

According to Oxford (2001), all the four skills of language are "interwoven with each other" and need to be taught in an "integrated-skill approach" (p. 6). In this study, however, neither time nor the university's system allows for the integration of all the four skills. As a result, combining two of the skills; the listening and speaking, are investigated.

### **The Iraqi Context**

In North of Iraq, the area where this research was performed, English is taught from primary to high school through a communicative designed curriculum, following the coursebook, 'Sunrise' (see Appendix G). The coursebook, Sunrise, incorporates all the four skills of language and is "based on communicative approach" (Sofi-Karim, 2015, p. 15). The curriculum consists of teacher's book, student's book, the activity book and CDs.

Unfortunately, the skills are not effectively taught inside English classes, listening and speaking skills specifically, are mostly ignored. The CDs which accompany the coursebook are not used in class and mother tongue is mostly used to carry out the lessons. This in turn results in poor speaking performance of students and facing difficulty when entering university. In his thesis, Sofi-Karim (2015) states that "few graduates of the public high schools are able to communicate intelligibly in English" (p. 18). In addition, those students who can speak the language, do not sound authentic. Ahmed (2008) has also found in a study that "Kurdish learners have difficulty in carrying out speech acts that look natural English" (p. 1). The reason behind this could be due to insufficient exposure to English.

The current study is a result of a few years' experience and observation as an English language teacher. The researcher, throughout her teaching career, has noticed how the majority of students struggle with using the English they know to communicate (Amin, 2017). When they hear an English audio, they cannot fully understand what the speakers are saying even if they know the vocabulary used. The reason could be that they have not been exposed to the language authentically; in other words, they do not hear English (enough) in class, as the audio files which are accompanied by their text book, are completely neglected. Kurdish is the dominant language and the only place students hear English is the classroom (Amin, 2017). The English that students acquire is what they hear from their teachers, non-native speakers, who mostly do not use much English to conduct the lesson. English throughout school years is dealt with as any other subject which students memorize to pass the exams and get satisfying grades. As a result, they are familiar with a lot of grammatical rules and vocabulary items but find it very difficult to produce the language.



## **The Problem**

Kurdish learners of English language either possess a low level English proficiency when admitted to university or are anxious when trying to use the language (Ahmed, 2016). There are exceptions of course which would be those students who have studied in English-medium schools or who have learnt through video games and watching English movies. This insufficiency seems to be caused as a result of unequal consideration of all the skills inside class. Students learn more about the language rather than using it in a communicative manner; in other words, many grammatical rules and vocabulary items are taught, but students are not enabled to create meaningful and correct output of the language. According to Sofi-Karim (2015), teachers lean towards teacher-centered approach and focus on content rather than engaging the students in communicative activities. Moreover, he believes that the issue of class time (40-45 minutes) causes teachers to employ methodologies other than Communicative language teaching (CLT) and thus result in the aforementioned deficiencies. Incorporating all the skills and subskills is crucial to promote successful communication among students. Yet, linguistic competence is of prior focus. Oral and communicative competencies are of least importance in Kurdish EFL classes (Sofi-Karim, 2015).

## **Aim of the Study**

As aforementioned, the listening and speaking skills are not targeted and linked inside class when they are taught and the result is poor performance of students. The purpose of this study is to look at the impacts of teaching listening and speaking skills together in class and how this aids in EFL acquisition more effectively than when they are taught separately. This aim will be met by examining the case of Charmo University, which is presently blending the two skills in its EFL teaching.

The study tries to answer the following questions:

1. How does merging listening and speaking skills in English as a foreign language classes improve students' communicative competence?
2. What are the attitudes of the English as a foreign language students with regards to the integration of the two skills: listening and speaking?

## **Significance of the Study**

Nowadays, one of the important qualifications for finding a job in Kurdistan is English language competency. Charmo University, through adopting Bologna process and

employing English language in its teaching program, is trying to grant the graduates this opportunity. Thus, the skills are taught in integration to better achieve that goal. As this system is new in the university, no studies have been conducted to show whether the program is effective in accomplishing this goal or not; if teaching the freshmen these skills in integration improves students' English proficiency. This triggered the researcher in carrying out the study. This research tries to show the effectiveness of the program and coursebook which are followed by Charmo University in achieving their actual goals, which is to improve students' communicative competence. The contribution that it will make to the existing literature is embedded in its uniqueness as the first study conducted in the region on the topic. The data and the conclusions which are drawn from this study are beneficial for modifying the objectives of teaching the skills in Charmo University and any other institution which adopts a similar process.

### **Research Hypothesis**

To answer the above questions, the researcher proposes the following hypotheses:

H0: Integral teaching of listening and speaking does not improve English as a foreign language students' communicative competence and students approach it negatively.

H1: Integral teaching of listening and speaking improves English as a foreign language students' communicative competence and students approach it positively.

### **Limitations of the study**

This study is limited to one university, one department and only the first semester students of the department which implies its difficulty in generalizing the results. Moreover, due to the pandemic (Covid19), the semester did not start and end as planned; put another way, the semester was shorter which would in turn affect the amount of time the students would be exposed to the language and practicing the activities. Consequently, there were less study weeks and the planned outline or curriculum could not be finished. Another point to take into consideration is the fact that language learning is a long-term process and requires more than one semester to better determine its results.

In addition, the study adopted a one-group design, not a control and experimental group design since permission was only granted to gather the data among the first semester students of English department, who were composed of only one group. Due to the difficulty in organizing a schedule if the group was to be split for the purpose of the study, and clash with other subjects, a one-group design was compulsory.

## CHAPTER II

### Literature Review

In this chapter, the related literature to the present study is gathered and presented. It starts with a review of the traditional methods of English as a foreign language (EFL) teaching and then shifts towards new EFL teaching and learning. Consequently, teaching the two skills which are the focus of the study, listening and speaking, are reviewed. Following this, communicative competence and the emergence of the term along with standardized tests are demonstrated. Then, coursebooks, syllabus and curriculum design are discussed. The last section of the chapter deals with previous studies related to this research.

#### **Traditional EFL Teaching Methods**

Larsen-Freeman (2004) describes language teaching methods as “a coherent set of links between actions and thoughts in language teaching” (p. 1). On the other hand, Celce-Murcia (2001) defines it as “a set of procedures or overall plan for systemic presentation to teach second or foreign language” (as cited in Natsir & Sanjaya, 2014, p. 58). According to Larsen-Freeman, teaching cannot be subtly about either of actions or thoughts and she believes that it is crucial to pay attention to the thoughts that originates actions in the classroom. Throughout history, needs of learners have changed and the proficiency they have needed to master have shifted from merely reading comprehension to producing the language orally, which in turn has resulted in the emergence of a number of methods (Richards & Rodgers, 1986). Below, some of the most common approaches in EFL teaching will be tackled.

#### ***Grammar-Translation Method (GTM)***

This was one of the most popular approaches of teaching a foreign language in the nineteenth century. Larsen-Freeman (2004) mentions that the method was used in teaching the “classical languages” and so it was also referred to as the “Classical Method” (p. 11). The focus of this method, as its title suggests, was entirely on teaching the target language grammar and rules, reading and writing skills and the usage of the native language in carrying out the lesson. Richards and Rodgers (1986) state in their book that the method enables learners to have information about everything in that language but not knowing the language itself.

Students need to practice and produce the target language which is not applicable when this methods is used in class as the listening and speaking skills receive relatively little

attention (Kartal & Özbek, 2017; Natsir & Sanjaya 2014). Although there are many drawbacks to this approach, Mbeudeu (2017) states in his research that “language specialists’ attitudes towards the use of translation-based activities in the EFL classroom are highly positive” (p. 79).

### ***Audiolingual Approach***

In their research, Matamoros-González et al. (2017) have discussed the reason for the emergence of this method. They have linked its birth to the World War II when the U.S. government was in quest of innovative techniques to win the war and decided to hire multilingual personnel in their army. This method “strives at developing listening and speaking skills first as the basis for establishing the reading and writing skills” (Zillo, 1973, p. 1).

Zillo (1973) characterizes the method with “repetitions, imitations, plenty of time” and demonstrates that learning a language can be achieved in a short time when employing this approach (p. 4). In audiolingual approach, the focus is more on the listening and speaking skills rather than reading and writing.

### ***Direct Method***

In this method, translation is forbidden, thus learners should induce meaning from the target language (Intarapanich, 2013). The primary characteristics of direct method is “the use of the target language as a means of instruction and communication in the language classroom” (Naeini & Shahrokhi, 2016, p. 61). To explain the meaning of new vocabulary items, visual aids and other illustrations are used.

### ***Desuggestopedia***

This method, also called Suggestopedia, aids learners in minimizing or completely fading away the thought that they cannot learn the target language successfully which in turn removes learning barriers (Arulselvi, 2017). Arulselvi reports the major characteristics of the method as including entertainment, reducing tension, engaging the subconscious, and making learners feel free. Larsen-Freeman (2004) also highlights the method's concepts and procedures, which include; “bright and cheerful classroom environment”, “peripheral learning”, “positive suggestion”, “role play”, “active and passive concert”, and “creative adaptation” (pp. 84-85).

### ***Total Physical Response (TPR)***

Omari (2001), in his action research, defines TPR as a “method of teaching a foreign language involving the giving of commands and the students reacting with gestures or the performing of an action” (p. 1). He also mentions that the method applies integrating listening and motion as its principles. In the same manner, Castro (2010) mentions in his thesis that “TPR emphasizes verbal commands accompanied by corresponding actions” (p. 11). It is believed that the method has the ability to create a delightful and tension-free learning environment (Naeini & Shahrokhi, 2016). In this approach, listening skill receives priority while reading and writing come after speaking.

### **New EFL Teaching and Learning**

Whereas there have been different methods and approaches in teaching EFL so far, teachers and educators now believe that an elective method of teaching where the positive techniques and principles of different methods are incorporated, is the most appropriate which should be adjusted according to the class. Mondal (2012) and Chang (2011) have conducted two studies on mixing GTM and CLT, and have discovered that combining the two methods improves learning since they will compensate for each other’s weaknesses (as cited in Aqel, 2013). Instructors now have lots of resources and materials that can be incorporated and used in class. Besides, using technology has become a need and a vital tool for better learning outcomes. According to a study by O'Dwyer et al. (2005), students’ critical thinking, their comprehension ability and problem solving can be enhanced through technology employment.

### ***Communicative Language Teaching (CLT)***

This approach, which became prominent in the 1970s, was incorporated in classrooms by those teachers who aimed at improving the communicative competence of the learners and enabling them to use the target language (Farooq, 2015; Natsir & Sanjaya, 2014). The most eminent features of this method is using games, foreplays, authentic materials, group activities and the target language (Freeman and Anderson, 2011 as cited in Natsir & Sanjaya, 2014). All the four skills are practiced in this approach.

Richards and Rodgers (1986) characterize the language taught with this approach as:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (p. 71).

### **Teaching Listening and Speaking Skills**

Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear" (p. 1). The Lexico dictionary (n.d.) defines it as "the ability to pay attention to and effectively interpret what other people are saying." Early perspectives on teaching listening were primarily concerned with the content of language. Later on, the focus changed from content to skills which stresses the necessity of deriving the meaning of new words, employment of authentic audios, incorporation of spoken features and virtual activities (Field, 1998, as cited in Bağatur, 2016). Regarding how input is processed, there are two types of strategies to teach listening skills, which are top-down and bottom-up (Crystal, 2001). In the top-down process, the context is taken into consideration rather than details. However, in bottom-up strategy, details are crucial in comprehending the whole.

On the other hand, Harwood defines speaking (2010) as "a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual identity" (p. 208). Nevertheless, Harmer (2012), simply believes it is the ability to speak fluently and process information. Traditionally, teaching speaking was restricted to dialogue memorization and drill repetition (Kayi, 2006). However, the goal of teaching speaking has shifted towards improving communication skills as it is the primary goal in learning a language. In his research, Kayi (2006) has listed several activities that enhance speaking skill which includes "discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and find the difference" (para. 4-16).

### **Communicative Competence**

Hymes coined the term which was introduced in 1966 as a reaction to Chomsky's "Linguistic Competence" (Armostis, 2013). The notion of communicative competence has been changing throughout time; however, in Hymes' point of view (1972), a child learns a language through learning what to say, when to say it, to whom to say it and the right way of saying it (as cited in Armostis, 2013). Additionally, Paulston (1974) investigates the term and its usage in her study in different cultural, situational and conversational circumstances. She

argues how communicative competence is not merely a phrase but “a concept basic to understanding social interaction” (p. 349).

Furthermore, Widdowson (1983) emphasizes that competency is hard to teach and to be able to communicate in the target language, learners should put in a lot of effort (as cited in Luo, 2013; Farooq, 2015). The term is also identified by Richards et al. (1999) as qualifying learners to realize the appropriate time and place to make a sound utterance. Whereas Savignon defines communicative competence as “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (1972, p. 8).

In short, learners need to learn not only about the linguistic rules of a language, they need to come in contact with the cultural, social, and strategic rules (Bachman, 1990).

### **Standardized Tests**

In this research, one of the skills, namely speaking, is evaluated through a test that is designed similar to International English Language Testing System (IELTS), which is a type of standardized tests. According to Waters (2021), “a test is standardized when all the students taking the test have to respond to the same set of carefully selected questions” (paras. 1). These tests are performed among groups of students to draw comparisons and they are scored in a consistent manner. There are different types of standardized tests including “achievement tests, aptitude tests, college-admissions tests, international-comparison tests and psychological tests” (“Standardized Test”, 2015). IELTS is regarded as an aptitude test which measures language proficiency.

### **Coursebooks**

Coursebooks are considered important resources that provide useful information and assistance by the majority of EFL teachers. According to Charalambous (2011), coursebooks have many advantages which "gives teachers a relief as it reduces the heavy load of preparation, saves time and makes teaching and learning easier" (p. 4). On the other hand, Savignon (1997) believes that coursebooks have disadvantages in the learning process since they are designed for a wide audience and so, fulfilling the demands of a specific foreign language class on their own would be hard (as cited in Arikan, 2009). Consequently, Charalambous (2011) suggests some steps to be taken for effective employment of coursebooks, they include; selection, adaptation, supplementation and evaluation.

The participants in this study, have studied Sunrise coursebook (see Appendix G) through primary to high school. The book is designed communicatively and consists of eight units. Every unit incorporates activities on grammar, the four skills, pronunciation and vocabulary. At Charmo University, students study NorthStar coursebook (see Appendix H). NorthStar “aims at exploring fascinating content while building language competence encouraging critical thinking skills, stimulating students' imagination and promoting personal experience” (Dweikat & Shbeitah, 2103, p. 566). NorthStar also contains eight chapters, each chapter includes these sections; listening, speaking, inference, pronunciation, vocabulary, grammar, video and assessments (see Appendix H).

### **Syllabus and Curriculum Design**

Success of a course depends on having an effective curriculum that is designed with regard to a wide range of factors. According to Nation and Macalister (2010), these factors include principles, needs and environment (see Figure 1.). The inner circle represents the syllabus with its goal located in the center while the outer circle represents the curriculum. Environment analysis focuses on “the nature of the learners, the teachers and the teaching situation” (p. 2). Needs analysis is divided into necessities, lacks and wants; in other words, they represent “what the learner has to know”, “what the learner knows” and “what the learners think they need” (Hutchinson and Waters, 1987 as cited in Nation and Macalister, 2010, p. 5).

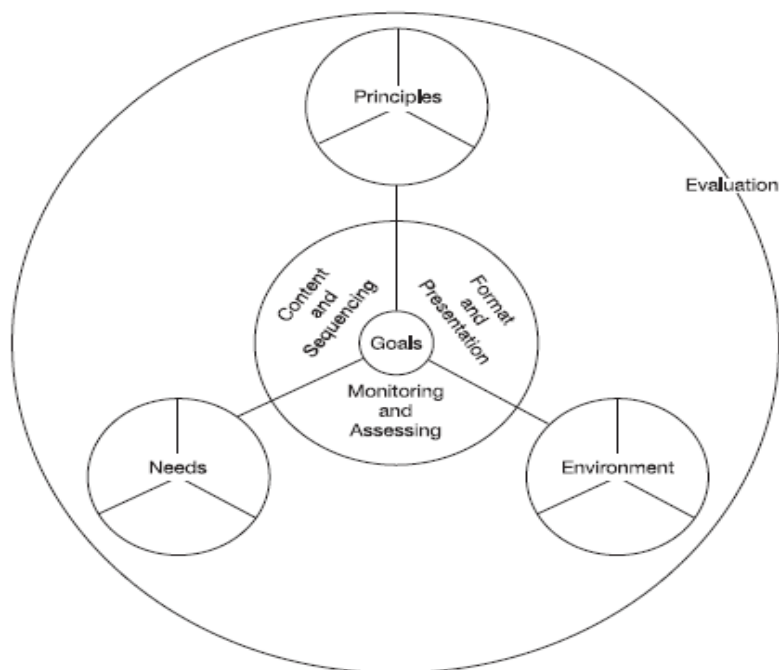
In addition to environment and needs analysis, it is also crucial to link theories of language learning and research with the practical process of designing the course, hence, the principles. Content and sequencing include the items that need to be presented along with the skills and the strategies which are enacted in the study program. To ensure learning, suitable techniques and procedures need to be followed in presenting the material and selecting its format. Furthermore, the outcome of the course requires assessing to ensure learning along with continuous observance of the learners. The goal of the program, positioned in the center of the circle, is crucial in a course as it determines the reasons behind designing it and what learners are expected to learn from it. Last but not least, evaluation decides whether a course should continue the same way or improvements should be considered.

The syllabus design that is followed in the study is a skills-based design as the materials are organized around the language skills.



Figure 1.

*Nation and Macalister's (2010) Model of Language Curriculum Design.*



### **Related Studies**

Since the second half of the twentieth century, there has been a tremendous shift in English language teaching. Traditionally, listening was seen as “a passive receptive skill” (Johnson, 2008; Mendelsohn, 1995). Innovative views in language teaching, however, support integrating listening and speaking skills and incorporating different techniques and tools to increase the communicative competence in the language.

Tavil (2010) shows in his study how teaching listening and speaking skills together enhances oral production of learners. He found that listening and speaking skills need to be studied in an integrated way and not to separate them. He believes that possessing a good receptive skill and being able to interpret messages behind what is said also means having a good productive skill. This can be achieved through creating real-life situations and using information-gap tasks. Celik and Yavuz (2015) also investigated the relationship between listening and speaking skills and found that techniques which are used in class have a major effect on acquiring these two skills.

In a study to investigate the impact of flipped learning on EFL learners’ speaking, listening, out-of-class participation and engagement with materials and activities, Amiryousefi (2019) found that flipped learning conditions play a major role in improving listening and speaking. Moreover, the use of technology is helpful in creating a more friendly

learning environment and high quality interaction. In addition, the learners in the structured and semi-structured groups are more engaged with the course materials. The findings also provide an interesting mix of face-to-face and technology mediated learning environments where a wide range of activities can be incorporated. Guangying (2014) also studied the effects of incorporating a blended learning approach to enhance listening and speaking skills. He realized that blended learning has a better influence on learning listening and speaking than traditional methods, despite of its advantages and disadvantages as well.

Bağatur (2016) investigated the perceptions of EFL prep school students of their listening skills in English courses. He discovered that students face problems in listening class. They believe that this is due to a range of factors. Five of the factors which are mentioned by the students are considered not important on their language scores. The factor that needs in-depth study is affective factor which is related to their psychological aspects.

Teachers can provide further support to improve listening and speaking skills through the use of computer assisted language learning (CALL) (Zou, 2013). Zou argues that both teachers and students value student-teacher interaction and helps to keep them focused. In addition, students are better motivated to use computer in language learning with teachers' support. Teachers also need to consider planning activities and delivering feedback to provide students with more motivational opportunities (Zou, 2013). Barani (2011) has investigated whether there is a relationship between listening skill of Iranian EFL learners and CALL and how does incorporating CALL in classrooms affect their listening skills. The study shows a positive correlation between those students who practiced all the listening activities using CALL and their listening skills (Barani, 2011).

Another mean by which teachers can improve listening skill is through incorporating extra listening materials. Yousofi, Sa'eedian and Khaledi (2014) conducted a study to investigate the influence of two different books, i.e. American Headway and Tactics for Listening on improving listening skills. The results showed that using another book along with the curriculum does help enhance listening skill of the learners. Moreover, the application of classroom and extracurricular activities was carried out by Gonzalez et al. (2015). During his study, he came across many resources which were recommended by both learners and teachers, for example, completion of exercises based on a listening passage and dialogues, dramatizations, watching videos, listening to music and the use of audio CDs for improving listening; nevertheless, none of them were implemented in the observed classes.

