USING CROSSWORD PUZZLE TO PROMOTE ENGLISH PROFICIENCY: PRACTICAL ACTIVITIES FOR ESP CLASSES

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Background

• ESP exists in response to some global changes which leads into creating a global society.
• ESP teachers in Indonesia face complexities: big classes, teacher-centred, focusing more on reading skill, unequal portion of language skills and components.
• ESP teachers are required to be skilled in managing the teaching time to accomplish the targeted curriculum, avoid teaching monotonously.
• ESP classes need an effective, student-centred and time saving approach which provides fun activities while at the same time referring to curriculum.
Crossword Puzzle

- provides some interesting and fun activities
- flexible to be used in any levels of education
- the world’s popular past-time activity game
- adaptable to be used in any fields of study
- accommodating for any teaching purposes including ESP
- can be given as warmer, filler, or assessment.
- practical; in line with the essence of some widely used teaching approaches such as cooperative learning, Contextual Teaching and Learning, and communicative approach.
Problems in using CWP:
many ESP teachers
do not really know...

• how to make the best use of it based on the
teaching objectives.
• they do not know how to make variations in
implementing crossword puzzle for their ESP
teaching
• they do not know well how to select
appropriate crossword puzzle for their ESP
classes.
Alternative Solution: ASIATEFL

- Ask,
- Set,
- Instruct,
- Anticipate,
- Take action,
- Examine,
- Find,
- Learn
Ask

• why : why is crossword puzzle used for teaching Job Interview
• what : language comp/skill is targeted, indicators of successful implementation
• Who : the learners
• Which : proficiency level,
• When : warmer/filler and duration
• how to use the puzzle for teaching

ESP : pairwork, individual, groupwork
Set

- the type of crossword puzzle by either
  - selecting from the available puzzle
  - creating a new one
- consider: (1) teaching objectives, (2) level of difficulty, (3) syllabus and curriculum, (4) time allotment (5) students’ interest and characteristics; (6) availability, (7) task type (individual, pairwork, or groupwork)
Instruct

• **Give clear instructions before giving the puzzle to the students:**
  - Simple language
  - Whiteboard consolidation
  - Checking understanding

• **Verbal instruction alone is not enough**
Anticipate

• Anticipate any difficulties by giving examples and demonstration
• Examples: practical handout
• Involving the students
Take action

• perform your teaching with the crossword puzzle
• Make groups/dyads when necessary
• Facilitate the students
• Make sure the students know what they are expected to do
Examine

• and monitor the process as classroom facilitator
• What the teacher should do during implementation:
  - Monitor
  - Observe
  - take necessary notes
• Don’t interrupt unless necessary
Find

• constraints related to students' anxiety, limited vocabulary mastery, different level of English proficiency, time management

• positive points related to students' preference, language improvement, learning enthusiasm and attitude

...from the implementation
Learn

• reflect from the teaching activity for a better performance: Instruction, Material, Process/implementation, Teaching objective

• Learn whether the indicators of successful teaching implementation are met: kesesuaian antara waktu dengan accomplishment, percentage of students’ involvement in the learning process, next meeting the ss still recall the subject matter,

• Learn from the implementation to make a better planning for a much better teaching performance in the future
Practical activities

- LANGUAGE SKILLS
- LANGUAGE COMPONENTS
- INTEGRATIVE / COMBINATION OF SKILL AND COMPONENT
Practical activities

• pairwork activity
• reading clues
• providing clues
• puzzle completion,
• puzzle gap,
• combining puzzles,
Pairwork activity

→ Language focus: Adjective Clause

→ Language skill: speaking

→ Language function: describing objects
Reading clues

→ Language focus: passive construction

→ Language skill: reading

→ Language function: describing process
Providing clues

→ Language focus: irregular past verbs
→ Language skill: writing
→ Language function: describing action
Sample Lesson Plan

Objective: Students are able to
- apply the pattern of Adjective Clause
- develop speaking skill using AC
- describe objects using AC

Learning resource: CROSSWORD PUZZLE, textbook, flash card

Activities:
- Warmer: review of previous lesson (10 minutes)
- Lecturing: concept of Adjective Clause (30 minutes)
- Guided practice: exercises from textbook (15 minutes)
- Free practice: pairwork activities (30 minutes)
- Rounding up: feedback & assessment (15 minutes)

Assessment: oral assessment
Advantages & Disadvantages

• Advantages:
  a. fun language learning
  b. motivating learners
  c. make language teaching easier
  d. prevent boredom, monotonous teaching, learning anxiety
Advantages & Disadvantages

- Disadvantages:
  a. needs more effort to prepare
  b. without careful preparation teachers tend to focus more on making fun activities rather than language learning
  c. might be time consuming
Thank You