

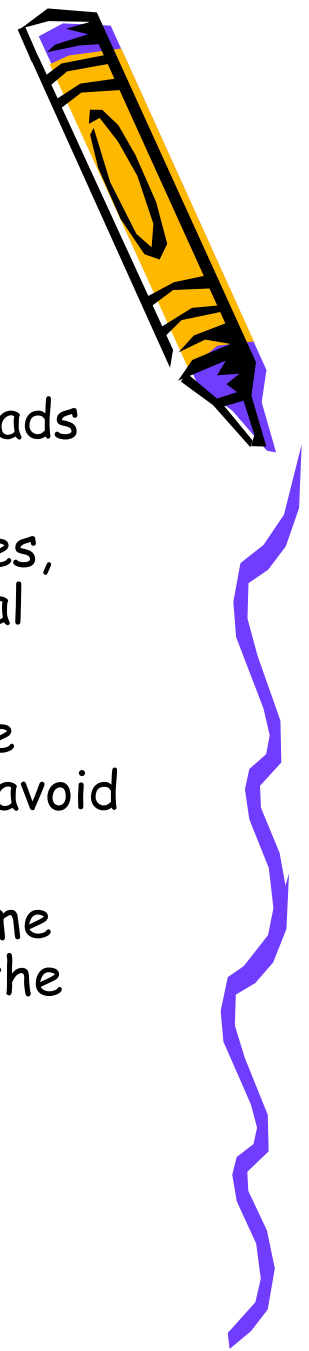


USING CROSSWORD PUZZLE TO PROMOTE ENGLISH PROFICIENCY: PRACTICAL ACTIVITIES FOR ESP CLASSES

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Background

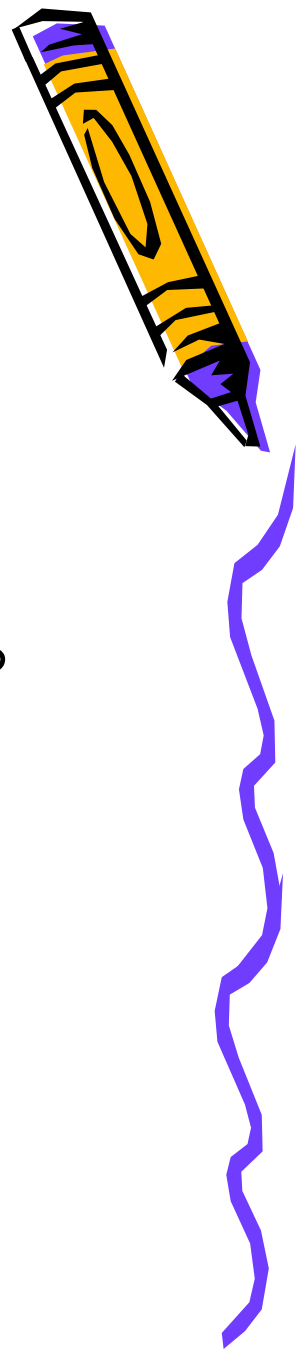


- ESP exists in response to some global changes which leads into creating a global society.
- ESP teachers in Indonesia face complexities: big classes, teacher-centred, focusing more on reading skill, unequal portion of language skills and components.
- ESP teachers are required to be skilled in managing the teaching time to accomplish the targetted 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...

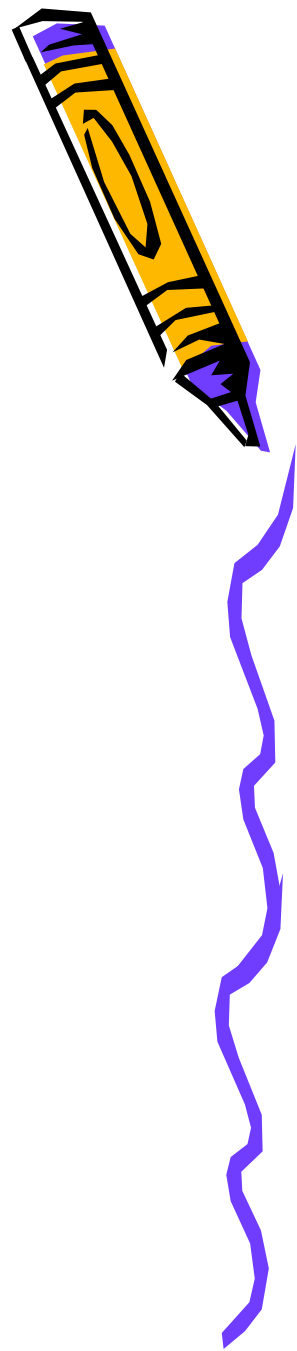


- how to make the best use of it based on the teaching objectives.
- they do not know how to make variations in implementing crossword puzzle for their ESP teaching
- they do not know well how to select appropriate crossword puzzle for their ESP classes.