Hamad et al. (2019) conducted a study to shed light on a developed approach to be adopted in EFL speaking classes and show the effectiveness of using YouTube Videos and Listening Audio Tracks Imitation (YATI) for teaching English language in speaking classrooms as pedagogical tools to improve EFL learners' speaking skills. The results of their study show that using YATI approach of speaking skill was slow at first but later steady improvement was noticed in both listening and speaking skills. Its impact was also noticeable on their confidence and fluency. YATI helps the students to have a target speaking average to reach (Hamad et al., 2019).

## CHAPTER III

### Methodology

In this chapter, the research design and procedures are presented. Then the participants and sampling followed by the data collection tools are explained. The section after that deals with data analysis. Finally, the ethical considerations along with the validity and reliability issues are tackled.

#### Research Design and Procedures

In this empirical study, a one-group pre-posttest experimental design was selected which is a design that has “the power to reveal cause-and-effect relationships” (Miller, 1984, p. 3). Miller also adds that it is the process of acquiring evidence to show how one variable affects another. Nesselroade and Cattell (2013, p. 22), on the other hand, define experiment as “a recording of observations, quantitative or qualitative, made by defined and recorded operations and in defined conditions, followed by examination of the data, by appropriate statistical and mathematical rules, for the existence of significant relations” (as cited in Cash et al., 2016, p. 5). In this study, the participants' speaking and listening abilities were assessed before and after the three-month semester to check whether they have improved or not. Four permitted audios titled (instructions for an assignment, missing a class, facts and figures, and four conversations) with worksheets were selected for the listening pre-posttest from the British Council, which is a digital library where numerous digital materials can be accessed for free. After searching many databases, listening to multiple recordings and evaluating them, and contacting a number of places for authorization, the British Council were very supportive and awarded their permission for utilizing their resources (see Appendix B).

Nonetheless, an International English Language Testing System (IELTS) design was utilized for the speaking skill pre-posttest, which is “the world’s most popular English test for higher education and global migration” (Cambridge English, n.d.). IELTS speaking test is a face-to-face interview which takes place between a candidate and an examiner. It lasts to the duration of eleven to fourteen minutes and consists of three parts. In the first part, the candidates are asked for their identity and some general questions on common topics such as (study, hometown, work, interests or daily routine). In part two, they are given a task card and one minute preparation time for a two minute talk on the topic on a card. Finally, in the last part of the test, the candidate and the examiner should establish a discussion on the topic of the card and explain their opinions (Karim & Haq, 2014). The assessment criteria for the

test include some categories such as “fluency, grammatical accuracy, coherence and pronunciation” (Karim & Haq, 2014, p. 155).

In this study, the pre-post speaking tests had an IELTS-like framework, although no particular IELTS test was adopted (see Appendix I). The pre-test was carried out at the beginning of the semester. Following that, as part of their curriculum, the participants were taught both (listening and speaking) skills in integration throughout the semester. A post-test of the same design was conducted as the semester ended to test the research hypothesis.

To properly address the posed research questions, a mixed-method approach was utilized. According to Zohrabi (2013), in such studies “both qualitative and quantitative data are simultaneously collected, analyzed and interpreted” (p. 254). The researcher tried to show the effect of merging listening and speaking skills on students’ ability in producing the language. Pre-posttests were administered to indicate how combining the skills affects the speaking performance of the participants. Regarding the qualitative data, however, interviews with participants who agreed to partake were also carried out. In the interviews, the participants were asked about their opinion on studying the two skills in an integrated way, how it has affected their performance and whether more exposure to the language can help improve their speaking abilities or not. Depending on the data obtained from the interviews and pre-posttests, the research questions and hypothesis were answered and assured.

Charmo University, which is located in Chamchamal, Kurdistan region of Iraq (KRI), is following Bologna Process for its teaching program. Bologna Process is a higher education reform process that promotes the quality of European higher education systems and provides opportunities for transformation across Europe (Bologna Process Concepts, n.d.). The system follows European Credit Transfer System (ECTS) and students need to accumulate certain credits to obtain a degree (BA, Ma or PhD). When students are admitted to Charmo university, they study all the four skills in their first academic year. All the available faculties are required to teach their freshmen these skills. They study reading and writing skills together in a module, and listening and speaking skills together in another module. The curriculum which is adopted for teaching these skills is NorthStar (see Appendix H).

The two skills were combinedly taught for the period of a semester. At Chamro University, sixteen weeks comprises a semester. Every week, the skills were taught for six hours which are in turn divided into three lectures (90 minutes each). This semester, however, was shorter than normal semesters and some classes were missed due to the pandemic (Covid19). Thus, the course outline (see Appendix A) was not adequately completed and

some of the materials were not dealt with. Another study week was missed due to public's strike and banning the roads in demands of their salary.

The syllabus was chosen by the university's scientific board and all the faculties study the same coursebook. The class where this research was undertaken in utilized NorthStar 1, Listening and Speaking, third edition (Merdinger & Barton, 2014). The book contains eight chapters (see Appendix H), each chapter includes these sections; listening, speaking, inference, pronunciation, vocabulary, grammar, video and assessments. The reason behind choosing the third edition was due to the fact that the fourth edition was not available in the bookshops of the area.

Regarding the course assessment, participants were assessed based on their participation in class, mid-term exam, oral assignments, test and final exam with the following ratios:

Table 1.

*Assessment Breakdown of the Course*

Assessment Breakdown	Type	%
1	Participation	10
2	Midterm Exam	25
3	Oral Assignments	15
4	Test	10
5	Final Exam	40

As it can clearly be seen in Table 1, ten percent (10%) of their marks were devoted for daily participation in class which included solving exercises, practicing the activities with their peers/groups and expressing their opinions on the topics that were discussed. The midterm exam was conducted out of 25 (25%) in the tenth week of the academic calendar. During the course of the semester, the participants presented a number of oral assignments which were altogether allocated 15 percent (15%). A test was administered out of ten percent (10%) in the middle of the semester. And finally, 40 percent (40%) was dedicated for the final exam which was performed at the end of the semester.

In the first week of their academic semester which is usually for introduction, the teacher introduced herself, the coursebook and the module to the participants and gave them time to introduce themselves as well. Then, the pre-listening test was administered along with some help from the department (regarding invigilating and monitoring of the exam), which lasted approximately forty minutes. Later, the pre-speaking test was carried out individually with all the 51 participants and their voices were recorded, in order for the second rater to grade them. The participants were informed about the recording procedure. While conducting the speaking tests, all the tests were recorded through a mobile device and later shared with the second rater.

In the first lecture, the semester was started with the first unit of the book. The topic of the first unit was about friends and making international friends. The student-participants were shown some pictures of friends and were asked to express their feelings regarding the pictures and friendship. Then they listened to an audio about an organization which works for world peace and creating friendship around the world. Later, they performed some activities related to the audio (for example, guessing the content of the conversation based on its beginning, true/false, choosing the correct answer) (see Appendix C). Following this, they listened to two people conversing about the topic and the participants were asked to summarize what they heard as well as sharing their opinions on the subject matter. Consequently, they carried out some more exercises related to the audio (see Appendix C). Next, they were asked to create groups and discuss their choices and answers with their classmates and check for mistakes, which was later verified through a whole class activity. The last but not the least, they worked with their peers to discuss three-topic related questions and eventually shared their opinions with the whole class.

In the second lecture, the kind of information that follows *and* and *but* was taught. The participants were given lots of examples and asked to give their own sentences as well. They were asked if they had heard of Experiment in International Living (EIL) or any similar organizations, then they listened to an interview that was conducted with a student who had been on the program earlier. Later, they performed some activities related to the audio, first on their own, then with the whole class. They also practiced some new vocabulary (see Appendix C). After that, they listened to three excerpts related to the usage of *and* and *but* where the participants had to choose what should come after the sentence they heard. The activity that followed was a role-play with their peers where they had to connect the two listenings and initiate a discussion about the organizations that were studied earlier. To make sure they have mastered the vocabulary that was dealt with in the unit, the participants

completed another conversation on their own and then practiced it with their peers. As homework for the following week, the participants were given an assignment to prepare and present orally (see Appendix C).

In the third lecture, the participants had to present the short oral reports they were told to prepare, which was about introducing a country that has a Friendship Force club and sharing some traits of the organization with their classmates. Consequently, the whole class lecture was spent on this activity.

In the fourth lecture, the participants were asked if they were to ask about someone's personality, how would they do so? After hearing their responses, it was explained to them how to do so in three different ways and then taught the adjectives that are used for this purpose. Aside from those which were provided in the book, some other adjectives were taught that are used to describe personality and they were asked whether they knew any more. As there was a grammar section, the subject was orally reviewed with the participants and much time was not spent on it since they had already studied this multiple times. Later, the participants described some pictures in the book which were about people's personalities, they were asked to use the adjectives in examples and also to describe someone close to them. Afterwards, they were asked to create groups of three and ask each other questions (see Appendix C). The following activity was watching a video about communication through ages, summarizing it and discussing it as the whole class. They also completed a conversation with the correct form of *be* and checked the answers together. The last thing that was done was a discussion on three topics related to the unit (see Appendix C).

In the fifth lecture, the participants were asked to look at a photo which was placed at the outset of the unit, and to talk about the art and the material that was used in creating it. Then, they were asked to express their opinions about it and to mention their favorite kind of art. After that, they listened to an audio about an artist who made sculptures and they were asked about the details in the audio. Following this, an exercise was done about the vocabulary items that were in the audio and participants were required to provide examples where they used these words/phrases. Subsequently, a new sculpture came up and participants were asked to express their opinions about it. Then, they listened to another audio about the same artist and participants performed some exercises (see Appendix C). The following task was explaining how to understand surprising statements and phrases that are used to show surprise with examples. To practice this, they listened to three excerpts and had to identify the reason the people were surprised. Finally, they had to carry out a discussion with their peers (see Appendix C).



In the sixth lecture, they listened to an audio about Gee's Bend which is a small town in Alabama. The participants shared what they understood from the audio and were asked questions about the details of the audio afterwards. Then, they performed some exercises related to it (see Appendix C). Later, it was explained to them how to differentiate between details and main ideas and the importance of details in speech. To practice this, they listened to three excerpts and they were required to identify the main ideas and the details. After that, the participants had to connect the listenings and did a role-play in groups of three. As soon as they finished their conversations, they had to complete another conversation with some vocabulary which were provided and to practice it with their peers. Moreover, some expressions were taught which are used to express like and dislike and then the participants worked in small groups to use the expressions in questions and answers. At the end of the lecture, the participants were given homework which was an online research about traditional art in a country. The participants had to prepare some pictures along with the oral reports and present their work with their peers.

In the seventh lecture, the participants had to present the information they were told to prepare orally, which was about traditional art of a country and they were informed about presenting the report with their peers. Consequently, the whole class lecture was spent on this activity.

In the eighth lecture, since a grammar section was encountered, the present simple rules were orally revised with the participants and they were given some examples to make sure they all remembered the subject. Then, the participants had to finish a conversation with the correct form of *be* and the answers were checked as the whole class. Afterwards, it was explained to them how to express their opinions and some phrases were introduced which could be used to achieve this goal. Later, the expressions were used in examples. A pair work followed, where participants had to express their opinions about some kinds of art and asked for their friends' opinions. After that, participants had to role-play a discussion in groups of three. Once they finished this, some topics related to the unit's topic were discussed (see Appendix C), and everyone had a chance to express their opinions. The last activity of the lesson was watching a video about fashion, asking participants to share what they understood from it and creating a discussion related to the video's topic.

In the ninth lecture, the participants were asked to have a look at the picture which was placed at the outset of the unit which represented dream catchers and to express their opinions about it, whether they knew its origin, possessed one or not. Then, the first audio of the unit was listened to and the participants looked at the text while listening then they had to

tell what the text and audio were about. After that, the meanings of the boldfaced words were discussed, they were matched to their definitions and put in examples. Next, they had a discussion with their peers (see Appendix C). Once they finished, they listened to the story of the dream catchers and participants were required to share what they understood from it and to summarize it. Later, some activities related to the audio were performed (see Appendix C), first individually then as the whole class. The following section was about understanding speaker's beliefs which was explained through the example and the audio that accompanied it. To make sure participants have understood the subject, they listened to three excerpts and they had to identify the speaker's beliefs. Finally, in groups of four or five, they expressed their agreements and disagreements on some topics, as well as their reasons behind it.

In the tenth lecture, the participants listened to a recording about three university students discussing special possessions. They were required to comment on it and summarize it. Then, a true/false exercise was performed. Next, two participants were asked to read out a conversation, the meanings of the boldfaced words were discussed, matched with their definitions and finally put in examples. After that, it was explained to them how to understand a speaker's excitement through their intonation. The example which was provided in the book was used accompanied by its audio and some other examples. Moreover, to make sure of their understanding, the participants listened to three excerpts where they had to determine whether the speakers were excited or not. Once this activity was over, participants were directed to connect the two listenings of the unit on their own and role-play a conversation with their peers (see Appendix C). Subsequently, participants individually completed a text about a professional designer who helps people make their homes organized. Then, it was checked as the whole class. Finally, they had to discuss in groups what they thought of the job, if they had heard of it or not, whether they would hire someone like this or would like to have a similar job in the future. At the end of the lecture, they were given homework (see Appendix C).

In the eleventh lecture, the participants had to present a short oral report that they had prepared through interviewing a classmate and asking them about a special possession. They were instructed to ask them some questions about the item, and were directed to come out front and tell the class the most interesting information about it. Consequently, the whole class lecture was spent on this activity.

In the twelfth lecture, two participants were asked to read out a conversation between a professional designer and a pack rat. Together, the meanings of the boldfaced words were discussed, matched to their definitions and put in examples. Then, they discussed some

questions with their peers. The next section of the book was about adverbs of frequency. Accordingly, they were revised orally. Their meanings were explained, examples were given and theirs were asked for. After that, the participants finished some sentences with the correct adverbs which were checked together as well. The activity that followed was watching a video about a diamond park in America which was then discussed and the details were worked on. Later, it was explained to them how to include others in a discussion by teaching them some techniques and questions that allowed them to do so. They practiced this through completing a discussion with their peers. As the whole class, they also discussed some topics (see Appendix C). The last activity, however, was an imaginary situation where participants would act like there is a fire at their homes, they need to leave the house very quickly and could only take one thing with them; what would they choose to take? They had to decide and tell their groups the reasons behind their choice. Later, one of the group member acted as a reporter and reported back the group's decisions and reasons to the class. Finally, the next unit was assigned to them as homework.

In the thirteenth lecture, the participants were asked to have a look at the picture in the beginning of the unit, a lady, to express their thoughts and opinions about her and what they thought she was doing. The first audio of the unit was played where participants listened while reading the article about creativity. They were asked to share their understanding of the text with the class and about the meaning of the boldfaced words as well. Then, a multiple choice exercise was conducted by everyone and the words were used in sentences to make sure of their understanding. After that, an audio was listened to about a high school business owner who makes wristies. They were asked questions regarding the audio and also asked to summarize it. They did a true/false exercise on their own and then it was performed as the whole class. Another activity that they did was crossing out an incorrect answer out of three answers. Next, contrasting ideas and how to notice them were explained. It was clarified through the provided example and its audio then some other examples were given. The participants practiced through the four excerpts that were provided afterwards where they had to identify the contrasting words. Finally, they discussed some topics with their peers (see Appendix C).

In the fourteenth lecture, a recording was listened to about a university MBA lecture. They were asked questions about the details in the audio and also to summarize it in their own words. Then, they did a true/false exercise on their own first and as the whole class later. They also worked with their peers and completed some statements with words provided to them, which were later checked altogether. After that, it was explained to them how to listen

for signal words for main ideas and how speakers divide information into parts through giving them examples of signal words. They listened to an excerpt where they had to decide how the professor organized the information. Later, they connected the two listenings individually and then role-played a conversation with their peers (see Appendix C). Along with their peers, they read and completed a conversation about another creative business owner which was discussed with the whole class once they finished. At the end, they were given homework (see Appendix C).

In the fifteenth lecture, the participants had to present a short oral report that they had prepared about a young business owner or entrepreneur of their choice. They were required to research how they had started, when, what was their business, who had supported them in the beginning and what did they do now. Consequently, the whole class lecture was spent on this activity.

In the sixteenth lecture, a recording was listened to about creativity and stress and participants looked at the text while listening. They were asked about the meanings of the boldfaced words, matched them to their meanings with their peers, practiced them and put them in examples. Then, they worked in groups of three and interviewed each other with questions where the new vocabulary items were employed, and answered their classmates' questions. The next section was grammar about the use of there is/there are which was orally revised, they were given multiple examples and asked for theirs. Later, the participants completed a conversation with the correct form of there is/there are which was checked as the whole class afterwards. Together with their peers, they practiced the conversation. It was explained how to react upon hearing surprising information versus normal (not surprising) ones, through the examples that were provided and some others. To practice the phrases, they role-played a conversation with their peers (see Appendix C). In addition to this role-play with their peers, they performed another role-play in groups of three (see Appendix C).

### **Participants and Sampling**

The participants were 51 freshmen university students of the English department at Charmo University in the North of Iraq, and the study took place during the Fall semester of the academic year 2020-2021. The participants were also EFL learners. Out of the 51 students, 38 of the students were female and 13 were male. Non-probability sampling technique, convenience sampling, was employed since in case study research designs, this technique is mostly used. Dörnyei (2007) mentions that in convenience sampling, the participants should meet "certain practical criteria, such as geographical proximity,

availability at a certain time, easy accessibility or the willingness to volunteer” (as cited in Farrokhi & Mahmoudi-Hamidabad, 2012, p. 785). In the same manner, Etikan et al. (2016) believe that in convenience sampling, the participants are located near the area that the study is conducted in, that is why it could be called ‘accidental’. Whereas it is stated in Taherdoost (2016) that through employing convenience sampling, a number of the limitations that accompany research can be surpassed as the researcher is basically familiar with the participants and might be even close to them in comparison to unknown participants.

The class in which the study was undertaken, composed of 64 participants. However, deciding on this number of participants to participate in the research was due to the fact that only 51 of them were present on the day of the pretest; in other words, the first week of classes. The intention of organizing a make-up exam was scheduled for these students, nevertheless some of the participants attended class after a month of teaching. Taking into consideration the fact that they had missed one month of class, it was decided not to include them in the study. Moreover, the rationale behind this sampling is the fact that students’ proficiency level in English listening and speaking is not that high before university in the North of Iraq. The majority of the participants come from public high schools where they study Sunrise. This coursebook is followed by classes one to twelve in public schools. The book is considered learner centered (Mohammed, 2015). At Charmo University, the participants study speaking and listening together as one of their modules in their first year. So, they fit the purpose of this study.

### **Data Collection Tools**

Two tools were implemented to collect the data, namely, pre-posttests and interviews.

#### ***The Pre and Post Tests***

As aforementioned, at the beginning of the semester, the pre-tests was administered and at the end, the post-tests were conducted (before and after the three months treatment). The tests were exactly the same and no changes in their format and content were made. The listening and speaking skills of the participants were assessed in both tests. Four permitted audios were utilized in the listening pre-posttests (see Appendix J). As a result, the test was separated into four sections, each of which required them to complete two tasks. On the test sheets, there were clear instructions that were also reiterated verbally. Participants were told that each audio would be played twice and that they would have five minutes to complete and organize their responses following each part. Furthermore, they were informed that there

would be 50 questions to answer, with each correct answer receiving two marks, for a total of a hundred.

The first part of the listening pre-posttest was an audio about a university teacher giving instructions for an assignment and finishing two tasks which were choosing the correct answer and matching parts of sentences. The second audio was a student explaining why she could not attend class and the tasks contained choosing the correct answer again, and putting words in order to make sentences. The third audio was a lecturer giving some facts and figures and they were required to put topics in order as well as completing some sentences with numbers which were provided. The last audio was four conversations on different topics and participants had to match the topics to the conversations first, then decide whether some sentences are true or false. The papers were all checked and graded.

IELTS speaking test format was used to design the speaking pre-posttests (see Appendix I). The test took place with one individual participant at a time. Initially, they were questioned about their biographic information. Then they were asked a series of questions on topics that they were familiar with, such as (hometown, study, family, daily routine). Later, they were shown a picture and given some time to discuss it. Finally, they were asked a series of questions on the pictures, all of which related to the above-mentioned common themes. The following criteria were used to assess the speaking tests: fluency, pronunciation, vocabulary, grammatical accuracy, communicative strategies, organization of speech, relevance and adequacy of content. Five points were given for each criterion, for a total of 35 points.

### ***Interviews***

To gather qualitative data for the study, semi-structured interviews were performed with individuals who expressed an interest in participating as soon as the treatment phase finished. Semi-structured interviews are “conducted conversationally with one respondent at a time” and it is usually followed by ‘why or how questions’ (Adams, 2015, p. 493). Adams also mentions that a semi-structured interview is a beneficial tool in mixed-method research designs as it adds depth to the data. The participants were informed that their voices will be recorded (using a mobile device), but they will only be used to serve the research purpose and their identity will stay confidential. Rabionet (2011) has conducted a study on the procedures to follow when conducting a semi-structured interview and suggests “audio recording above all the other methods” (p. 565). A total of two hours (120 minutes) were spent on the

interviews with each interview lasting for about five to seven minutes. The following are the questions that were addressed to the participants:

1. What curriculum did you follow this semester? Describe it.
2. How would you evaluate it?
3. How did the teaching and learning process take place? How were the activities practiced?
4. Describe the difference between the English you studied this semester and the one you, have studied throughout school.
5. Which one do you find more useful for enhancing listening and speaking skills? Why?
6. Have your listening and speaking skills improved? If yes, to what extent?
7. How did you feel this semester? – Motivated, bored

### **Data Analysis**

Due to the fact that the study used a mixed-methods design, the data that was obtained was both quantitative and qualitative and each type required a different analysis method.

### ***The Pre and Post Tests***

Statistical Package of Social Sciences (SPSS) software program version 23.0 was used to analyze the qualitative data that was obtained from the pre-posttests. In order to establish whether there was an improvement in student-participants' performance and how significant the difference was, a Paired Samples t-test was utilized. Pearson correlation of the pre-posttests was also run to find out the relationship between them.

### ***Interviews***

To analyze the qualitative data that was collected through the interviews, thematic analysis was used which is “a method for identifying, analyzing, and reporting on thematic patterns within data” (Borrell, 2008, p. 197). According to Castleberry and Nolen (2018), there are five steps to be followed in the analysis process, namely “compiling, disassembling, reassembling, interpreting, and concluding” (p. 808). The first step starts with the transcription of the data. They also recommend transcribing the data by the researchers themselves as it will enable them to grasp the important issues and also writing notes when they come across an important point. Following this, the process of disassembling needs to be activated, where the data should be separated into groups, similarities and differences are searched for, and coding begins.

Gibbs (2007) defines coding as the way definitions are given to the information that is being analyzed. After that, in reassembling, the codes need to be transformed and mapped into themes which are “patterns in the codes; they take the numerous pieces of related code to show a bigger picture of what is being portrayed” (Castleberry & Nolen, 2018, p. 809). In the next step, as its name suggests, the process of interpreting and making sense of the data emerges where researchers need to develop a thematic map and look for the relationship between the different themes. In the last step of the process which is the conclusion, the research questions should be answered and reasonable conclusions should be reached.

At the time of performing the interviews, the researcher recorded and then transcribed them. Then, emerging codes and themes were inspected throughout the transcriptions. After that, comparisons were made in quest of finding similar and contrastive themes which were later categorized accordingly. Ultimately, the codes and themes were interpreted upon which conclusions were drawn.

### **Ethical Considerations**

The ethics committee of the Near East University in North Cyprus was contacted and permission was granted to perform the study (see Appendix E). In addition to Near East University, the chairman of the English department at Charco University, where the study was conducted, gave oral consent and expressed willingness to support the researcher in any way. The research's goals and objectives were explained to the participants. Those who took part in the interviews were given a consent form to sign, which guaranteed their anonymity (see Appendix D). None of the participants were asked for their names, only their signature and date were required in the consent form. Prior consent was taken from them to record their voices as well, as it was required in order for the second rater to assess them later. A mobile device was used to record the interviews. Furthermore, throughout the interview transcripts, participants were given a pseudonym to keep their identities hidden, and these pseudonyms would be utilized throughout the thesis.

The British Council, the database from which the audios for the listening tests were downloaded, was also requested for permission and they granted it (see Appendix B). It is also worth mentioning that plagiarism was detected through Turnitin (see Appendix K), which is "a plagiarism detecting software" or an instrument that matches text electronically, to ensure originality of the research findings and results (Ayon, 2017, p. 2092).



### Validity and Reliability

The researcher (lecturer of the class) and another EFL instructor from the English department assessed the participants' speaking tests to minimize scoring bias, produce trustworthy findings, and preserve the validity of the speaking pre-posttests. As a result, the tests were rated twice by two separate raters but both using the same criteria (fluency, pronunciation, vocabulary, grammatical accuracy, communicative strategies, organization of speech, relevance and adequacy of content). An inter-rater reliability test was conducted on SPSS (see Table 2). According to the obtained data, the correlation between the grades of the two raters was 0.73 which implies a consistency across raters.

Table 2.

*Inter-Item Reliability Test for 1<sup>st</sup> and 2<sup>nd</sup> Rater*

	Posttest	Pretest
Posttest	1.00	0.73
Pretest	0.73	1.00

Moreover, the Cronbach's Alpha for both listening and speaking tests were calculated and the results were 0.88 and 0.81 respectively (see Table 3). According to J. Gliem and R. Gliem (2003), "the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale" (p. 87). This indicates that both of the tests are reliable as George and Mallery (2003) also believe that a value greater than 0.8 means that the reliability is 'good' (as cited in J. Gliem & R. Gliem, 2003).

Table 3.

*Cronbach Alpha of the Listening and Speaking Tests*

		N
Listening Tests' Cronbach's Alpha	0.88	2
Speaking Tests' Cronbach's Alpha	0.81	2

*Key: N: Number of Items*

Zohrabi (2013) mentions in his study that using different methods to collect the data will result in stronger validity which is the reason behind employing more than one instrument for data collection. In addition, the tests and interview questions were checked and reviewed by the researcher, the supervisor and two teachers of the English department to check for content validity. Rossiter (2008) defines content validity as the extent to which aspects of an evaluation tool are relevant to a representative of the intended domain for a specific assessment aim (as cited in Haynes et al., 1995, p. 238). The purpose of the revision was to ensure that both the tests and interview questions represented the skills that were being assessed.

## CHAPTER IV

### Findings and Discussion

In this chapter, the data that was collected is analyzed and discussed. First, the results of the pretests and posttests are shown. Then, the findings of the interviews are presented. After that, both of the qualitative and quantitative data are discussed with regard to previous literature in the field.

#### The Pre and Post Tests

##### *Listening Skill*

As it was explained in the previous chapter, the participants were given a pretest in listening before starting the semester. The test included four audio recordings that participants listened to and had to perform some tasks related to them (see Appendix J). Then the two skills were merged and taught together throughout the semester where different techniques were incorporated to improve their performance. At the end of the semester (three months period), a posttest of the same format was conducted.

As shown in Table 4, the inter-item correlation between the pretest and posttest is .798 which suggests a good degree of consistency.

Table 4.

##### *Listening Pre-Post Tests Inter-Item Correlation*

	Listening	
	Pretest	Listening Posttest
Listening Pretest	1.000	.798
Listening Posttest	.798	1.000

Furthermore, through examining the mean value of the pretest and posttest, which are 62.87 and 78.09 respectively, it can be seen that the value has increased to a good extent. This is indicative of the improvement that the participants have achieved (see Table 5).

Table 5.

*Listening Pre-Post Tests*

	M	SD	N
Listening Pretest	62.76	20.91	51
Listening Posttest	78.09	18.19	51

*Key: M: Mean      SD: Standard Deviation      N: Number of Students*

The correlation of the pre-post listening tests which was measured through Pearson correlation coefficient (Pearson's  $r$ ), shows a statistically significant and strong positive correlation between them with the value of 0.798 as it is shown in Table 6.

Table 6.

*Correlation of the Listening Tests*

		Listening Pretest	Listening Posttest
Listening Pretest	Pearson Correlation	1	0.798**
	Sig. (2-tailed)		0.001
	N	51	51
Listening Posttest	Pearson Correlation	0.798**	1
	Sig. (2-tailed)	0.001	
	N	51	51

\*\* Correlation is significant at the 0.01 level (2-tailed).

*Key: N: Number of Students*

A paired samples t-test was also used to look at the differences in the mean score of the two tests (see Table 7). The mean difference between the pretest and the posttest was 62.7 (pretest) and 78.0 (posttest), indicating that there was a significant difference. The gains are also statistically significant ( $t=8.62$ ,  $n=51$ ,  $p=.001$ ). Coe (2002) states the fact that "if  $p < 0.05$  (i.e. below 5%), the difference is taken to be large enough to be 'significant'; if not, then it is 'not significant'". This demonstrates that the study's p-value of 0.001 is extremely

significant. Meanwhile, Cohen (1969) interprets an effect size of 0.2 as ‘small’, 0.5 as ‘medium’ and ‘large enough to be visible to the naked eye’, and 0.8 as ‘grossly perceptible and therefor large’ (as cited in Coe, 2002). This study's effect size is 0.73, which is close to 0.8 and hence regarded large/high.

Table 7.

*Listening Pre-Post Paired Samples Test*

		Paired Differences								
		M	SD	SED	95% Confidence Interval					
							of the Difference			
					Lower	Upper	T	df	S	
Pair 1	Listening Pretest – Listening Posttest	-15.333	12.702	1.778	-18.905	-11.760	-8.621	50	.001	

*Key: M: Mean      SD: Standard Deviation      SED: Standard Error Mean*  
*S: Significance*

***Speaking Skill***

The participants were given a speaking pretest as well, as it was previously explained. The test consisted of three parts (see Appendix I). First, they were asked about their identities and some general questions related to; study, hometown, daily routine and family. Then, they were given a picture and some time to describe/talk about the topic of the picture. Finally, they were asked some questions related to the topic of the pictures which were also on common topics. After the pretest, the participants studied listening and speaking skills in an integrated manner for a period of three months (a semester), and then were given a posttest of the same design.

The inter-item correlation between the pretest and posttest was .730 which reveals that there is a considerable amount of consistency (see Table 8).

Table 8.

*Speaking Pre-Post Tests Inter-Item Correlation*

	Speaking Posttest	Speaking Pretest
Speaking Posttest	1.000	.730
Speaking Pretest	.730	1.000

Moreover, the mean value of the pretest and posttest which are 15.92 and 24.20 respectively, has witnessed a major shift. This, in turn, indicates that there is considerable improvement in the participants' speaking performance. As it can be seen in Table 9, the number of the students is 102, this is because both of the raters' scores have been calculated.

Table 9.

*Speaking Pre-Post Tests*

	M	SD	N
Speaking Pretest	15.92	8.39	102
Speaking Posttest	24.20	6.01	102

*Key: M: Mean      SD: Standard Deviation      N: Number of Students*

When examining the correlation coefficient through Pearson's  $r$ , it can be seen that there is a statistically significant positive correlation between the pre and post speaking test with the value .730 as shown in Table 10.

Table 10.

*Correlation of the Speaking Tests*

	Speaking Pretest	Speaking Posttest
Speaking Pretest	Pearson Correlation 1	.730**
	Sig. (2-tailed)	.001

	N	102	102
Speaking Posttest	Pearson Correlation	.730**	1
	Sig. (2-tailed)	.001	
	N	102	102

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Key: N: Number of Students*

A paired samples t-test for the speaking tests was also performed to show the differences in the mean score of the two groups (see Table 11). The mean value of the pretest and posttest was 15.92 (pretest) and 24.20 (posttest) respectively, showing that there is a significant difference. The gains were likewise statistically significant ( $t=14.57$ ,  $n=102$ ,  $p=.001$ ). So there is a highly significant difference between the tests considering  $p<0.05$ .

Table 11.

*Speaking Pre-Post Paired Samples Test*

		Paired Differences							
		M	SD	SED	95% Confidence Interval of the Difference				
					Lower	Upper	T	df	S
Pair 1	Speaking Pretest – Speaking Posttest	-8.284	5.740	0.568	-9.411	-7.156	-14.574	101	.001

*Key: M: Mean      SD: Standard Deviation      SED: Standard Error Mean*

*S: Significance*

## Interviews

The interviews were conducted at the end of the semester (which lasted three months) and each interview took about five to seven minutes. As it was mentioned in the previous

chapter, the interviews were transcribed and then analyzed through thematic coding. Different themes emerged from the analysis and were later grouped accordingly.

### ***The Coursebook***

Out of the twenty participants that volunteered for the interviews, most of them believed the book that was used during the semester was good or very good. When one of them, William, was asked to describe the book, he said that “it was good, like kind of perfect, nothing is perfect but it was kind of perfect, the textbook”. They also remarked that the level was appropriate for their English proficiency. In contrast, James and Anne, referred to the book as ‘outdated’ and ‘not new’. They believed that it was similar to the books they had studied at school, and they were expecting something else. According to Brown, however, the book was totally different from school books, namely, Sunrise. He stated that “the book is totally different from the book that we had in school. There are some exercises that need you to do it with your partner, and I find it exciting for me because it’s activity with your friends and I enjoy it, a lot”. Mark, Katie and Jack stated that the book was simple or basic.

### ***The Activities and Exercises***

James and Mark believed that the activities that were practiced inside class were really good. In addition, Mark mentioned that he got better at presentation. This was reinforced in the majority of the participants’ responses. Tiffany was one of those who stated “I really liked those parts when we speak with each other and the part when we come out in the front and speak about a different subject.” The participants' favorite activities that were practiced during the semester were working with their classmates and groups. When asked to describe the activities, Rose replied that they were “so good especially when we spoke with each other in the class, we practiced with partners, I could learn from that.” All the other participants expressed the same opinion regarding the earlier point. Emma pinpointed that these activities have taught them “how to learn with each other”.

### ***Differences in English***

When the participants were asked to describe the difference between the English they had studied at school and the English they studied throughout this semester, they all argued that grammar and grammatical rules were the focus of English at school. This is clearly observed in the participants' replies. Brian put forth that the English he had studied at school was “traditional, most of the times it was for grammatical rules and not for teaching



speaking and listening skills, it's not good for me, it's just for passing the stages of the school". Sophia was also of the same opinion and stated:

Throughout school, we did not learn English because the teacher was not speaking English and did not practice the students to learn the new words, just studied the English grammar. But this semester, everything changed, because the teacher speaks English and if your teacher speaks English, you are trying to speak with your teacher so you try and search to learn new words to speak with your teacher and the books also, everything is written in English and nobody uses another language, only English.

Most of the participants also referred to the same point Sophia mentioned about the usage of native and target language. They declared that they used their own language, Kurdish, in class and that they did not employ practical English language use. Katie was of the belief that they had no freedom to speak (use the language) at school, so did Mary who mentioned that there was no practical employment of the language (see Appendix F).

Another issue that they pointed out was the fact that English was taught to pass a stage only. Oscar stated that "there are a lot of differences between school and here because at school we all read just to pass the level but now all of us need to learn the subject for future." In contrast to all the other participants' opinions, James and Anne said that they did not feel much difference and that "things were pretty much the same". There seemed to be a controversy since James mentioned how there were no listening activities at school, but at the same time perceived things as similar.

### ***Improvement***

In response to whether they believed their listening and speaking skills have improved throughout the semester or not, only one of the participants' answer was negative while all the others replied positively. James believed that he was already there, he knew everything that was taught so "it was not much of an improvement" for him. Some of the participants thought they had improved a little while several others believed their speaking skills got better in comparison to their listening. This was clearly detected in Tiffany's words who mentioned "my listening skill has improved slightly but the speaking one, I feel like improved a lot and I'm very thankful". Nevertheless, Jack was of a contrastive opinion and reported he still had problems in speaking as if there was a 'bug' in his chest but his listening

was better than ever. The rest of the participants who would be the majority, demonstrated a significant improvement worth noting. They were quite delighted and satisfied with their development. Sophia made the argument that her skills had got better, she “is trying and learning so much words and that is new” for her.

### *Perception*

The last question in the interview investigated the participants’ feelings and perception towards the course and the semester. Affirmative replies were obtained from almost all of the participants who eagerly talked about how they could speak English now. Jack pointed out that “it was a beautiful semester, we learned a lot, we spoke with our friends and we learned how to learn with each other and how to improve our skills”. Similarly, Emma described it as a ‘beautiful’ semester. The only two participants who did not give much optimistic replies were James and Anne. Anne mentioned that “before entering university, I thought of learning more advanced vocabularies and textbooks and these kind of stuff, I wasn’t expecting this at all”.

### *Thoughts*

In addition to the points mentioned earlier, there were some others that were detected when analyzing the data. Few participants stated that they were shy about using the language before taking the course, but that they felt considerably more confident afterwards. When asked about their improvement, Anne thought she had overcome her shyness and stated “I think my speaking skill got kind of better cause before I was kind of shy to speak but now I feel way more confident to speak English”. This was also explicitly seen in Brian’s response who mentioned that he was shy and ashamed to use the language before. Despite this, one of the participants, Rose, said that she still felt shy and stressed when presenting a topic and still needed more practice.

Another characteristics of the course according to several participants was the way they enjoyed the lectures and had fun in class. For instance, Anne described the teaching as ‘vey fun’ and that the teacher was ‘so friendly’. She also mentioned that “we had so much fun together, we were joking, I really loved the teaching style”. Mark and Katie were also of the same opinion.

## CHAPTER V

### Discussion

In this chapter, the findings of the study are discussed in comparison to the previous literature. First, the pre-posttests' results are discussed then the interviews'.

#### The Pre and Post Tests

This study investigated the impacts of teaching speaking and listening in an integrated manner; in other words, not in an isolated approach. The outcome of the pre-posttests show that integrating the two skills in teaching can increase students' communicative competence, based on the results that were shown earlier. These data reinforce Tavi's research (2010) who believes that "teachers should teach these two abilities in an interactive approach" (p. 766). Consequently, he arrived at the conclusion that learners are more effective when skills are taught together rather than separately. Nevertheless, Celik and Yavuz (2015) investigated the relationship between listening and speaking grades in EFL Turkish students and discovered that there is little correlation between the two skills due to some factors that influence speaking skill scores, such as anxiety, the fact that speaking is the last phase of the learning process when compared to listening, and the fact that speaking is a "completely active action that needs a linguistic background as well as communicative and social abilities" (p. 2140).

The use of cooperative activities in the classroom was one of the reasons that influenced the improvement of students' communicative competence. In their study, Kartal and Zbek (2017) discovered that in the experimental group when cooperative activities were included, students' views had altered dramatically. Students felt 'less anxious,' 'less bored,' and more 'interested' (p. 819). This was also apparent in the class where this research was conducted. When working with their peers/groups or during class discussions, the participants felt extremely stressed at the beginning of the semester. However, as the semester proceeded, the participants had become much more comfortable and ready to participate in the activities. The findings are also in accordance with another study which states that students feel group work is very inspiring as it offers the chance for target language practice and speaking time (Koç, 2018).

A study on the relationship between listening and speaking skills by Rost (1994) supports the findings of the current paper. He discovered that speaking is a tool for

interaction, authentic language is difficult to comprehend, and that through listening, new forms of language can be learnt (as cited in Bozorgian, 2012).

## **Interviews**

This study aimed at improving students' communicative competence through integrating listening and speaking skills. The results indicated that the participants had positive attitudes towards the semester. The emerging themes which included the coursebook, the activities and exercises, differences in English, improvement, perception and thoughts, showed that the participants' listening and speaking skills have undergone a major progress. One of the reasons for this improvement would be due to the book that was used in the course, namely, NorthStar. Most of the participants reported that they liked the book and thought it was 'very good'. The favorable impacts of course books on the teaching/learning process in EFL classrooms are mentioned by Charalambous (2011). He argues that there are several benefits to using a course book and that "most teachers consider course books to be valuable aids that offer useful material and support" (p. 3).

Another reason could be the way the activities and exercises were practiced. The participants enjoyed working with their peers and in groups and mentioned that these activities were very useful. According to Johnson and Johnson (1999) as well, group work develops "student motivation, school achievement, oracy development, and critical and analytical skills" (as cited in Koç, 2018, p. 584). He also mentions some factors behind students' preference to group work as these kind of activities facilitate the subject and the learning, allows sharing and emergence of ideas, and the chance to practice with their friends. In the same manner, Brown (2007) also recommends including pair work, group work, and role-plays into EFL classes since they encourage hesitant students interact with their peers and begin dialogues (as cited in Alharbi, 2015).

Most of the participants expressed major differences between the way they had studied English at school and the way they studied the semester. The differences vary from focus on grammar and native language usage to focus on skills and foreign language usage. According to Natsir and Sanjaya (2014), the use of mother tongue is linked to GTM, which is one of the conventional teaching approaches that is no longer encouraged.

Improving participants' self-esteem and confidence when speaking, was regarded as one of the achievements of the course in many of the participants opinions. They mentioned

how the kind of activities that were practiced had helped them to overcome their stress and shyness, and feel more confident when participating or presenting a topic. Castro (2010) has arrived at the same conclusion that as he states in his master's thesis that "a participant was glad that being in front of the class acting out a dialogue helped him overcome shyness about speaking in public" (p. 43). Moreover, participants expressed having fun in class and enjoying the friendly environment which resulted in minimizing their stress level. Al Bahbuh (2018) believes that such lessons aim at making "students able to listen and speak" as they employ the communicative approaches of language (p. 73).