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



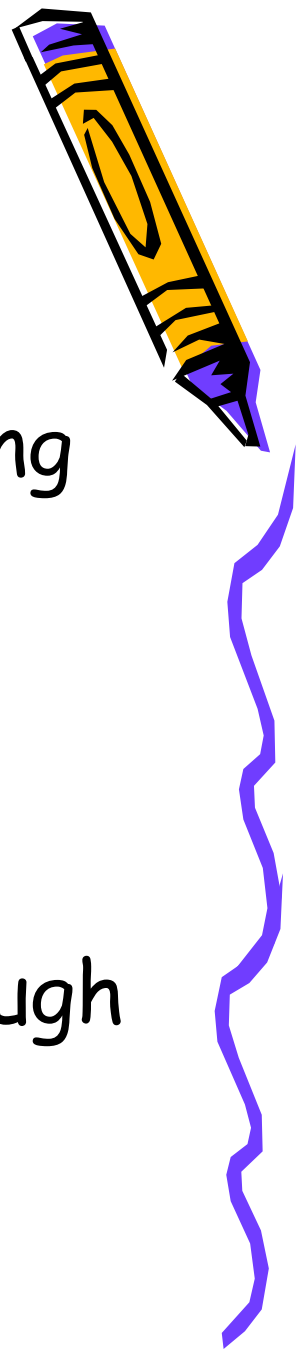
Set



- 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

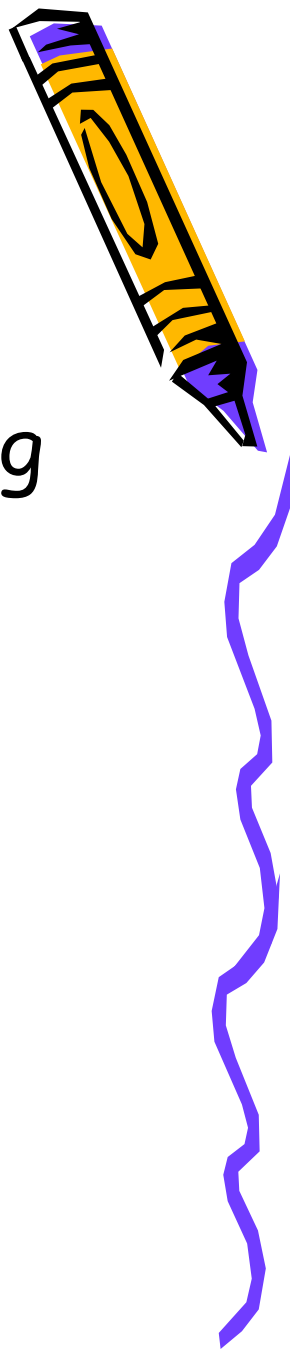


- Give clear instructions before giving the puzzle to the students:
 - Simple language
 - Whiteboard consolidation
 - Checking understanding
- Verbal instruction alone is not enough



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



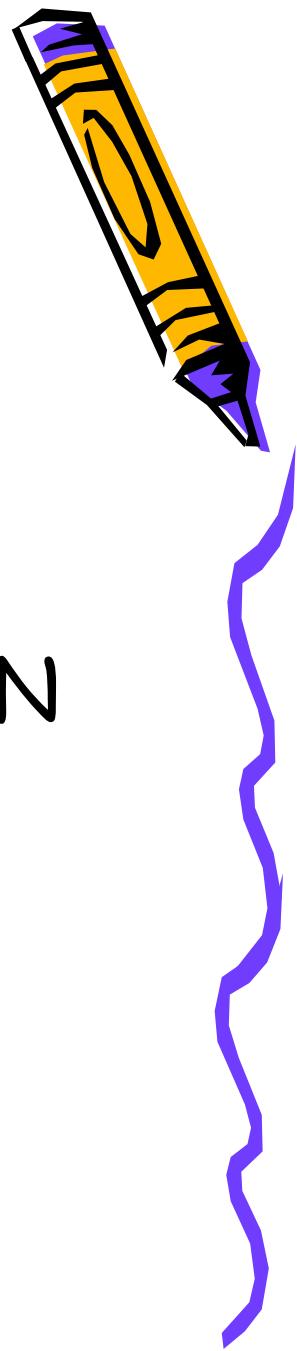
Learn

- 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 implemenation to make a better planning for a much better teaching performance in the future