## CHAPTER VI

### Conclusion and Recommendations

In this chapter, a brief synopsis of the main findings are drawn along with answering the research questions. Then, implications and recommendations for further studies are discussed.

#### The Main Findings

This study tackled the effects of integrating listening and speaking skills on English as a foreign language (EFL) students' communicative competence. The results of the listening and speaking tests along with the interviews revealed that, students' communicative competence could be improved through integral teaching of the two skills.

With regards to the first research question, the results of the paired samples ttests showed a statistically significant gain; ( $p$ -value which is 0.001 in the study) was highly significant. Moreover, the mean value of the posttests had considerably increased and there was a statistically significant positive correlation between the pre and posttests. These results suggest a remarkable improvement in the EFL students' communicative competence.

Regarding the second research question, the participants' attitudes were positive towards the method as they expressed their affirmative opinions towards the coursebook, the way the activities were practiced, difference in English, improvement in their self-esteem and confidence.

In light of these findings, the null hypothesis is rejected and the alternative hypothesis which stated that integral teaching of listening and speaking improves EFL students' communicative competence and students approach it positively is accepted and proved to be true in the present study.

#### Implications

This study was based on Kurdish EFL students and thus the implications are mostly for teachers and researchers in this area. First, the participants had enormous benefits from the recordings that were played in class and the discussions that followed them. Therefore, teachers should consider their employment in their lessons. Second, creating a friendly environment to diminish students' stress and enhance their self-esteem is crucial to the learning process. Third, communicative strategies should be integrated in EFL classes to

facilitate the process of acquiring the language for communication in addition to a variety of activities, to avoid boredom and repetition. Last but not least, it is of major importance to avoid discussions in mother-tongue and encourage learners to use the foreign language despite the errors they encounter.

### **Recommendations**

Considering the results and the limitations of the study, the following recommendations can be made for further studies:

1. This study was limited to one department, and only one semester of teaching. To obtain more general results, future research could replicate the number of the participants that are engaged and examined.
2. The current study only investigated teaching the two skills in integration. Future research could be performed as a comparable study investigating the differences between two classes, one which studies the skills in isolation and one which integrates them.
3. Integration of all the four skills (reading, writing, listening, speaking) in the same context could be examined in future studies.

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## Appendices

### Appendix A

#### The Course Outline

<b>CHARMO UNIVERSITY – FACULTY OF EDUCATION AND LANGUAGES</b>							
Department of English Language							
Course Information Sheet & Course Outline							
Course Code	Course Name	Credit	ECTS				
	Listening and Speaking Skills						
<b>Pre-requisite:</b>							
<b>Language:</b> English		<b>Course Type:</b> Compulsory		<b>Year:</b> 2020-2021		<b>Semester:</b> Fall	
Weekly Hours	Class Hours	Laboratory	Practicum	Learning Sessions			
	6	0	0	PS	C	R	T
<b>Learning Outcomes</b>	After the completion of this course, the student will be able to <ul style="list-style-type: none"> <li>▶ Work in pairs and discuss a specific topic</li> <li>▶ Work in groups and take their classmates' opinions</li> <li>▶ Gather information about a topic and orally present it to a group of people</li> <li>▶ Listen to audios and videos and summarise the main points in them</li> <li>▶ Develop their listening and speaking skills outside the class as well</li> </ul>						
<b>Course Description</b>	In this course, the students will study a reasonable number of new vocabularies, they will practice their listening and speaking skills through listening to audios and having different kinds of discussion with pairs, groups and the whole class. Students will also watch a video at the end of each unit which is related to the unit's topic and discuss it.						
<b>Course Objectives</b>	The students are expected to show improvements in both their listening and speaking skills, to lessen the anxiety and stress they feel when expressing their opinions in a foreign language to a group of people and to develop their presentation skills.						
	1	NorthStar 1					

<b>Textbooks and/or References</b>	2	The CD		
	3	The videos		
	4			
	5			
<b>Course Content</b>				
<b>Methods and Techniques Used in the Course</b>	<ul style="list-style-type: none"> <li>- Pair work</li> <li>- Group work</li> <li>- Listening to audios and watching videos</li> <li>- Presenting oral reports</li> </ul>			
<b>WEEKLY OUTLINE</b>				
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Activities</b>	<b>Reference</b>
1	7 <sup>th</sup> December	<b>Introduction to Classes</b>		
2	14 <sup>th</sup> December		Unit One – A World of Friends	
3	21 <sup>st</sup> December		Unit One – A World of Friends	
4	28 <sup>th</sup> December		Unit Two – Making Unusual Art	
5	4 <sup>th</sup> January		Unit Two – Making Unusual Art	
6	11 <sup>th</sup> January		Unit Three – Special Possessions	
7	18 <sup>th</sup> January		Unit Three – Special Possessions	
8	25 <sup>th</sup> January		Unit Four – Creativity in Business	
9	1 <sup>st</sup> February		Unit Four – Creativity in Business	
10	8 <sup>th</sup> February	<b>Midterm Exams</b>		
11	15 <sup>th</sup> February		Unit Five – Understanding Fears and Phobias	
12	22 <sup>nd</sup> February		Unit Five – Understanding Fears and Phobias	
13	1 <sup>st</sup> March		Unit Six – Risks and Challenges	
14	8 <sup>th</sup> March		Unit Six – Risks and Challenges	
15	15 <sup>th</sup> March		Unit Seven – Only Child, Lonely Child?	



16	22 <sup>nd</sup> March	<b>Final Exams</b>			
<b>Attendance:</b> Minimum 70 %					
<b>Assessment Breakdown</b>	<b>Type</b>		<b>%</b>	<b>Reference/Source</b>	<b>Relevant Competencies</b>
	1	Participation	10		
	2	Midterm Exam	25		
	3	Oral Assignments	15		
	4	Test	10		
	5	Final Exam	40		

## Appendix B

### Permission of the British Council

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**Daniels, Rachael (Romania)** <Rachael.Daniels@britishcouncil.org>

Sat, Jan 16, 8:22 PM



to me ▾

Dear Dekan,

Thank you very much for providing all the details. We're happy to grant permission for this request to use the following audio recordings in your research study:

<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/instructions-for-an-assignment>

<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/missing-a-class>

<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/facts-and-figures>

<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/four-conversations>

For the research itself, this means downloading the audio to play in class, and downloading and distributing the worksheet to the students. For the paper, this means citing the materials, but not uploading the materials (the audio and worksheet) to any location when the paper is published online.

Please include a credit line of © The British Council along with the page URL when citing the source. We would also appreciate seeing a copy of the paper when it's finished, if possible. Good luck!

Best wishes,

## Appendix C

### Lesson Plans

#### LESSON PLAN (1)

**DATE:** 21.12.2020

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** This is their first university lecture. They all have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 51

#### **OBJECTIVES:**

General Objectives: The students will learn about The Friendship Force and the way the organization works.

Specific Objectives:

1. They will listen to a radio commercial for the friendship force and will be introduced to the topic through it.
2. They will match some words related to the topic with their definitions. Then perform a true/false exercise and choosing the correct option through listening to a conversation between two people.
3. They will express their opinions through discussing three topic-related questions with their pairs and the whole class.
4. They will learn how to make inferences based on people's reactions whether positive or negative.

#### **MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers
- Multiple pictures about friends

## PROCEDURES

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (10 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Check absentees list</li> <li>- Show them a multiple picture of friends, ask them to express their opinions about it and to share their feeling about friends/friendship.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- I will introduce the list of countries that has a Friendship Force club.</li> <li>- I will play a radio commercial recording for them about the Friendship Force.</li> <li>- We will match some topic-related vocabularies to their definitions with the class.</li> <li>- I will explain to them how to make inferences based on people's positive or negative reactions.</li> </ul>
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- The students will listen to a conversation between two people who are talking about the Friendship Force. They will be asked to share their opinions about it and summarize the events. They will be asked specific questions about details in the audio and given the chance to express their thoughts.</li> <li>- The students will listen to the audio one more time then perform some exercises (guessing the content of the conversation based on its beginning, true/false, choosing the correct answer) on their own.</li> </ul>
<b>STEP 4: Practice</b> (Group Work) (10 minutes)	<ul style="list-style-type: none"> <li>- The students will be asked to make groups of 4-5 students in order to check their answers with their group and discuss them. They will argue about their different answers and try to reach a conclusion.</li> </ul>
<b>STEP 5: Production</b> (Pair Work and Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- The whole class will then do the exercises together to make sure all the groups have the correct answers.</li> <li>- Later the students will discuss three topic-related questions with their pairs and the whole class.</li> </ul>
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- The students will be asked whether they have any questions or if there was something unclear to them. They will be given a break since we have another class in half an hour.</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class and in the homework task.

**TIME FILLER ACTIVITY:** Ask the students if they have any friends from other countries and how they have met them.

**ANTICIPATED PROBLEMS:** The students may not understand the language well, regarding it's their first lecture and they may need help with some vocabulary while working with their pairs/groups.

**Aim:** The aim of the lesson is to familiarize the students with such organizations and to teach them some vocabularies related to it. Moreover, the students will have the opportunity to listen to an audio and then comment on it, ask questions about unclear parts, summarize it and then do some exercises related to it. They will also discuss how they feel about staying with host families, whether they would like to join such an organization or not and what do they think are the best ways to learn about another country.

### **LESSON PLAN (2)**

**DATE:** 21.12.2020

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 51

#### **OBJECTIVES:**

General Objectives: The students will learn about another organization which helps to bring people together and make worldwide friends which is called Experiment in International Living (EIL)

Specific Objectives:

1. They will be familiarized with the topic through an audio which is an interview with an American student who has been on the program a year before.

2. They will learn some new vocabularies which have been introduced through the audio.
3. They will learn what kind of information to predict after the usage of *and* and *but*.
4. They will practice connecting the two listenings together and then role-play a conversation with their pairs using this information.

### MATERIALS/AIDS:

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

### PROCEDURES

	Teacher Activities
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Ask if they have ever heard of EIL or any similar organizations.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- I will explain what kind of information to predict after the usage of <i>and</i> and <i>but</i> in sentences, how <i>and</i> connects two sentences with similar kinds of information while <i>but</i> connects two sentences with contrasting information.</li> <li>- I will give the students multiple examples and ask them to give their own examples regarding the above point.</li> <li>- We will listen to an interview with an American high school student who has been on the program last year.</li> </ul>
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- The students will do an exercise related to the audio they listened to. They will choose the correct answer on their own, then the whole class will perform the exercise together.</li> <li>- They will practice some new vocabulary by putting them in a conversation. Then they will read the conversation with their partners and switch roles when they finish.</li> <li>- They will also listen to three excerpts related to the usage of <i>and</i> and <i>but</i> and choose what should come after each sentence they hear in the audio.</li> </ul>

<b>STEP 4: Practice</b> (Pair Work) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will be asked to connect the two listenings they heard earlier by ticking or crossing some information they have been given in a chart. Later, they will use the information to role-play with their partners and converse about the organizations.</li> </ul>
<b>STEP 5: Production</b> (Pair Work and Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- In order to make sure they have mastered the vocabulary, the students complete another conversation using the vocabulary they study in the unit which are provided in a box. They will perform this alone then we will do it together as the whole class.</li> <li>- Then they will practice the conversation with their pairs.</li> </ul>
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Give the students homework.</li> <li>- The students will choose one of the countries who has a Friendship Force club and introduce the class to some of its culture (orally). Each one will have about 2-3 minutes. They will be asked to stand in front of their classmates and share with the class (the name of the organization, who can belong to it, what does it do, where and when it began and whether they would like to work for that organization or not? Why or why not?)</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class and in the homework task.

**TIME FILLER ACTIVITY:** Ask the students to give examples using the vocabulary they have encountered in the unit.

**ANTICIPATED PROBLEMS:** The students may not understand the homework well and may ask a lot of questions since it is their first assignment.

**Aim:** The aim of the lesson is to familiarize the students with such organizations and to teach them some vocabularies related to it. Moreover, the students will have the opportunity to listen to an audio and then comment on it, ask questions about unclear parts, summarize it and then do some exercises related to it. They will also have the chance to practice with their pairs since there are lots of conversations and role-plays. Students learn what kind of information to use after *and* and *but* as well.

### LESSON PLAN (3)

**DATE:** 28.12.2020

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 56

#### **OBJECTIVES:**

General Objectives: The students will stand in front of their class and present the information they have gathered about an organization that works for world peace.

Specific Objectives:

1. Students learn how to research a particular subject on the internet.
2. Students learn how to stand in front of their classmates and face their stress and anxiety.
3. They will learn how to listen to their classmates and ask questions for more information.

#### **MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

#### **PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Explain how this class will be entirely about their oral assignments and they will be asked to present through calling their names.</li> </ul>



<b>STEP 2: Presentation</b> (20 minutes)	
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	
<b>STEP 4: Practice</b> (Pair Work) (15 minutes)	
<b>STEP 5: Production</b> (Pair Work and Whole Class Activity) (15 minutes)	
<b>Step 6: Closure</b> (5 minutes)	- Tell them to have a break and we will meet in half an hour.

**ASSESSMENT:** Assessment will be based on the performance of the students in the oral assignment.

**ANTICIPATED PROBLEMS:** The students may feel shy or stressed due to the fact that this kind of assignment is new to them.

**Aim:** The aim of the lesson is to help reduce the stress and anxiety students feel when they want to speak with the foreign language. Also to teach them how to gather information regarding a specific topic, arrange the information and present it to a group of people.

## LESSON PLAN (4)

**DATE:** 28.12.2020

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 56

### **OBJECTIVES:**

General Objectives: The students will learn how to describe people's personality.

Specific Objectives:

1. They will study a list of adjectives which are used to describe personalities. They will also study how to ask about personalities.
2. They will interview two classmates and ask them to describe themselves.
3. They will tell the class the similarities and differences between themselves and the two classmates they have interviewed.
4. They will watch a short video related to the unit and comment on it.

### **MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers
- Data show

### **PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Ask the students whether they know how to ask about someone's personality.</li> </ul>

<p><b>STEP 2: Presentation</b> (15 minutes)</p>	<ul style="list-style-type: none"> <li>- I will explain to the class how to ask about someone’s personality in three different ways.</li> <li>- I will explain the meaning of the adjectives and provide examples on each.</li> <li>- I will give them other adjectives that are used for the same purpose aside from those provided in the book.</li> <li>- I will ask the students to give other similar adjectives they know or have heard of.</li> <li>- Since there’s a grammar exercise, the students will be orally reminded about the present and past tense of <i>be</i>. They have already studied this in high school multiple times.</li> </ul>
<p><b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)</p>	<ul style="list-style-type: none"> <li>- The students will look at the four pictures which are provided in the book and describe the people in the pictures.</li> <li>- The students will use the adjectives in example sentences and they will be asked to describe someone close to them (mother, father or best friend).</li> </ul>
<p><b>STEP 4: Practice</b> (Group Work) (15 minutes)</p>	<ul style="list-style-type: none"> <li>- The students will be asked to make groups of three. There is a chart that they need to complete. First, they will work individually and fill in the first column about themselves. Then they will ask their two classmates questions about their personality, whether they like travelling or spending time at home, their interests and what do they have problems doing.</li> <li>- Later, they will tell the class about their similarities and differences with their classmates.</li> </ul>
<p><b>STEP 5: Production</b> (Individual Work and Whole Class Activity) (20 minutes)</p>	<ul style="list-style-type: none"> <li>- The students will watch a short video about (communication through the ages). They will be asked to take notes while watching and asked some questions about the video later. They will also be asked to summarize the video in their own words.</li> <li>- The students will be given 1-2 minutes to complete a conversation with the correct form of <i>be</i>. Then we will check the answers with the whole class.</li> </ul>
<p><b>Step 6: Closure</b> (5 minutes)</p>	<ul style="list-style-type: none"> <li>- The students will discuss three topics related to the unit and give their own opinions about them using the vocabulary, grammar, pronunciation and the language they encountered in the unit.</li> <li>- As homework, they will be asked to check unit two for next week.</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class.

**TIME FILLER ACTIVITY:** Ask the students what background information they have on communication in different ages.

**ANTICIPATED PROBLEMS:** The students may have difficulty understanding the video and the vocabulary used in it.

**Aim:** The aim of the lesson is to enable students to describe people's personalities. Moreover, students are shown how communication have developed through ages and familiarized with the process. They are also given the opportunity to summarize the video in their own words.

### LESSON PLAN (5)

**DATE:** 04.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 56

#### **OBJECTIVES:**

General Objectives: The students will learn about unusual art and the process of making them.

Specific Objectives:

1. They will be introduced to an artist, how she makes sculptures and what material does she use through an audio.
2. They will be given opportunity and time and to summarize the audio and share their opinions about it.
3. They will be introduced to a list of new vocabulary through the audio.
4. They will learn how to understand surprising statements.

#### **MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)

- Speakers

## PROCEDURES

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Ask them to look at the photo before the unit starts, predict the kind of art they see in the photo and the material the artist has used.</li> <li>- Then I will ask them whether they like this kind of art, why or why not, and what kind of art do they prefer.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- We will listen to an audio about how Mia Pearlman makes sculptures and read the information in the book.</li> <li>- I will ask the students questions regarding the audio and they will answer which will show whether they have understood or not.</li> <li>- I will explain the meaning of the new vocabulary and we will shift to an exercise where we will choose the correct meaning for each word.</li> <li>- Then I will ask the students to give meaningful examples using the new words we studied.</li> </ul>
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- They will be asked about the new photo, a new sculpture, and given time to express their feelings about it.</li> <li>- We will listen to another audio about the same artist.</li> <li>- The students will choose the correct answer after listening then do a true/false exercise on their own.</li> <li>- We will check the answers as the whole class.</li> </ul>
<b>STEP 4: Practice</b> (Individual Work – Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will learn how to understand surprising statements and the phrases that are used to show surprise.</li> <li>- I will give them examples and ask them to give me examples using the phrases we explained.</li> <li>- They will listen to excerpts and identify the reason the speakers are surprised.</li> </ul>
<b>STEP 5: Production</b> (Pair Work and Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will discuss some questions related to the unit with their pairs, they will express their opinions and talk about their own experiences as a child and how they felt about the world around them. They will also converse about how the artist takes down her sculptures, never makes them again, and what this reveals about her.</li> <li>- The pairs will share their thoughts and opinions with the whole class.</li> </ul>

<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Ask them if they have any questions.</li> <li>- Tell them to take a break and we will meet in half an hour again.</li> </ul>
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**ASSESSMENT:** Assessment will be based on the performance of the students in class. How well do they engage with their pairs and the whole class discussion.

**TIME FILLER ACTIVITY:** Ask the students to give examples about things which are surprising for them and ask others to respond surprisingly.

**ANTICIPATED PROBLEMS:** The students may need help while discussing with their pairs.

**Aim:** The aim of the lesson is to familiarize the students with some different works of arts from the ones they have heard and come across before. They will also learn some new vocabulary through the audio. Students learn how to express their reactions when hearing a surprising statement.

### LESSON PLAN (6)

**DATE:** 04.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 56

#### **OBJECTIVES:**

General Objectives: The students will learn about unusual art and the process of making them.

Specific Objectives:

1. They will be introduced to a small town which is famous for quilts through an audio.

2. They will be given opportunity and time and to summarize the audio and share their opinions about it.
3. They will connect the two listenings and role-play in groups.
4. They will also learn about eggshell sculpture.

### **MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

### **PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Explain to them that we are going to listen to an audio about Gee's Bend which is a small town in Alabama. Ask them to listen carefully as they will be asked questions later.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- We will listen to the audio and the students will share with the class what they have understood from it.</li> <li>- Later, we will do an exercise about it and choose the correct answer.</li> <li>- Then, they will do a vocabulary exercise and put the words in the blanks, we will check the answers as the whole class when they all finish.</li> <li>- I will explain to them how to identify main ideas and details when they are listening, and the importance of details.</li> <li>- In order to practice this, we will listen to three excerpts and they will have to identify the main ideas and the details in them.</li> </ul>
<b>STEP 3: Practice</b> (Group Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- The students will connect the two listenings of the unit through a chart.</li> <li>- Then they will be asked to make groups of three and role-play as Mia Pearlman, a woman from Gee's Bend and a reporter. They will finish a sample conversation given to them and add their own sentences.</li> <li>- Then those who are willing will role-play for the whole class.</li> </ul>
<b>STEP 4: Practice</b> (Pair Work – Whole Class Activity)	<ul style="list-style-type: none"> <li>- The students will do a vocabulary exercise and fill in the blanks with the words which are given to them. They will then read the text with their partners. Later, we will check the answers as the whole class.</li> </ul>

(15 minutes)	- We will then talk about some expressions which are used to express like and dislike towards things and scale them from zero to five (negative to positive).
<b>STEP 5: Production</b> (Group Work) (15 minutes)	- The students will practice the expressions through working in small groups of four or five and answering a number of questions provided in the book regarding their likes and dislikes. - They will ask their groups the questions, and respond to the questions they are asked.
<b>Step 6: Closure</b> (5 minutes)	- Give the students homework. - They will work with a partner and do a research online about traditional paper art in a country. They will need to print some pictures related to that art and prepare an oral presentation for about 3-5 minutes. They will be asked not to memorize and just simply to talk about the art.

**ASSESSMENT:** Assessment will be based on the performance of the students in class. How well do they engage with their pairs and the whole class discussion.

**TIME FILLER ACTIVITY:** Ask the students about other kinds of arts or artists they are familiar with.

**ANTICIPATED PROBLEMS:** The students may not understand the assignment well and will ask a lot questions.

**Aim:** The aim of the lesson is to familiarize the students with some different works of arts from the ones they have heard and come across before. They will also learn some new vocabulary through the audio. Students will have a lot of opportunities in this lecture to role-play and practice the vocabulary and the language they have learned in the unit.

### LESSON PLAN (7)

**DATE:** 11.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking



**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

**OBJECTIVES:**

General Objectives: The students will come out in front of their class and present an oral presentation with their pairs.

Specific Objectives:

1. Students learn how to research a particular subject on the internet.
2. Students learn how to stand in front of their classmates and face their stress and anxiety.
3. They will learn how to listen to their classmates and ask questions for more information.

**MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

**PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Explain how this class will be entirely about their oral assignments and they will be asked to present through calling their names.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	
<b>STEP 3: Practice</b> (Group Work – Whole Class Activity) (30 minutes)	

<b>STEP 4: Practice</b> (Pair Work – Whole Class Activity) (15 minutes)	
<b>STEP 5:  Production</b> (Group Work) (15 minutes)	
<b>Step 6: Closure</b> (5 minutes)	- Tell them to take a break and we will meet in half an hour.

**ASSESSMENT:** Assessment will be based on the performance of the students in the oral assignment.

**ANTICIPATED PROBLEMS:** The students may feel shy or stressed due to the fact that this kind of assignment is new to them.

**Aim:** The aim of the lesson is to help reduce the stress and anxiety students feel when they want to speak with the foreign language. Also to teach them how to gather information regarding a specific topic, how to work with a partner to achieve this, arrange the information and present it to a group of people.

### LESSON PLAN (8)

**DATE:** 11.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS: 64**

**OBJECTIVES:**

General Objectives: The students will role play for their speaking skills and watch a video for their listenings.

Specific Objectives:

1. They students will remember simple present and its rules.
2. They will learn how to express opinions and which phrases to use for that purpose.
3. They will role-play in groups of three.
4. They will discuss some alternative speaking topics and express their opinions.
5. They will watch a video and share their thoughts and understandings about it.

**MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers
- Data show

**PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Orally revise the rules of present simple and give them examples.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- The students will then complete a conversation with the correct form of be, and we will then check the answers as the whole class to make sure they have done it correctly.</li> <li>- I will explain how they should express their opinions and introduce some phrases to them which can be used for this purpose. I will give them examples and ask them to give me examples using these phrases.</li> </ul>

<b>STEP 3: Practice</b> (Pair Work – Group Work) (30 minutes)	<ul style="list-style-type: none"> <li>- The students will work with their pairs and express their opinions about some kinds of arts and also ask for their partners opinions, to practice the earlier phrases.</li> <li>- The students will role-play a discussion about what kind of art to buy for a museum using the vocabulary and language from the unit.</li> </ul>
<b>STEP 4: Practice</b> (Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- We will discuss some topics related to the unit as the whole class and everyone will have a chance to express their opinions.</li> <li>- We will talk about the country’s traditional type of art, whether there is art class at the schools, why or why not, and whether it is important to exist or not, also they will talk about the kind of art they have at their rooms or houses.</li> </ul>
<b>STEP 5:  Production</b> (Group Work) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will watch a short video about fashion. They will be asked to take notes while listening. Then they will be asked to share their opinions and thoughts on the video. They will be asked questions about the details in the video and will create a discussion about fashion.</li> </ul>
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Tell them to prepare the next unit as homework.</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class. How well do they engage with their pairs and the whole class discussion.

**TIME FILLER ACTIVITY:** Talk about the pieces of art students have at their houses.

**ANTICIPATED PROBLEMS:** The students may have difficulty understanding some parts of the video.

**Aim:** The aim of the lesson is to revise simple present tense orally just to make sure students remember the rules correctly. And students will learn how to express their opinions and which expressions to use for this purpose. Moreover, students will role-play a conversation and practice speaking skill. They will also watch a video and comment on it.

## LESSON PLAN (9)

**DATE:** 18.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

### **OBJECTIVES:**

General Objectives: Familiarize the students with some special possessions and their values.

Specific Objectives:

1. They students will listen to an audio about the Mille Lacs people and learn some new vocabularies through it.
2. They will learn about the origin of dream catchers and do some exercises related to it.
3. They will learn how to understand a speaker's beliefs.
4. They will discuss some statements about dream catchers and express their opinions in groups.

### **MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

### **PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Ask them to have a look at the picture which is placed before the start of the unit (a dream catcher). Ask whether they know about it and whether they have one or not. Ask if they know its origin and the reason it was used in the old times.</li> </ul>

<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- I will play the first listening audio of the unit and they will look at the text in their books. When the audio finishes, I will ask them what they have understood and what the text was about.</li> <li>- I will then ask them about the meanings of the boldfaced words.</li> <li>- Then we will match the boldfaced words to their definitions.</li> <li>- I will give them some examples and then ask them to give me examples using the new vocabulary we discussed.</li> </ul>
<b>STEP 3: Practice</b> (Pair Work – Individual Work) (30 minutes)	<ul style="list-style-type: none"> <li>- The students will discuss with their pairs how dream catchers are made in their own opinions.</li> <li>- Then we will listen to the story of dream catchers. I will ask what they understood from the audio and ask them to summarize it.</li> <li>- Later, we will perform some activities about it, like putting some sentences in order and choosing the correct answer. First, they will do them individually, then we will check them together as the class.</li> </ul>
<b>STEP 4: Practice</b> (Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- I will explain to them how to understand a speaker’s beliefs through paying attention to the important words they use. I will explain the example provided in the book along with playing its audio, and provide them with some other examples for clarification.</li> <li>- To make sure they have understood, we will listen to three excerpts and they will have to identify the speaker’s beliefs.</li> </ul>
<b>STEP 5: Production</b> (Group Work) (15 minutes)	<ul style="list-style-type: none"> <li>- They will make groups of four or five to express and share their agreements or disagreements about some statements, they will discuss the reason behind their agreement or disagreement.</li> </ul>
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Ask them if they have any questions.</li> <li>- Tell them to take a break and we will meet in half an hour again.</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class and how well do they engage with their pairs, groups and the whole class discussions.

**TIME FILLER ACTIVITY:** Talk about the dream catchers the students have and whether they have received them as gifts or not.

**ANTICIPATED PROBLEMS:** The students may have difficulty during the group work.

**Aim:** The aim of the lesson is to familiarize the students with dream catchers and their origins. Students practice their listening skills through listening to the audios and their speaking skills through pair and group work. They will have lots of opportunity to express their opinions.

### LESSON PLAN (10)

**DATE:** 18.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

#### **OBJECTIVES:**

General Objectives: Familiarize the students with some good luck charms and their sentimental values.

Specific Objectives:

1. They students will listen to an audio about some college students who have a conversation about special possessions.
2. They will learn some new phrases and expressions.
3. They will learn how to understand a speaker's excitement.

**MATERIALS/AIDS:** - Whiteboard/whiteboard marker

- a. The book (NORTHSTAR 1)
- b. Speakers

#### **PROCEDURES**

	<b>Teacher Activities</b>
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<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Play a recording for them about three university students who are having a conversation about special possessions.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- Ask them to share what they understood from it and to summarize it.</li> <li>- Do a true/false exercise altogether.</li> <li>- Then, ask two students to read a conversation, then ask them about the meaning of the boldfaced phrases in the conversation.</li> <li>- Later, we will match the boldfaced words and phrases with their meanings. We will practice them by putting them in examples and sentences.</li> </ul>
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- I will explain to them how to understand a speaker’s excitement through understanding how they feel and through their intonation (pronouncing the words more slowly with a higher voice).</li> <li>- I will explain this through the example and its audio. Then we will practice it through three excerpts where they have to determine whether the speakers are excited or not.</li> </ul>
<b>STEP 4: Practice</b> (Individual Work – Pair Work) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will have to connect the two listenings on their own. They will complete a chart by writing the reasons under the possessions.</li> <li>- Then they will work with their partners, they will role-play as a news reporter and game designer, they will ask and answer questions about the importance of special possessions using the information in the chart, then they will switch roles and practice it again.</li> </ul>
<b>STEP 5: Production</b> (Group Work) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will fill some blanks with words provided for them as groups. Then we will do it as a whole class. The text is about a professional designer who helps people make their homes more organized.</li> <li>- I will ask them to discuss among the groups whether they have heard of the job, whether they would need one or how do they keep their homes/rooms organized, and whether they believe it is an unusual job or they would like to work as one in the future or not.</li> </ul>
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Give the students homework.</li> <li>- They should interview a classmate about a special possession that belongs to them or their families. They should ask them some questions as why it is special to them, where it comes from, who keeps it, who takes care of it, what will happen to the future or will it be passed down to and other questions of their own. Then they need to come out front and orally tell the class the most interesting information about it.</li> </ul>



**ASSESSMENT:** Assessment will be based on the performance of the students in class and how well do they engage with their pairs, groups and the whole class discussions.

**TIME FILLER ACTIVITY:** Ask students about things which have sentimental value to them and the reasons behind their values.

**ANTICIPATED PROBLEMS:** The students may ask a lot of questions about the assignment.

**Aim:** The aim of the lesson is to familiarize the students with things which are of sentimental value to humans, to introduce them to some new vocabulary through the audios, to practice their listenings through the audios and their speakings through pair work and group discussions.

### **LESSON PLAN (11)**

**DATE:** 25.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

#### **OBJECTIVES:**

General Objectives: The students will come out in front of their class and present an oral presentation.

Specific Objectives:

1. Students learn how to research a particular subject on the internet.
2. Students learn how to stand in front of their classmates and face their stress and anxiety.
3. They will learn how to listen to their classmates and ask questions for more information.

**MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

## PROCEDURES

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Explain how this class will be entirely about their oral assignments and they will be asked to present through calling their names.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	
<b>STEP 3: Practice</b> (Group Work – Whole Class Activity) (30 minutes)	
<b>STEP 4: Practice</b> (Pair Work – Whole Class Activity) (15 minutes)	
<b>STEP 5: Production</b> (Group Work) (15 minutes)	
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Tell them to take a break and we will meet in half an hour.</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in the oral assignment.

**ANTICIPATED PROBLEMS:** The students may feel shy or stressed due to the fact that this kind of assignment is new to them.

**Aim:** The aim of the lesson is to help reduce the stress and anxiety students feel when they want to speak with the foreign language. Also to teach them how to gather information regarding a specific topic, arrange the information and present it to a group of people.

### LESSON PLAN (12)

**DATE:** 25.01.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

#### **OBJECTIVES:**

General Objectives: To practice the vocabulary and language that was taught in the unit.

Specific Objectives:

1. They students will learn some new phrases and words and practice them.
2. They will revise the adverbs of frequency.
3. They will learn how to ask questions to include others in a discussion.

#### **MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

- Data show

## PROCEDURES

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Ask two students to read a conversation between professional designer and a pack rat.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- Ask them about the meanings of the boldfaced words.</li> <li>- Then match the words and phrases to their definitions.</li> <li>- Give them example sentences using the words and phrases, and ask them for examples.</li> <li>- They will then discuss some questions with a partner.</li> </ul>
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- I will orally revise adverbs of frequency with them to make sure they remember them, then give them some examples and ask for their examples as well.</li> <li>- They will then complete some sentences with the correct adverbs of frequency individually and then we will check the answers as the whole class.</li> <li>- We will watch a video about a diamond park in America and will then discuss it together and ask them about specific details in the video.</li> <li>- I will then explain to them how to ask questions to include others in a discussion by teaching them some questions that allow others to join a discussion.</li> </ul>
<b>STEP 4: Practice</b> (Whole Class Activity – Pair Work) (15 minutes)	<ul style="list-style-type: none"> <li>- They will practice these through completing a discussion with their partners and repeating the conversation.</li> <li>- We will discuss some topics as the whole class regarding things to collect, their preference towards antique and new furniture, good luck charms in our culture and how to advise pack rats.</li> </ul>
<b>STEP 5: Production</b> (Group Work) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will make groups of three or four. They will imagine that there is a fire at their home, they need to leave very quickly and only have time to take one thing with them. They make a list of several items and through answering some questions they decide which one to take. Then they will tell their group their decision and explain the reasons.</li> <li>- Then, they will choose one of them as a reporter who will report back to the class the decisions they have made and the reasons behind them.</li> </ul>

<b>Step 6: Closure</b> (5 minutes)	- Tell them to prepare the next unit as homework.
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**ASSESSMENT:** Assessment will be based on the performance of the students in class and how well do they engage with their pairs, groups and the whole class discussions.

**TIME FILLER ACTIVITY:** Ask them what other adverbs of frequency they have come across.

**ANTICIPATED PROBLEMS:** The students may have difficulty in the group work.

**Aim:** The aim of the lesson is to remind the students of adverbs of frequencies and how to use them in sentences. They will also watch a video and practice both listening and speaking skills, as they will express their opinions about it and what they have understood from it. They will also learn how to include and invite others to participate in conversations with them.

### LESSON PLAN (13)

**DATE:** 01.02.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

#### **OBJECTIVES:**

General Objectives: To familiarize the students with creative businesses.

Specific Objectives:

1. They students will learn about some unusual creative jobs/businesses.
2. They will listen to creative business owners and how they have started.
3. They will learn how to notice contrasting ideas.

**MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

**PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Tell them to look at the picture which is put before the unit starts and to express their thoughts and opinions about the lady, and what she is doing.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- I will play the first audio. Students read the text while listening which is a magazine article about creativity and how to make employees more creative.</li> <li>- Then I will ask them to explain what they have understood from the text and also about the meaning of the boldfaced words and phrases.</li> <li>- Then we will choose the correct meaning for these words and phrases together as the whole class.</li> <li>- I will give them some examples using the new vocabulary and they should use them in sentences as well.</li> </ul>
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- I will play them an audio about a high school student who has her own business and makes Wristies.</li> <li>- They students will listen to the audio and then I will ask them questions about the details in the audio and also to summarize it.</li> <li>- The students will then do a true/false activity on their own about the video and later we will check the answers as the whole class.</li> <li>- Then, the students will do another exercise where they cross out the incorrect answer out of three choices on their own, later we will check the answers together.</li> </ul>
<b>STEP 4: Practice</b> (Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- I will explain to them how to notice contrasting ideas by stressing the words which show the contrast and saying them louder, longer and with higher pitch.</li> <li>- I will explain this through the example which is provided and play its audio, and will also give them more examples for more clarification.</li> <li>- Then, the students will practice it through listening to four excerpts and identifying the words which show the contrast.</li> </ul>

<b>STEP 5: Production</b> (Group Work) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will work with their pairs and discuss some questions regarding their experience in trying new things, whether it is good for a child to have a business or not and their opinions about online shopping.</li> </ul>
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Ask them if they have any questions.</li> <li>- Tell them to take a break and we will meet in half an hour again..</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class and how well do they engage with their pairs, groups and the whole class discussions.

**TIME FILLER ACTIVITY:** After they finish discussing online shopping with their pairs, we will discuss it altogether.

**ANTICIPATED PROBLEMS:** The students may have difficulty in the new vocabulary.

**Aim:** The aim of the lesson is to introduce new and creative business to the students and share the business owners' stories, how they have started and the problems they have encountered. They will also learn how to notice contrasting ideas.

### LESSON PLAN (14)

**DATE:** 01.02.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

#### **OBJECTIVES:**

General Objectives: To familiarize the students with creative businesses.

Specific Objectives:

1. They students will learn about some unusual creative jobs/businesses.
2. They will learn some new vocabulary.
3. They will learn how to listen for signal words for main ideas.

**MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

**PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Play a recording about a university MBA lecture. The students will listen carefully and take notes.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- I will ask them about the details in the audio and then to summarize what they have heard.</li> <li>- They will then do a true/false exercise individually and then we will check them as the whole class.</li> <li>- Then they will work with partners and complete some statements by using words which are given to them. They will practice it more than once since there are new phrases and we will check their meanings together.</li> </ul>
<b>STEP 3: Practice</b> (Individual Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- I will explain to them how to listen for signal words for main ideas, how speakers divide information into parts and use a signal word to begin each new part which is regarded as a new main idea. I will give them examples of signal words and remind them of the lecture we listened to earlier where the professor used these phrases.</li> <li>- Then, they will listen to an excerpt from the lecture and decide how the professor organized the information.</li> </ul>
<b>STEP 4: Practice</b> (Pair Work) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will connect the two listenings on their own. Then they will role-play a conversation with their partners where one will be a student who has taken some wrong notes and the other is his/her classmate and will correct the false information.</li> <li>- They will switch roles when they finish and practice again.</li> </ul>



<b>STEP 5: Production</b> (Pair Work - Whole Class Activity) (15 minutes)	<ul style="list-style-type: none"> <li>- The students will work in pairs again and read a story about another creative business owner. They will complete the text with words which are provided and then take turns reading it.</li> <li>- Then, we will discuss and explain the text as the whole class to make sure everyone has understood.</li> </ul>
<b>Step 6: Closure</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Give the students homework.</li> <li>- They should research a young business owner or entrepreneur and find out what their idea was, how did they think of it, did it work in the beginning or not, whether anyone has helped them or not and what do they do now. They should prepare a short oral report, and present it to the class, not to memorize.</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class and how well do they engage with their pairs, groups and the whole class discussions.

**TIME FILLER ACTIVITY:** I will ask the students whether they know any young business owners or entrepreneurs and to talk about them for the class.

**ANTICIPATED PROBLEMS:** The students may have difficulty in understanding the assignment.

**Aim:** The aim of the lesson is to introduce new and creative business to the students and to teach them some new vocabulary related to the topic. They will also learn how to listen for signal words for main ideas. They will practice both listening and speaking skills through the audios and the role-plays.

### LESSON PLAN (15)

**DATE:** 15.02.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

**OBJECTIVES:**

General Objectives: The students will come out in front of their class and present an oral presentation.

Specific Objectives:

1. Students learn how to research a particular subject on the internet.
2. Students learn how to stand in front of their classmates and face their stress and anxiety.
3. They will learn how to listen to their classmates and ask questions for more information.

**MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

**PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Explain how this class will be entirely about their oral assignments and they will be asked to present through calling their names.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	
<b>STEP 3: Practice</b> (Group Work – Whole Class Activity) (30 minutes)	

<b>STEP 4: Practice</b> (Pair Work – Whole Class Activity) (15 minutes)	
<b>STEP 5:  Production</b> (Group Work) (15 minutes)	
<b>Step 6: Closure</b> (5 minutes)	- Tell them to take a break and we will meet in half an hour.

**ASSESSMENT:** Assessment will be based on the performance of the students in the oral assignment.

**ANTICIPATED PROBLEMS:** The students may feel shy or stressed due to the fact that this kind of assignment is new to them.

**Aim:** The aim of the lesson is to help reduce the stress and anxiety students feel when they want to speak with the foreign language. Also to teach them how to gather information regarding a specific topic, arrange the information and present it to a group of people.

### LESSON PLAN (16)

**DATE:** 15.02.2021

**LEVEL OF THE CLASS:** A1

**ANY CHARACTERISTICS:** All native speakers of Kurdish.

**ASSUMED KNOWLEDGE:** They have a general knowledge of English.

**SKILLS TAUGHT:** Listening and Speaking

**TIME ALLOWED:** 90 minutes

**AGE:** 18-22

**NO. OF STUDENTS IN CLASS:** 64

**OBJECTIVES:**

General Objectives: To familiarize the students with creative businesses.

Specific Objectives:

1. They students will learn some new vocabulary.
2. They will learn how to use there is and there are to describe a situation in the present and past.
3. They will learn how to react to information.
4. They will role-play a business meeting.

**MATERIALS/AIDS:**

- Whiteboard/whiteboard marker
- The book (NORTHSTAR 1)
- Speakers

**PROCEDURES**

	<b>Teacher Activities</b>
<b>STEP 1 - Warm-up</b> (5 minutes)	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Play a recording about creativity and stress, which they have the text in the book.</li> </ul>
<b>STEP 2: Presentation</b> (20 minutes)	<ul style="list-style-type: none"> <li>- I will ask the students about the meanings of the boldfaced words in the text.</li> <li>- Then they will match the words/phrases to their synonyms together with their pairs and practice them later.</li> <li>- Together we will provide more examples for the new vocabulary.</li> </ul>
<b>STEP 3: Practice</b> (Group Work – Whole Class Activity) (30 minutes)	<ul style="list-style-type: none"> <li>- Then, they will work in groups of three and interview each other with some questions in which the new vocabulary has been used, and they will answer their classmates' questions.</li> <li>- I will explain to them how to use there is and there are to describe a situation in the present and past and will provide them with multiple examples.</li> <li>- Then I will ask them to give examples of their own</li> <li>- Later, they will complete an interview and use the correct form of there is and there are in the blanks. We will check the answers as the whole class. Then, they will read the interview with their partners and switch roles when they finish.</li> </ul>

<p><b>STEP 4: Practice</b> (Pair Work) (15 minutes)</p>	<ul style="list-style-type: none"> <li>- I will teach them how react to information when they hear a surprising news and versus when they hear a general information (not surprising).</li> <li>- I will explain it through the examples which are provided and give them more examples to make it clearer.</li> <li>- Then, they will role-play a conversation about Google’s World Headquarters with their pairs where they have to use the expressions we studied earlier for surprising/not surprising news.</li> </ul>
<p><b>STEP 5: Production</b> (Group Work) (15 minutes)</p>	<ul style="list-style-type: none"> <li>- The students will work in groups of three and role-play a conversation where one will be an office designer, one an employee from Googleplex, California and the other and employee from Googleplex East, New York.</li> <li>- The office designer will ask the two employees questions about the unusual things in their offices and the perks that employees enjoy, then they will use this information for opening the new Google office in Philadelphia.</li> </ul>
<p><b>Step 6: Closure</b> (5 minutes)</p>	<ul style="list-style-type: none"> <li>- Tell them to prepare the next unit as homework.</li> </ul>

**ASSESSMENT:** Assessment will be based on the performance of the students in class and how well do they engage with their pairs, groups and the whole class discussions.

**TIME FILLER ACTIVITY:** I will ask the students about their information on the Google offices and how they would like to work in one of them in the future.

**ANTICIPATED PROBLEMS:** The students may have difficulty in the role-plays.

**Aim:** The aim of the lesson is to teach them how to react to surprising and not surprising information. They will also learn how to use there is and there are in their present and past forms to describe situations. They will practice the language of the unit through the role-plays.

## Appendix D

### Informed Consent Form for Interviews

**Title of Project:** Integrating Listening and Speaking Skills to Enhance Communicative

Competence; A Case Study in Charmo University

**Name of Researcher:** Dekan Jaza Hama Saeed

1. I confirm that I have understood what the interview is about and I am aware of the issue that is taking place. I had the opportunity to consider the information, ask questions, and received satisfying answers.
2. I understand that my participation is voluntary and that I am free to reject or withdraw at any time without providing an excuse and that these will not affect me in any negative way.
3. I have been informed that my interview will only be used for the sake of this study and a pseudonym will be used instead of my real name.
4. I agree to take part in this study.

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Appendix E**  
**Near East University's Ethical Approval**

29.05.2020

Dear Dekan Jaza Hama Saeed

Your application titled "Integrating Listening and Speaking Skills to Enhance Communicative Competence; A Case Study in Charmo University" with the application number YDÜ/EB/2020/496 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

## Appendix F

### Interview Transcripts

James

Q: What curriculum did you follow this semester? Can you describe it, please?

A: Ok. We studied listening and speaking, it was a curriculum from 2006. I don't know, it was really outdated for me.

Q: You mean the textbook?

A: Yeah, the textbook. It is not up to date. It is not something that you should learn in a university because there are more things that are way better.

Q: So how would you evaluate it?

A: I would say, it wasn't that helpful for me but I think for some people it might have helped a bit. But for me, I thought I was gonna study something different, something more literature and something that is more, how do you say it, like more skilled. And when I came here, I didn't expect to study those, like you study those in a course without being in a university.

Q: Ok. Can you describe the teaching and learning process, like how were the activities practiced inside class?

A: The activities were really really good, I really loved how we did it altogether and the teaching was really amazing cause you were really amazing at it and um I don't think I had any problems with the teaching and the way we did things.

Q: Ok. Can you describe the difference between the English you studied this semester and the English you studied throughout school?

A: Well, they are kind of similar cause both of them have the same style, have the same textbook, and it was no different from what I used to study in high school and that is why I said the curriculum was really outdated and was really not for a university student. And I just expected way better than what I got.



Q: So you would say that this curriculum is the same as the old curriculums that you have studied?

A: Um, well yes. Except for the activities that we did and except for the, there were some subjects that were different but it was still the same style, still the same way that we did in high school and earlier.

Q: Ok. Did you do listening exercises in high school?

A: Listeners? We used to when I was in, what do you call it, when I was like a kid, it was not taught in high school or like the middle school but it was when I was a kid.

Q: Ok. Have your listening and speaking skills improved at all this semester?

A: I think for me, I already knew everything that we studied so it wasn't much of an improvement for me, it was just more like having fun and doing what we did in class but overall, I didn't really improve anything because I already was there.

Q: Ok. Describe how you felt this semester.

A: I felt like I was in a summer school and a summer course, I honestly felt like I was paying to learn English and it wasn't like something more to improve my skills as someone who is not born with the language.

Q: Ok, thank you very much.

Anne

Q: What curriculum did you follow this semester? Can you describe it, please?

A: Yeah, we had listening and speaking skills, we did like listening and speaking in the class and this kind of stuff.

Q: Ok. How do you evaluate the curriculum or the textbook that you studied?

A: Not much, it was kind of outdated, it wasn't that new for me, the vocabularies were pretty much old for me, I kind of knew them all, yeah.

Q: Ok. Can you describe the teaching and learning process and the activities?

A: The teaching was very fun, you were like so friendly with us, we had so much fun together, we were joking, I really loved the teaching style.

Q: What about the activities?

A: The activities as well were fun to me, they were kind of new as well, I didn't have these kind of activities before.

Q: Can you describe the English you studied this semester and the English you have studied throughout school, please?

A: They were pretty much the same.

Q: In what way?

A: In the vocabularies, the textbook, they were kind of pretty much the same thing.

Q: Ok. And have your listening and speaking skills improved?

A: Umm my skills are the same as before but I think my speaking skill got kind of better cause before I was kind of shy to speak but now I feel way more confident to speak English, and yeah, that one has improved.

Q: Ok. And how did you feel throughout the semester? Motivated, bored, or?

A: I was somewhere in between, but I felt like I was someone who is new to English language, who is trying to, like learn English from the beginning, I felt like a beginner not, like I was waiting, before entering university, I thought of learning more advanced vocabularies and textbooks and these kind of stuff, I wasn't expecting this at all.

Q: Would you say because your English level was already good?

A: May be but still, it should be way more advanced in university compared to school.

Q: Ok, thank you very much.

Mark

Q: What curriculum did you follow this semester? Can you describe it, please?

A: What do you mean by curriculum?

Q: The textbook, the book that we used.

A: Well, I think it's a bit simple but the biggest problem is that things were repeated too much, for example, we study comparative adjectives from sixth grade, so they should stop this part. That's all I think of it, good.

Q: Ok. And how would you evaluate it?

A: Well, I give it eight.

Q: Ok. How did the teaching and learning process take place? How were the activities practiced inside class?

A: The activities were good, I personally think I got better at, you know, presentations. But I got a bad habit in it, but overall it was good, I think you did well.

Q: Thank you. Can you describe the English that you studied this semester and compare it to the one you have studied throughout school? Are there differences between them? Are they similar?

A: well, the difference is being able to speak freely and it's too much academic, so you understand.

Q: Which one is too much academic?

A: The one we studied this semester.

Q: Which one do you find more useful for enhancing listening and speaking skills?

A: Personally, I don't believe anything you learn at university or school is useful as much as what you learn outside. That's my opinion. I think learning outside helps you more, you learn more simply by, you know activities outside for example watching movies, reading books, playing video games, these are more useful than anything else.

Q: Ok. Have your listening and speaking skills improved?

A: Presentation, speaking and being able to, you know stare at a person without getting ashamed or something.

Q: Ok. And how did you feel throughout the semester?

A: Well, I felt it was good.

Q: Did you feel motivated? Did you feel bored?

A: It was good, I can't say it was boring because the teacher tried to make it fun, well it was fun and exciting and I learned a few more interesting things for the future so I can't say it's bad.

Q: Ok, thank you very much.

Katie

Q: What curriculum did you follow this semester? I want you to describe it, please.

A: Ok. So every day when we came to your lecture, like I always loved to come to your lecture and practice with you or listen to you cause I think listening and speaking was the most useful, I learned so much in your lecture because like I think it's, you let us do what we want and what we want to say, like it's not, you don't force us to do something. I think, just apart from listening and speaking, all the lectures force us to do something, like to memorize, but listening and speaking was not like that. I never studied in listening and speaking because I always understand you when you say something and I never get reading at home or memorize it because I know it's about our skills in English, so I learned so much about it.

Q: Ok, what about the textbook that you studied?

A: The textbook is so useful but I think it's like, something about it was so basic, I don't know it's likesome of the words that are in the textbook is what we studied in high school, it's like that. But for other things, I think it's so useful like when sometimes we participate in the class with the classmates and we speak to you, I think it's so helpful.

Q: Ok. How would you evaluate it? The textbook, I mean.

A: umm, eight?

Q: Ok. Can you describe the teaching and learning process? How did the activities take place inside class?

A: The activities were so much fun, like I understand everything and I learned so much about it because when you practice and when you need a word to use in class, you never forget that word. I remember on our first day, you told me if you are shy through this semester you wouldn't succeed in this department, so I just take your note and I use it so I think my skills in the three/four months that we came to college and learn from you, so useful for me. I learned so much how to use the words that I learned and how to speak faster and not be shy about anything. Just I have one problem, it's my voice, it's also getting better.

Q: You will work on that as well.

A: Yeah, I will.

Q: Ok. I want you to describe the difference between the English you studied this semester and the one you have studied throughout school.

A: Ok. So this semester was so much better than high school cause in high school they don't let us even to speak, even the episode in high school when we study it, it's about like, the teacher explains it. He didn't even let us to read it or explain it in our own words, he just reads it and asks us so I didn't learn anything in high school like English, this English that I know it is in YouTube and searching google, google translate, reading books and watching a lot of series and movies, I learn it like that. But this semester we learned so much, especially when we have a presentation or like participate with a classmate. So I learned so much about it.

Q: Ok. So which one do you find more useful for enhancing listening and speaking skill?

A: College, of course.

Q: Why?

A: Because it's like, it's not forced us to do something like you don't want it and it's kind of so fun when we, like talk about something in our own words or our own information that we know about it and we did the things that we loved like sometimes in presentation you said do something that you love, you don't force us to do something, that forces students to learn the things that they loved not the things that you force us, they never learn things that are forced on them. It's like that.

Q: Ok. And Have your listening and speaking skills improved?

A: Yes, so much.

Q: To what extent? Like how much?

A: So much. First of all, I think my personality is getting better because I'm really really getting better about my shyness in class or talking or not to be shy about what I want to say. Sometimes I make a mistake, I know what I want to say, it's correct but when I want to say it, I make a mistake because I'm so shy, I think this is getting so better. And my grammar when I'm speaking, it's getting so better because I have always problem with grammar like past, present, or future when I use it so I think it's getting better.

Q: Ok. And how did you feel throughout the semester?

A: So good and I feel like, first of all when I came to English department, it's not like something like, I choose it, choose it by myself, it's something that happened by God but I always want to be in here because it's so fun and I learned so many things and I think I'm more successful here because I think my friends three or four or five we have good mark in your exams that's why I know, I'm getting so better in your lecture.

Q: Ok, thank you very much.

Brown

Q: What curriculum did you follow this semester? Can you describe it, please?

A: You told us that in every lecture you need to read the unit I told you before, so I read it. Well, to be honest, I didn't read all, I just looked at it once.

Q: No. I want you to describe the book.

A: The book. The book is totally different from the book that we had in school. There are some exercises that need you to do it with your partner, and I find it exciting for me because it's activity with your friends and I enjoy it, a lot.

Q: Ok. So how would you evaluate it?

A: For me, as first semester, it was very good. It helps you a lot.

Q: Can you describe the teaching and learning process? How were the activities practiced inside class?

A: Well, it was very good and you considered a lot of things and exercising with your partner, preparing reports and research about something, a topic. So yes.

Q: Ok. Can you describe the difference between the English you studied this semester and the one you have studied throughout school?

A: At school, most of the time use the book we had, there was a lot of grammar except from the story, episodes. At school it was just, the main goal was to learn the grammar but in here, in the book, there are grammars but not a lot and they are simple so the book is more, in a way it's more about teaching English in activity way, like preparing reports and doing research about one topic or things.

Q: OK. Which one do you find more useful for enhancing listening and speaking?

A: Umm to learn any language, first you need to study their grammar. We study for twelve years at school, we learned something in grammar, now we are in here, just simple, the way is simple right now. So I think it's the beginning of learning English.

Q: Ok. Have your listening and speaking skills improved?

A: Well, to be honest, I don't think so cause, right it helps you to speak at college but in school we didn't do activity or anything or we didn't do research about something but in here, we're doing exercises with a partner to prepare something together, but it's so useful so it can help you to improve your speaking. And the listening, yes.

Q: Ok. And how did you feel throughout the semester?

A: How did I feel? Well, it was, well we did it, we didn't have any problems. It was a good subject, I enjoyed it.

Q: Ok, thank you very much.

Thomas

Q: What curriculum did you follow this semester? Can you describe it, please?

A: The book is just speaking and listening, it's good for me because my first time I'm trying to learn English. I'm just at university try to learn English and I like it cause I can't learn outside because my city is not English city. We just talking in Kurdish but at university, I can learn so much than outside.

Q: So how would you evaluate the textbook?

A: You tell us to read the book before start the lecture, to know something about that, to see a photo you say "what do you see in this photo?", and we will say I see this and this, like this.

Q: I mean what do you think about the book we used? Good, bad, not good, very good?

A: I think it was good, not very good, but good.

Q: Ok. And how did the teaching and learning take place? How were the activities inside class?

A: I told you, we can learn language in the university, or outside university in the somewhere which is just for English, like some café I see in Sulaimaniyah just you can talk in English. And I think university is better than outside.

Q: OK, but I mean the activities that you did inside class, what kind of activities did you do? Like, working with a partner, or working alone, or?

A: Every time in the lecture you told us to work with partners, sometimes I try this but not so much.

Q: Ok. And can you describe the difference between the English you studied this semester and the one you studied at school?

A: At school we just study grammar, it's not good for, it's not just for speaking English. We need new words, we need so many sentences to learning English. At school just we can learn grammar, grammar things. At university, we can listen to my teacher to learn so much English.

Q: Ok, and which one do you find more useful for enhancing speaking and listening?

A: The one we did at college.

Q: Why?



A: We listen to some new words, we can't listen at school.

Q: So you didn't do listening activities at school?

A: Yes, because just talking Kurdish, we can't listen to much words.

Q: Ok. And have your listening and speaking skills improved?

A: What?

Q: Your speaking and listening skills, have they got better? From the beginning of the semester till now?

A: Yes, at the first lecture and second and third, after three weeks I'm just, I can't understand you, what you say but after that I'm growing, I'm better.

Q: Ok. And how did you feel throughout this semester?

A: I think it's good, not very good, but good because it's just a book, you can't teach everything in this book and we need so many things like a short story, like something help us to speak.

Q: Ok, thank you very much.

Mary

Q: What curriculum did you follow this semester?

A: Just the book.

Q: Can you describe the book?

A: Yeah, the book is so good. Its level is so good for us, and it has useful assignment. When you do assignment, you can get a new word.

Q: Ok, and how do you evaluate it?

A: It's very good, I think it's very good. It helps you speak better and your listening.

Q: Ok. Can you describe the teaching and learning process? How did it take place? How were the activities practiced?

A: So good, in the class we are speaking by a book, and speaking with partner, present subjects sometimes, listen to audios.

Q: OK. Can you describe the difference between the English you studied this semester and the one you have studied throughout school?

A: At school we study just grammar and not using language practically, but here, using language practically and speaking to each other, yeah.

Q: Ok. Which one do you find more useful for enhancing listening and speaking skills?

A: Of course, here.

Q: Why?

A: As I said, when you use a language practically, you can learn more than the way when you reading grammar and books, not using language.

Q: OK. And have your listening and speaking skills improved?

A: Of course, yes.

Q: How much? To what extent?

A: At first, when I speak I'm shy but now I'm not shy when speaking and my listening so better than before.

Q: Ok. How did you feel throughout this semester?

A: It's good. My relationship with my friends is so good, as with my teachers.

Q: Ok, thank you very much.

Brian

Q: What curriculum did you follow this semester? Can you describe it, please?

A: What do you mean?

Q: I mean the book that we followed this semester, I need you to describe the book.

A: I think the book is so good because I learned too much about vocabularies and new words. Sometimes it helps me to write assignments academically, and by the book I can prepare presentation so good and better than before.

Q: Ok. So how would you evaluate it?

A: I think it's not best, but better than all the books I have studied before.

Q: Ok. And can you describe the teaching and learning process? And how were the activities inside class?

A: I think it's the best process of teaching because I never have this process before, however I joined the Canadian and also different courses of English language but it's the best teaching and process for English.

Q: Why do you think it was the best? What were the activities that you learned from?

A: I participated too much with my friends and we have time for thinking and also for preparing sentence in our mind and also how to pronounce it.

Q: Ok. Can you describe the difference between the English you studied this semester and the one you have studied throughout school?

A: The English I studied before this semester is traditional, most of the times it was for grammatical rules and not for teaching speaking and listening skills, it's not good for me, it's just for passing the stages of the school.

Q: So which one do you find more useful for enhancing speaking and listening?

A: The way we studied at college.

Q: Have your listening and speaking skills improved?

A: Yes, before I was shy, I was ashamed of speaking the language. Sometimes I speak English in another place they said "oh, why you speak like this? Why you pronounce words like this?" But now in this semester, when I pronounce words, I'm not ashamed like before.

Q: Ok. And how did you feel throughout this semester?

A: I think it's the best semester. It was so good for me. I improved my skills so much.

Q: Ok, thank you very much.

Rose

Q: What curriculum did you follow this semester? Can you describe it, please?

A: I usually followed the book. I read it, for example when we had an assignment, I read the book and I listened to the audios. It was good.

Q: Ok. Can you describe the book?

A: It was a good book especially for the listening, I could get benefit from the book. Also reading the book, I could learn new words and improve my pronunciation through the book.

Q: So, how would you evaluate it?

A: It was good, I believe it was good.

Q: Ok. How did the teaching and learning process take place? How were the activities practiced?

A: I'm totally agreed about that, it was so good especially when we spoke with each other in the class, we practiced with partners, I could learn from that.

Q: Ok. And can you describe the difference between the English you studied this semester and the English you studied at school?

A: When I was at school, there my teacher did not speak English with us. There was no opportunity to speak English with my friends to practice and there we didn't listen to anything that's why I couldn't learn English from school. But from listening and speaking in my class at college, these things were very good, very useful.

Q: So which one do you find more useful for enhancing listening and speaking skills?

A: To learn English language, of course the way we studied this semester is better.

Q: Ok. Have your listening and speaking skills improved?

A: My speaking, I believe my speaking skill has improved, but about my listening, it hasn't still improved so much, I need to listen more.

Q: Ok. And how did you feel this semester?

A: It was a good semester and I suggest to have much more presentations and of course talking more in the class, I believe that we can learn from talking and listening more in my class, also having presentations because I'm still stressed when you tell me get up and say something, I'm stressed, I cannot tell you. I may know the language but I cannot speak cause I feel shy so I suggest that we have much more presentations.

Q: Ok, thank you very much.

Jack

Q: What curriculum did you follow this semester? Can you describe it, please?

A: We followed NorthStar, first level, and the assignments that we studied at home and the voice, and by the way if we studied, we tried to learn from movies and songs, listening to songs, it's a great thing to learn better.

Q: Ok. What do you think of the book? How would you evaluate it?

A: I think it's not enough for us and it's like, we need to study more than this. It's basic and we need to study more.

Q: Ok. So how did the teaching and learning process take place? How were the activities practiced?

A: Listening skill, it's great not just good because we try hard for teaching and for learning and our teacher is very good, we practiced a lot.

Q: Ok. Tell me about the activities that you did inside class, please.

A: Um, we did presentations and talking with groups, and, I don't remember, sorry.

Q: Ok. What about the difference between the English you studied this semester and the one you have studied throughout school?

A: At school we studied just grammar, and we don't study, we don't try to learn English, just the grammar rules but now, this semester we studied grammar and the language and the words, we

try to learn new words and we try to organize our language and we try to find an accent to speak and I think it's better than the school because we didn't learn anything at school.

Q: So you think this one is more useful for enhancing listening and speaking?

A: Yeah, absolutely.

Q: Ok. And have your listening and speaking improved?

A: Yeah, it has but I still have a problem of speaking it's like a bug in my chest when I try to speak but my listening is better than ever.

Q: Ok. And how did you feel throughout this semester?

Q: I feel great. It was a great semester, a great part of my life and I love it.

Q: Ok, thank you very much.

Emma

Q: What curriculum did you follow this semester? Can you describe it, please?

A: We followed a book, it consists of some vocabularies and audios we listened to, we practiced from assignments in the book, it was a very good book for us because we started to learn a new language and the system of the book was so good for us.

Q: Ok. So how would you evaluate it?

A: It was very good.

Q: Ok. And how did the teaching and learning process take place? How were the activities practiced?

A: The activities, we practiced the language more than high school so it was so good for us for the beginning and the level was for us for our level and we listened to some audios that make us better than before and we practiced a lot so we can speak better than before.

Q: Describe the difference between the English that you studied this semester and the one you have studied throughout school.

A: At school, we learned words in a side and on the other side we learned the grammar but in this semester we learned how to join these words together, how to use them, how to learn to speak the language better than we learned in high school.

Q: Ok. Which one do you find more useful for listening and speaking?

A: Of course, the college is more useful because we can learn better, we can practice it more than before and we can speak without feeling shy.

Q: Ok. And have your listening and speaking skills improved?

A: Of course, still I make a lot of mistakes when I'm speaking or when I'm listening to an audio but of course improved and I learned how to try how to learn more about the language.

Q: Ok. And how did you feel throughout this semester?

A: It was a beautiful semester, we learned a lot, we spoke with our friends and we learned how to learn with each other and how to improve our skills, our language and how to be better.

Q: Ok, thank you very much.

Richards

Q: What curriculum did you follow this semester? Can you describe it, please?

A: Yeah, NorthStar, it's a good book and it's amazing for teaching, for students.

Q: Ok. So how would you evaluate it?

A: Very good.

Q: How did the teaching and learning process take place? How were the activities practiced?

A: It was great because my teacher is the greatest.

Q: Can you describe the activities? What kind of activities did you do inside class?

A: Like presentation, or short story, or quiz.

Q: Ok. Can you tell me about the difference between the English you studied this semester and the one you have studied throughout school?

A: There's difference between them. At school, we just studied grammar or basic English but here we study general English and it's harder for us.

Q: Ok. Which one do you think is more useful for improving listening and speaking skills?

A: Of course college.

Q: Why?

A: Because that's harder for us.

Q: Ok. Have your listening and speaking skills improved? To what extent?

A: Yeah, a lot.

Q: Ok. And how did you feel this semester?

A: University is good and it's great.

Q: Ok, thank you very much.

William

Q: What curriculum did you follow this semester? Can you describe it, please?

A: Ok. In the first semester when we come to here, we should read textbook with you I mean together or with all students, I think we did it so good in listening and speaking, in our topic. But something wasn't good, it wasn't about our textbook, our textbook was so good if we practice together, if we listen if we speak together, it was so good but if I talk about exam, something wasn't fair but textbook, everything was perfect.

Q: Can you describe the textbook, the book?

A: the book, when every day we go to the lectures, we should read the textbook before the lecture, we should read the unit before we came, everything was good for example you have a



listening lecture before that you should listen to the audio or the voice and in speaking lecture we talked together, we finished assignments. Actually, it was good, like kind of perfect, nothing is perfect but it was kind of perfect, the textbook.

Q: Ok. So if I ask you to evaluate it?

A: I think kind of good, not kind of good, kind of perfect.

Q: Ok. Can you describe the teaching and learning process? And the activities that were practiced inside class?

A: That moment, is changing sometimes, I can say it's changing but if we talked about our teacher or our students, how we spend our time in class or how we learned, I can say it was perfect not good or something like very good. It was perfect if you want to learn, because sometimes somebody is lazy sometimes somebody is sleepy or something like that, but it's not like, textbook mistake or it's not teacher's fault or something like that, it's student's fault but it was a good time, yeah.

Q: Ok, but can you tell me the kind of activities that you did inside class?

A: Activities? Like assignments, seminars or something?

Q: I mean how did you practice the language? What kind of exercises did you do inside class?

A: Yeah, yeah. I think we make a group for activities, for assignments, for seminars, for something like if we have online process or if we are in class, for both of them, we have a group I think.

Q: No, I mean only for listening and speaking module not the others.

A: Oh, yeah. If I remember well, I didn't do the assignments that's why I didn't get more points but you gave us some assignments to do it in our class in speaking and listening lecture, actually it was good activities, I can say it was good because we practice it, we learned, we spoke together, and we did something for everyone, like we presented.

Q: Ok. Can you describe the difference between the English you studied this semester and the English you have studied throughout school?

A: OK, it's so so different between school and this semester. At school, we just learned for pass, we just tried to get points and pass, that's all we learned before, may be somebody or someone of us has a good English and he or she can talk so good but I think it wasn't about school cause it wasn't a good process at school, we just learned for points and to pass but in first semester at college, I think we tried to learn, we tried to practice together and we are trying to have a better English cause everyone after twelve or thirteen years, have English, I mean they can speak English but we try to be better step by step and we practice, practice is an important point for us.

Q: Ok. So which one do you find more useful for improving listening and speaking skills?

A: Of course college is better, a hundred percent we can say college.

Q: Why?

A: Because we didn't have speakers at school for listening, actually we didn't have listening and speaking, we had grammar and you can get points and pass, that's all we had at school. But now we have speaking and listening, we have speakers for listening, we talk together for speaking.

Q: Ok. And have your listening and speaking skills improved?

A: I think, yes.

Q: To what extent?

A: I can say fifty or sixty percent for me, but for others may be it's different.

Q: Ok. And how did you feel throughout this semester?

A: I had some problems in our family and with some friends, I don't want to talk about it. I was lazy or sleepy or something like that cause of my problems but our class was a good time and we finished the semester so good.

Tiffany

Q: What curriculum did you follow this semester? Can you describe it?

A: Um, we followed NorthStar, listening and speaking, fourth edition. It was a good book, I really liked those parts when we speak with each other and the part when we come out in the front and speak about a different subject. Yeah, I liked those parts.

Q: Ok. So how would you evaluate the book?

A: I think it's good, like it was in our levels so most of the exercises were like that so it was very good for us.

Q: Ok. Can you describe the teaching and learning process? How were the activities practiced inside class?

A: Um, the teaching, like you speak to us and we were answering questions and we were talking about our own opinions, then we have parts like when we make groups together and answer questions, and also parts when we listen to the audios and we said a summary about the audio, there was videos too about few subjects, I remember there was subject about diamond and all, yeah.

Q: Ok. Can you describe the difference between the English you studied this semester and the English you have studied throughout school?

A: The one we studied at school was like, only grammar and words, like we weren't speaking English and the teacher wasn't speaking English with us. There was difference in the subjects too like it was a very low level and the level in this semester was not high too but like, when we spoke English and we listened to it daily, I think it was way better.

Q: Ok. Which one do you find more useful for improving listening and speaking skills?

A: The one we did at university, cause I mentioned in high school we didn't listen to English words, we didn't have that, the teacher wasn't speaking English with us, they want us only to pass the year and have good grade not to learn the language.

Q: Ok. And have your listening and speaking skills improved?

A: My listening skill has improved slightly but the speaking one, I feel like improved a lot and I'm very thankful.

Q: Why do you think your speaking has improved more?

A: Cause I didn't have much confidence in speaking and I'm not quite sure how I should start speaking, how I should speak, what tone should I use so when we were speaking in class and we had those assignments, I was really thankful for it.

Q: OK. And how did you feel throughout this semester?

A: I felt like it was really nice but there were times when we were like, really tired, there was too much work to do, but yeah, generally it was a nice semester, we learned a lot.

Q: Ok, thank you very much.

Sophia

Q: What curriculum did you follow this semester? Can you describe it, please?

A: We followed NorthStar 1, and I think it's a good book and we learned a lot of new words and ways to learn English and I think it's good for us and fits us and fits the level of the students, not very difficult, not very easy.

Q: So how would you evaluate it?

A: I think it's a good book and as I mentioned, it fits us, it includes good ways to learn English, I think it's like, when it says make groups and do this assignment, and talk with your friend and talk with your teacher, I think it's a good way to learn English.

Q: OK. How did the teaching and learning process take place? How were the activities practiced?

A: I think all of them practiced in the class, we did so many things in the class like making a group together to practice the things, the questions written in the book, making group I think is a good way to learn English, and we listened to the audios, also a new way I haven't seen before, and I think it's a good way.

Q: Ok. Can you describe the difference between the English you studied this semester and the English you have studied throughout school?

A: I think throughout school, we did not learn English because the teacher was not speaking English and did not practice the students to learn the new words, just studied the English grammar. But this semester, everything changed, because the teacher speaks English and if your teacher speaks English, you are trying to speak with your teacher so you try and search to learn new words to speak with your teacher and the books also, everything is written in English and nobody uses another language, only English.

Q: Ok. And which one do you find more useful for improving listening and speaking skills?

A: I think what we studied this semester at university is good and more useful than school because I said everything in this semester, everything in this book is in English and everyone is speaking English so it's different than school because everything in here is English so that's useful for learning English.

Q: Ok. And have your listening and speaking skills improved?

A: Yes, I think. My skills has got better, I'm trying and I think I'm learning so much words and that's new for me.

Q: Ok. And how did you feel this semester?

A: I felt it's very very nice, I so much loved this semester and won't forget this semester because I get to know new words and new ways to learn English, get to know new friends, get to know new things, information, I think it was very nice for me.

Q: Ok, thank you very much.

Juliet

Q: What curriculum did you follow this semester? Can you describe it, please?

A: Um, we used NorthStar 1 this semester, I think this is a good book but I suggest, if you can, to change the NorthStar to Speak Now, because my sister reads this book, it's very useful than NorthStar because she is in semester one studied NorthStar but in semester two, she studied Speak Now, she said to me it's very useful.

Q: Ok. So how do you evaluate NorthStar?

A: For me, I think it's very good because I learned a lot of the new words and I think my pronunciation is a little better, and I can speak English now but at the past I couldn't.

Q: Ok. And how did the teaching and learning process take place? How were the activities practiced inside class?

A: The activities in the class, I think very good, we did assignments and we worked as groups and we spoke English every time, and I think very good, and sometimes we have a quiz, it's good.

Q: Ok. Describe the difference between the English you studied this semester and the one you have studied throughout school.

A: The English we studied at school, just my teacher just focused on the grammar and not speaking English but at university, for example in this semester, my teacher focused on everything and we are speaking English, it's very good.

Q: Ok. Which one do you find more useful for enhancing listening and speaking skills?

A: Surely the university is very useful to learn English because in the school we just learn simple words and we just learn a little of the grammar but now we learn a lot of new words and we can speak English now, thanks to my teacher.

Q: Ok. And have your listening and speaking skills improved?

A: I think, a little.

Q: Ok. And can you describe how you felt this semester?

A: This semester was very interesting for me and everything is doing well, and very good.

Q: Ok, thank you very much.

Oscar

Q: What curriculum did you follow this semester? Can you describe it, please?

A: Yeah, about the subject, no one has points for you because all of the times, you can share information very successfully for all of us. And about the skills, very good for all of us.

Q: No. I want you to describe the book.

A: Describe the book? Yeah. The book is very good for all of us because it has a lot of vocabularies and lots of information and listenings necessary for all of us to follow to succeed.

Q: So how would you evaluate it?

A: I think it's very good.

Q: Ok. How did the teaching and learning process take place? How were the activities practiced?

A: About the vocabularies, very good. Participating in the class also.

Q: Ok. Can you describe the difference between the English you studied this semester and the one you have studied throughout school?

A: There a lot of differences between school and here because at school we all read just to pass the level but now all of us need to learn the subject for future.

Q: Ok. Which one do you find more useful for enhancing listening and speaking?

A: Here, we have more subjects to learn, more talking about everything so this is good.

Q: Ok. Have your listening and speaking skills improved?

A: Yeah, this way for all of us is better.

Q: To what extent?

A: A lot.

Q: Ok. And how did you feel this semester?

A: I felt good, just good because now it's the first year for learning English language and we need to pass this level after that working more and learn the language

Q: Ok, thank you very much.

Edward

Q: What curriculum did you follow this semester? Can you describe it, please?

A: The book is the best way to learn for me and the other students, in the book there are ways for speaking and listening.

Q: So how do you evaluate it?

A: I believe it's very good.

Q: Ok. How did the teaching and learning process take place? How were the activities practiced inside class?

A: We did working in groups, working with partners, presenting a topic, listening to audios and speaking with you and conversation with students.

Q: Ok. Can you describe the difference between the English that you studied this semester and the one you have studied at school?

A: At school, we studied English for points but in this semester we learned speaking and ways to learn speaking and listening.

Q: Ok. So which one do you find more useful for enhancing listening and speaking skills?

A: I believe here I'm speaking very good but at school I couldn't speak and listen, so the one we study here.

Q: Ok. Have your listening and speaking skills improved?

A: Yes.

Q: Yes? How much?

A: A little.

Q: Ok. And how did you feel this semester?

A: I felt happy because in the future I can talk English.

Q: Ok, thank you very much.

Oliver



Q: What curriculum did you follow this semester? Can you describe it, please?

A: The book is very good, the activities, the homeworks, I loved them and it's beneficial for us.

Q: So how do you evaluate it?

A: It's good, I love it, but I want to do more activities, more homework, because it has benefits to us, we try to search for information and search for words and we learn.

Q: Ok. How did the teaching and learning process take place? How were the activities practiced?

A: It was very good, I loved the activities, uh we talked with each other, listening to the teachers talking English more, you listen and you learn those sentences and making groups for the activities in the class is very good, I loved it.

Q: Ok. Can you describe the difference between the English you studied this semester and the one you have studied throughout school?

A: They are very different because at school we just studied grammar but here, when you learn, you learn grammar too but for the school just grammar, not very important to learn the English language, but here it's very good.

Q: So what did you learn here beside grammar?

A: I learned many things like for the listening, I got very well, I understand everything, and for the speaking, at school I was very shy but here, I'm good.

Q: Ok. Which one do you find more useful for improving listening and speaking?

A: Of course, university.

Q: Why?

A: For the school, the teachers talk about grammar and talk in Kurdish not everything is English, we hear Kurdish and English too, but here we just listen to English and we speak it, too. And the activities are good to learn English.

Q: Ok. Have your listening and speaking skills improved?

A: Yes, I have improved a lot this semester.

Q: Ok. And how did you feel this semester?

A: I loved it very much and I try to learn more. I have some suggestions for you, I love for the weekends we have an animation or short movie as homework, we watch it and talk about that for you because it's very good to see this or may be music, too.

Q: Ok, thank you very much.

Liam

Q: What curriculum did you follow this semester? Can you describe it, please?

A: Our book is good for information and vocabulary.

Q: Ok. So how do you evaluate it?

A: I think it's just good.

Q: Ok. How did the teaching and learning process take place? How were the activities practiced?

A: The teaching process is very good, we made groups and had homework.

Q: Ok. Can you describe the difference between the English you studied this semester and the one you have studied throughout school?

A: Of course it's better here because at school we just studied grammar and learned grammar but here sitting and listening to audios.

Q: SO which one do you find more useful for enhancing listening and speaking skills?

A: The one we did this semester, of course.

Q: Why?

A: Because the subject here is learning English but at school, it's not learning.

Q: Ok. Have your listening and speaking skills improved?

A: My skills are better. At the beginning, it was not good but it's better now.

Q: How much?

A: Not very much, a little better.

Q: Ok. And how did you feel this semester?

A: It was good because I can speak English now.

Q: Ok, thank you very much.

## Appendix G

## Content of Units in Sunrise Coursebook

## MAP OF THE BOOK



<b>UNIT 1</b>	<b>TO NEW YORK</b>	<b>p4</b>
<b>LANGUAGE</b> Giving instructions Making suggestions Comparative and superlative forms Past simple and perfect tenses (present perfect, past perfect, present perfect continuous)	<b>SKILLS AND SOUNDS</b> Reading: understand factual information about New York and Kurdistan Listening: note factual details Pronunciation: primary word stress Speaking: role play a conversation giving factual details Writing: collate factual information to complete a form and to write a formal personal introduction	<b>VOCABULARY</b> Airport and air travel procedures Industry names Hotel/hostel facilities Personal details To help you study: reference section familiarization (AB: words in context; grammatical pairs — verb–noun, noun–noun)
<b>UNIT 2</b>	<b>GETTING ORGANIZED</b>	<b>p12</b>
<b>LANGUAGE</b> Prepositions of time Stating contrasts Negative questions Future continuous <i>too</i> and ( <i>not</i> ) ... <i>enough</i> + adj + infinitive <i>too</i> and <i>much</i> / <i>many</i> + noun + infinitive	<b>SKILLS AND SOUNDS</b> Reading: understand and note detailed study tips in a network Listening: note details of arrangements from a phone conversation Pronunciation: weak stress (schwa) Speaking: role play a telephone conversation making arrangements Writing: write a report on one's study performance	<b>VOCABULARY</b> Schedules, dates, times Conference activities Telephone language To help you study: word building with focuses on phonetics and stress (AB: grammatical pairs — verb–noun; networks)
<b>UNIT 3</b>	<b>SAVING THE PAST FOR THE FUTURE</b>	<b>p20</b>
<b>LANGUAGE</b> Active and passive; <i>by</i> + agent Modal verbs for certainty and possibility; present and past Present continuous passive; passive with <i>going to</i> Expressing cause and effect <i>It is said/thought/believed that ...</i>	<b>SKILLS AND SOUNDS</b> Reading, listening: understand and note descriptive information Pronunciation: sounds of <i>s</i> Speaking: do a presentation – narrative and descriptive Writing: use notes and a chart to describe climate and population change	<b>VOCABULARY</b> Shapes, materials, dimensions Prepositions of movement Inventions, crafts Religions To help you study: More sounds of <i>s</i> , use of phonetics (AB: grammatical sets — noun–noun–adjective)
<b>UNIT 4</b>	<b>REVISION</b>	<b>p28</b>
<b>LANGUAGE</b> Review of Units 1–3 language		
<b>UNIT 5</b>	<b>FEEDING NINE BILLION</b>	<b>p32</b>
<b>LANGUAGE</b> Ways of comparing quantities Conjunction + present + future Forms of conditional statements: first, second and third; <i>might have</i> , <i>could have</i> ; <i>if only</i> Giving examples	<b>SKILLS AND SOUNDS</b> Reading: understand and complete a summary of an expository text Listening: understand examples of recycling, reducing, repairing and re-using Pronunciation: vowel + <i>r</i> Speaking: discuss actions that can / could / could have been taken to improve the environment Writing: write paragraphs with exhortation + supporting examples	<b>VOCABULARY</b> Geographical features Percentages and fractions Conservation and recycling To help you study: uses of charts, graphs, tables, time lines and other diagrams, e.g. in the world of work (AB: word building with prefix <i>re-</i> ; words in context)

UNIT 6	INTO THE INFORMATION AGE	p40
<b>LANGUAGE</b> Full and reduced relative clauses Clauses introduced by <i>how, what</i> and <i>when, where, why</i> Relative clauses with extra information Expressing purpose	<b>SKILLS AND SOUNDS</b> Reading: complete understanding of one text from another; collate information from three texts to complete a historical time line Listening: understand the poem <i>New Frontiers</i> Pronunciation: rhythm – strong and weak stress Speaking: discuss possible forms of SchoolNet for Kurdistan Writing: write a report to advise on SchoolNet for Kurdistan	<b>VOCABULARY</b> Office equipment IT jobs and activities Information age inventions and developments Uses of the internet To help you study: using a monolingual dictionary (AB: synonyms; grammatical sets – verb–noun–noun; literary criticism)
UNIT 7	WORKING TOGETHER FOR A BETTER WORLD	p48
<b>LANGUAGE</b> <i>-ing</i> participle clauses to describe an action Verb + infinitive/verb + <i>-ing</i> form <i>used to</i> + infinitive; <i>be/get used to</i> + <i>-ing</i> Reported speech forms Participle clauses with <i>while, after, on, before, etc</i>	<b>SKILLS AND SOUNDS</b> Reading: understand a diary of events and identify where to add extra information Listening: identify speakers for and against three forms of aid pronunciation: use phonetics to identify unvoiced letters Speaking: discuss points for and against three forms of aid Writing: write a newspaper report of the discussion	<b>VOCABULARY</b> Modes of discussion Research station – working and living facilities To help you study: how to keep an English-language diary (AB: words that go together (collocations); opposites)
UNIT 8	REVISION	p56
<b>LANGUAGE</b> Review of Units 5–7 language		
<b>ROLE PLAYS</b>		p60
<b>LITERARY READER</b>		p66
<b>REFERENCE SECTION</b>		p103

## Appendix H

## Content of Units in NorthStar Coursebook

## SCOPE AND SEQUENCE

UNIT OUTCOMES	 <b>1 FRIENDSHIP</b> <b>A WORLD OF FRIENDS</b> pages 2–27 <i>Listening 1: The Friendship Force</i> <i>Listening 2: The Best Summer of My Life</i>	 <b>2 ART</b> <b>MAKING UNUSUAL ART</b> pages 28–55 <i>Listening 1: Mia Pearlman</i> <i>Listening 2: The Quilts of Gee's Bend</i>
LISTENING	<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify main ideas and details</li> <li>• Recognize and use <i>and</i> and <i>but</i> to introduce similar and contrasting ideas</li> </ul> <b>MyEnglishLab</b> Vocabulary and Listening Skill Practice	<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify and distinguish between main ideas and details</li> <li>• Recognize phrases that express surprise</li> </ul> <b>MyEnglishLab</b> Vocabulary and Listening Skill Practice
SPEAKING	<ul style="list-style-type: none"> <li>• Express opinions</li> <li>• Ask for more information</li> <li>• Describe someone's personality</li> </ul> <b>Task:</b> Introduce a friend <b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task	<ul style="list-style-type: none"> <li>• Express opinions</li> <li>• Express likes and dislikes</li> </ul> <b>Task:</b> Create and dramatize a group discussion <b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task
INFERENCE	<ul style="list-style-type: none"> <li>• Infer a speaker's reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Infer meaning from statements that express surprise</li> </ul>
PRONUNCIATION	<ul style="list-style-type: none"> <li>• Recognize common rhythm patterns</li> <li>• Pronounce stressed and unstressed words in sentences</li> </ul> <b>MyEnglishLab</b> Pronunciation Skill Practice	<ul style="list-style-type: none"> <li>• Recognize and pronounce rising and rising-falling intonation at the end of statements and questions</li> </ul> <b>MyEnglishLab</b> Pronunciation Skill Practice
VOCABULARY	<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> </ul> <b>MyEnglishLab</b> Vocabulary Practice	<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> </ul> <b>MyEnglishLab</b> Vocabulary Practice
GRAMMAR	<ul style="list-style-type: none"> <li>• Recognize and use the present and past tenses of the verb <i>be</i></li> </ul> <b>MyEnglishLab</b> Grammar Practice	<ul style="list-style-type: none"> <li>• Recognize and use the simple present tense</li> </ul> <b>MyEnglishLab</b> Grammar Practice
VIDEO	<b>MyEnglishLab</b> <i>Fans Forever—The Beatles</i> , ABC News Video Activity	<b>MyEnglishLab</b> <i>Fish Artist</i> , ABC News, Video Activity
ASSESSMENTS	<b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 1 Achievement Test	<b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 2 Achievement Test

 <h3>3 SPECIAL POSSESSIONS</h3> <p><b>SPECIAL POSSESSIONS</b> pages 56–81</p> <p><i>Listening 1: The Story of Dream Catchers</i> <i>Listening 2: Toys in College</i></p>	 <h3>4 BUSINESS</h3> <p><b>CREATIVITY IN BUSINESS</b> pages 82–109</p> <p><i>Listening 1: KK Gregory, Young and Creative</i> <i>Listening 2: A Business Class</i></p>
<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify main ideas and details</li> <li>• Order statements based on ideas in a listening selection</li> <li>• Recognize speech markers that show excitement</li> </ul> <p><b>MyEnglishLab</b> Vocabulary and Listening Skill Practice</p>	<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify main ideas and details</li> <li>• Recognize signal words for main ideas in a lecture</li> </ul> <p><b>MyEnglishLab</b> Vocabulary and Listening Skill Practice</p>
<ul style="list-style-type: none"> <li>• Express agreement and disagreement</li> <li>• Support ideas with reasons</li> <li>• Ask questions to include others in a conversation</li> </ul> <p><b>Task:</b> Discuss, describe, and report on special possessions</p> <p><b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task</p>	<ul style="list-style-type: none"> <li>• Express opinions</li> <li>• React to general and surprising information</li> </ul> <p><b>Task:</b> Create and dramatize a business meeting</p> <p><b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task</p>
<ul style="list-style-type: none"> <li>• Infer a speaker's beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Infer contrasting ideas by noticing stress</li> </ul>
<ul style="list-style-type: none"> <li>• Distinguish between the three -s endings of present tense verbs</li> </ul> <p><b>MyEnglishLab</b> Pronunciation Skill Practice</p>	<ul style="list-style-type: none"> <li>• Recognize and pronounce the <i>th</i> sounds</li> </ul> <p><b>MyEnglishLab</b> Pronunciation Skill Practice</p>
<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> </ul> <p><b>MyEnglishLab</b> Vocabulary Practice</p>	<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> </ul> <p><b>MyEnglishLab</b> Vocabulary Practice</p>
<ul style="list-style-type: none"> <li>• Recognize and use adverbs of frequency in the simple present tense</li> </ul> <p><b>MyEnglishLab</b> Grammar Practice</p>	<ul style="list-style-type: none"> <li>• Recognize and use <i>there + be</i> in the present and past tense</li> </ul> <p><b>MyEnglishLab</b> Grammar Practice</p>
<p><b>MyEnglishLab</b> <i>Wedding Dress Crisis Averted</i>, ABC News, Video Activity</p>	<p><b>MyEnglishLab</b> <i>Hawking Hot Dogs</i>, ABC News, Video Activity</p>
<p><b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 3 Achievement Test</p>	<p><b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 4 Achievement Test</p>

# SCOPE AND SEQUENCE

UNIT OUTCOMES	 <b>5 PHOBIAS</b> <b>UNDERSTANDING FEARS AND PHOBIAS</b> pages 110–133 <i>Listening 1: Psyched: A Radio Show</i> <i>Listening 2: Crossing a Bridge</i>	 <b>6 ADVENTURE</b> <b>RISKS AND CHALLENGES</b> pages 134–161 <i>Listening 1: The Amazing Swimmer, Diana Nyad</i> <i>Listening 2: An Outward Bound Experience</i>
LISTENING	<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify main ideas and details</li> <li>• Recognize and understand meaning behind contradictions</li> </ul> <p><b>MyEnglishLab</b> Vocabulary and Listening Skill Practice</p>	<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify main ideas and details</li> <li>• Recognize the use of <i>even though</i> to express an unexpected or surprising result</li> </ul> <p><b>MyEnglishLab</b> Vocabulary and Listening Skill Practice</p>
SPEAKING	<ul style="list-style-type: none"> <li>• Express opinions</li> <li>• Give advice using imperative verbs</li> </ul> <p><b>Task:</b> Create and dramatize a situation about phobias</p> <p><b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task</p>	<ul style="list-style-type: none"> <li>• Express opinions</li> <li>• Express an unexpected or surprising result using <i>even though</i></li> <li>• Compare and contrast information from two listenings</li> </ul> <p><b>Task:</b> Create and dramatize an interview with a risk-taker</p> <p><b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task</p>
INFERENCE	<ul style="list-style-type: none"> <li>• Infer meaning from exaggerations</li> </ul>	<ul style="list-style-type: none"> <li>• Infer meaning from rhetorical questions</li> </ul>
PRONUNCIATION	<ul style="list-style-type: none"> <li>• Recognize and pronounce the three <i>-ed</i> endings in the regular past tense</li> </ul> <p><b>MyEnglishLab</b> Pronunciation Skill Practice</p>	<ul style="list-style-type: none"> <li>• Recognize and pronounce words with the vowel sounds /iy/ and /i/</li> </ul> <p><b>MyEnglishLab</b> Pronunciation Skill Practice</p>
VOCABULARY	<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> </ul> <p><b>MyEnglishLab</b> Vocabulary Practice</p>	<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> <li>• Recognize and use adjectives ending in <i>-ing</i> and <i>-ed</i></li> </ul> <p><b>MyEnglishLab</b> Vocabulary Practice</p>
GRAMMAR	<ul style="list-style-type: none"> <li>• Recognize and use the simple past tense with regular and irregular verbs</li> </ul> <p><b>MyEnglishLab</b> Grammar Practice</p>	<ul style="list-style-type: none"> <li>• Recognize and use the present continuous tense</li> </ul> <p><b>MyEnglishLab</b> Grammar Practice</p>
VIDEO	<p><b>MyEnglishLab</b> <i>Unusual Phobias</i>, Healthguru, Video Activity</p>	<p><b>MyEnglishLab</b> <i>Cockpit Cool</i>, ABC News, Video Activity</p>
ASSESSMENTS	<p><b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 5 Achievement Test</p>	<p><b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 6 Achievement Test</p>



	<h2>7 FAMILY</h2> <h3>ONLY CHILD — LONELY CHILD?</h3> <p>pages 162–189</p> <p><i>Listening 1: Changing Families</i> <i>Listening 2: How Do Only Kids Feel?</i></p>		<h2>8 SPORTS</h2> <h3>SOCCER: THE BEAUTIFUL GAME</h3> <p>pages 190–216</p> <p><i>Listening 1: The Sports File</i> <i>Listening 2: America Talks</i></p>
	<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify main ideas and details</li> <li>• Take notes using a graphic organizer</li> <li>• Identify advantages and disadvantages</li> </ul> <p><b>MyEnglishLab</b> Vocabulary and Listening Skill Practice</p>		<ul style="list-style-type: none"> <li>• Make and confirm predictions</li> <li>• Identify main ideas and details</li> <li>• Recognize signal words that introduce reasons and results (<i>because, because of, so, that's why</i>)</li> <li>• Categorize information from two listenings</li> </ul> <p><b>MyEnglishLab</b> Vocabulary and Listening Skill Practice</p>
	<ul style="list-style-type: none"> <li>• Express opinions</li> <li>• Express agreement, disagreement, and uncertainty</li> </ul> <p><b>Task:</b> Create and dramatize a conversation between parents</p> <p><b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task</p>		<ul style="list-style-type: none"> <li>• Express and support opinions with reasons</li> <li>• Express and explain reasons and results</li> </ul> <p><b>Task:</b> Create and present a TV commercial</p> <p><b>MyEnglishLab</b> Speaking Skill Practice and Speaking Task</p>
	<ul style="list-style-type: none"> <li>• Infer meaning based on word choice</li> </ul>		<ul style="list-style-type: none"> <li>• Infer meaning from comparisons with <i>be like</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Recognize and understand the appropriate use of <i>going to</i> vs. <i>gonna</i></li> </ul> <p><b>MyEnglishLab</b> Pronunciation Skill Practice</p>		<ul style="list-style-type: none"> <li>• Recognize the use of contrastive stress</li> </ul> <p><b>MyEnglishLab</b> Pronunciation Skill Practice</p>
	<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> </ul> <p><b>MyEnglishLab</b> Vocabulary Practice</p>		<ul style="list-style-type: none"> <li>• Infer word meaning from context</li> </ul> <p><b>MyEnglishLab</b> Vocabulary Practice</p>
	<ul style="list-style-type: none"> <li>• Recognize and use the future tense with <i>be going to</i></li> </ul> <p><b>MyEnglishLab</b> Grammar Practice</p>		<ul style="list-style-type: none"> <li>• Recognize and make comparisons with regular and common irregular adjectives</li> </ul> <p><b>MyEnglishLab</b> Grammar Practice</p>
	<p><b>MyEnglishLab</b> <i>You and Your Siblings</i>, ABC News, Video Activity</p>		<p><b>MyEnglishLab</b> <i>Game On</i>, ABC News, Video Activity</p>
	<p><b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 7 Achievement Test</p>		<p><b>MyEnglishLab</b> Check What You Know, Checkpoints 1 and 2, Unit 8 Achievement Test</p>

## Appendix I

### Speaking Test

#### Part One, General Questions

##### Study:

1. What do you study?
2. Where do you study that?
3. Why did you choose that subject?
4. Is it a popular subject in your country?
5. Do you like that subject?
6. Do you get on with your colleagues?
7. What was your first day like?
8. What are the main aspects of your subject?
9. If you had the chance, would you change subject?
10. Do you plan to get a job in the same field as your subject?

##### Hometown:

1. Where is your hometown?
2. Do you like your hometown?
3. Do you often visit your hometown?
4. What is your hometown like?
5. What is the oldest place in your hometown?
6. What is there for a foreigner to do or see in your hometown?
7. How could your hometown be improved?
8. Has your hometown changed much since you were a child?
9. Is there good public transportation in your hometown?
10. Do you think your hometown is a good place to bring up children?

##### Daily routine:

1. When do you usually get up in the morning?
2. Do you usually have the same routine?
3. What is your daily routine?
4. Do you ever change your routine?
5. Is your routine the same today as it was when you were a child?
6. Do you think it is important to have a daily routine?

### Family and Friends

1. Do you spend much time with your family?
2. Who are you closest to in your family?
3. Do you prefer spending time with your family or friends?
4. Who is your best friend?
5. Are you still friends with people from your childhood?

### Food

1. What's your favorite food?
2. Have you always liked the same food?
3. Is there any food you dislike?
4. What is a common meal in your country?
5. Do you have a healthy diet?
6. What do you think of fast food?

### Hobbies

1. Do you have a hobby?
2. What tool do you need for it?
3. Did you have a hobby as a child?

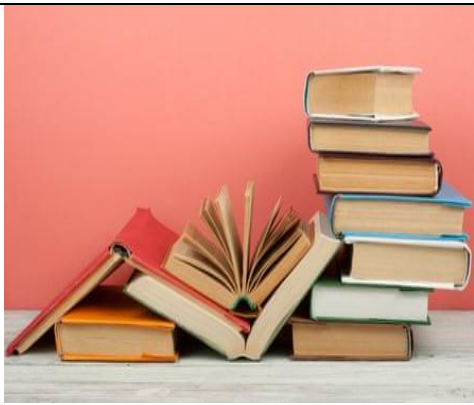
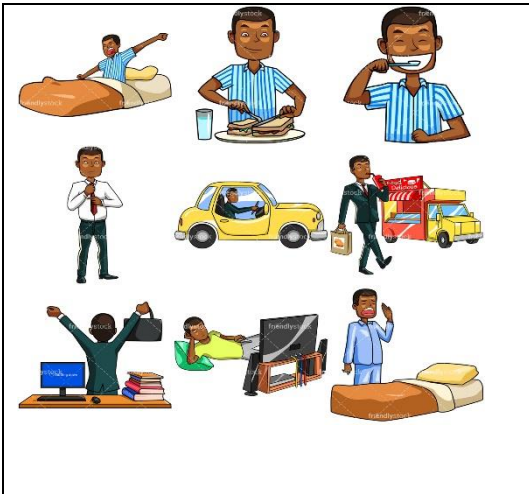
### Leisure Time

1. What is your favorite leisure activity?
2. What did you enjoy doing in your free time as a child?
3. Do you prefer to spend your free time with other people or alone?
4. What is a common leisure activity in your country?
5. Do most people in your country get two days off a week?
6. Do you think leisure time is important?

### Weather

1. What's the weather like today?
2. What's your favorite weather?
3. Do you like the weather in your country?
4. Is the weather the same in all parts of your country?
5. Does the weather ever affect the way you feel?
6. Does the weather in your country ever affect transportation?

Part two, task card







Part three, Further questions on the topic of the card

**Appendix J**  
**Listening Test**

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

**INSTRUCTIONS:**

- You have 40 minutes to complete the test. Each Part is 10 minutes.
  - There are four Parts.
  - You will listen to each recording TWICE.
  - There are 50 items to be answered.
  - You will receive 2 marks for each correct answer. In total 100 marks.
- 

**PART ONE**

Listen to a university teacher giving instructions for an assignment and complete the tasks.

**Task 1** Circle the best answer.

1. What day should you hand in your essay?
  - a. 18 October
  - b. 19 October
  - c. 28 October
  
2. It's OK to ...
  - a. give it to the teacher two days late.
  - b. give it to the teacher a week late.
  - c. give it to the teacher early.
  
3. How do you write the teacher's email address?
  - a. [j.hartsorn@lmu.ac.uk](mailto:j.hartsorn@lmu.ac.uk)
  - b. [j.hartshorn@nmu.ac.uk](mailto:j.hartshorn@nmu.ac.uk)
  - c. [j.hartshorn@lmu.ac.uk](mailto:j.hartshorn@lmu.ac.uk)

4. What goes on the last page of the essay?

- a. The alphabet
- b. The books you used
- c. Quotes and ideas

5. Which font should you write the essay with?

- a. Arial
- b. Comic Sans
- c. Calibri

6. What size font should you use for the essay?

- a. 12
- b. 14
- c. Any size is OK.

**Task 2** Match the two parts of the sentences.

**First part**

- 1. If your essay is late,
- 2. If your computer breaks,
- 3. If the teacher doesn't write back to you,
- 4. If you want to be kind to trees,
- 5. If you use other people's ideas,
- 6. If you want to make your essay easy to read,

**Second part**

- a. you still have to hand the essay in on time.
- b. don't print your assignment.
- c. you won't pass the assignment.
- d. use font size 12, subheadings and page numbers.
- e. you can email him to check he got your essay.
- f. you have to say where you get them from.



**PART TWO**

Listen to a student explain why she can't come to class and complete the tasks.

**Task 1** Circle the best answer.

1. Diana can't come to class because ...

- a. she has a different class.
- b. she has a mid-term exam.
- c. she has a doctor's appointment.

2. For homework, she has to read ...

- a. chapters 17, 18, 19 and 20.
- b. chapters 17, 19 and 20.
- c. chapters 17 and 20.

3. The articles and video are available ...

- a. online.
- b. via email.
- c. in the library.

4. The deadline for the homework is ...

- a. Wednesday.
- b. Friday.
- c. Sunday.

5. The teacher can give Diana the practice test ...

- a. on Friday.
- b. by email.
- c. after the mid-term exam.

6. The office needs ...
- a. a note from the doctor.
  - b. an email from Diana.
  - c. the mid-term exam.

**Task 2** Put the words and phrases in order to make sentences.

- 1. but sorry to class. I I'm can't come
- 2. Can me give the homework you assignment?
- 3. to chapters 17 read 20. You need to
- 4. I should do? What
- 5. links the post I'll online.
- 6. the practice you give I can test.

**PART THREE**

Listen to the lecturer giving some facts and figures then complete the tasks.

**Task 1**

Write a number (1–4) to put the topics in order.

\_\_\_\_\_ History of the construction of the canal

\_\_\_\_\_ Length of the Panama Canal

\_\_\_\_\_ How many ships cross the Panama Canal

\_\_\_\_\_ Who controls the Panama Canal

**Task 2**

Complete the sentences with correct numbers.

99	1881	8 to 10	2000	2
40,000	82	25,000	1914	15,000

- The Panama Canal connects ..... oceans.
- It is ..... kilometres long.
- It is ..... kilometres to travel around South America.
- It takes ..... hours to cross the canal.
- The canal was started in .....
- It was finished in .....
- Almost ..... people died while they were building the canal.
- The control of the canal returned to Panama in .....
- Every year, about ..... ships come through the canal.
- Now the canal is bigger, and ..... per cent of ships can pass through it.

**PART FOUR**

Listen to four conversations and complete the tasks.

**Task 1**

Match the topics (1–4) with the conversations (a–d).

<b>Topic</b>	<b>Conversation</b>
1. .... An old photo	a. Conversation A
2. .... A university project	b. Conversation B
3. .... A holiday	c. Conversation C
4. .... A work interview	d. Conversation D

**Task 2**

Are the sentences true or false?

	<b>Answer</b>	
1. (Conversation A) The woman was in the interview for 15 minutes.	True	False
2. (Conversation A) The woman thinks she is going to get the job.	True	False
3. (Conversation B) The woman was trying to look at art.	True	False
4. (Conversation B) The woman is thinking about not taking photos on holiday any more.	True	False
5. (Conversation C) The man and the woman grew up in the same family.	True	False
6. (Conversation C) The girl had an older boyfriend at school.	True	False
7. (Conversation D) The man is not in the group because the others don't like his work.	True	False
8. (Conversation D) The man needs to find another group.	True	False

## Appendix K Turnitin Report

### THESIS

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