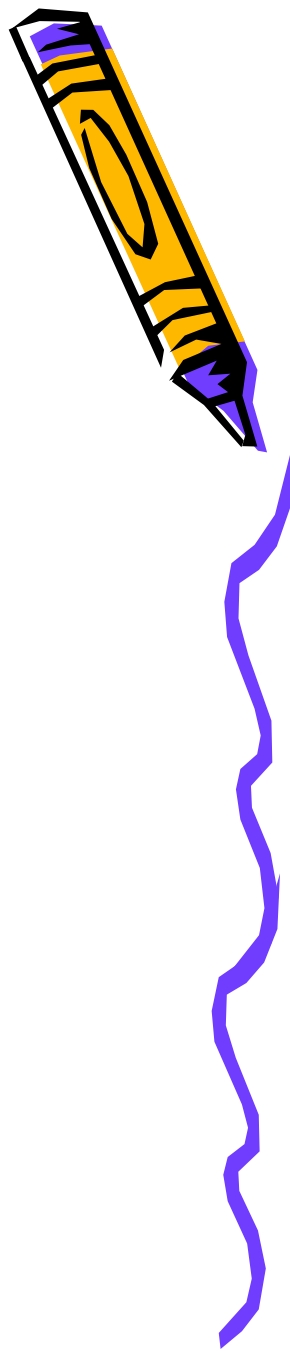
Practical activities

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



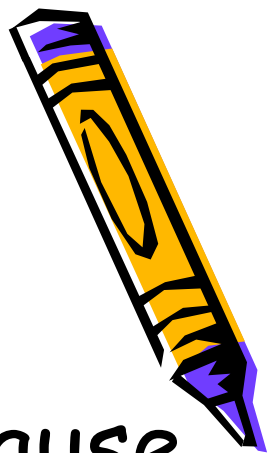
Practical activities

- pairwork activity
- reading clues
- providing clues
- puzzle completion,
- puzzle gap,
- combining puzzles,



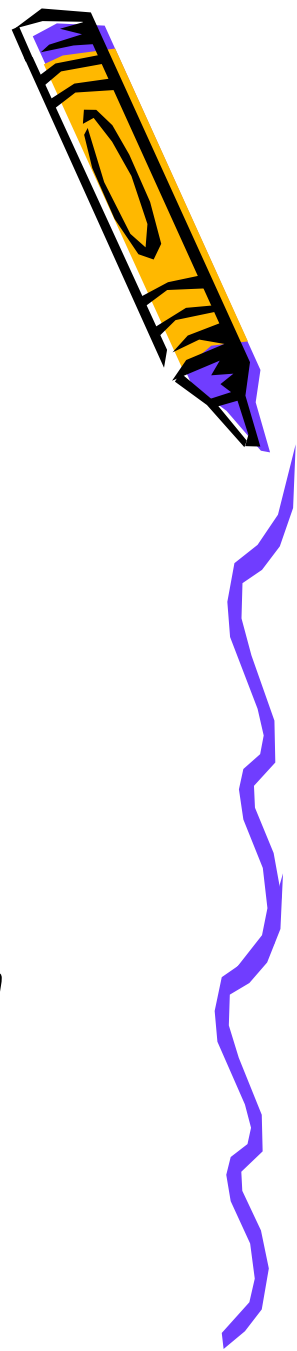
Pairwork activity

- Language focus: Adjective Clause
- Language skill : speaking
- Language function: describing objects



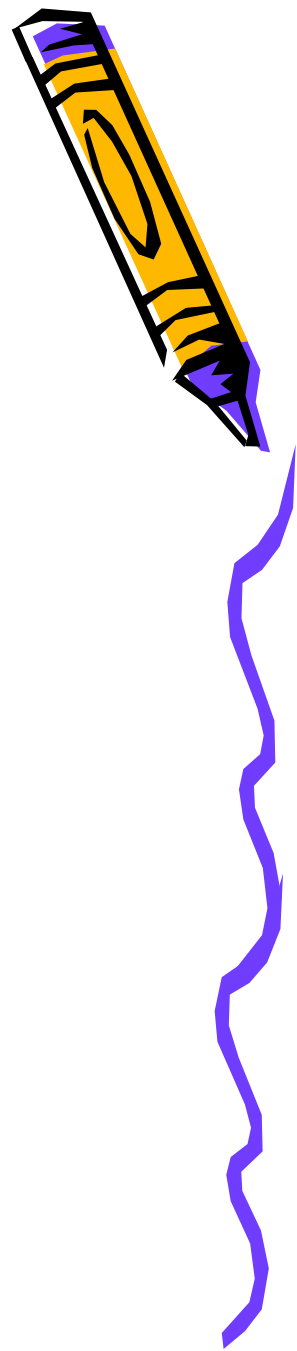
Reading clues

- 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



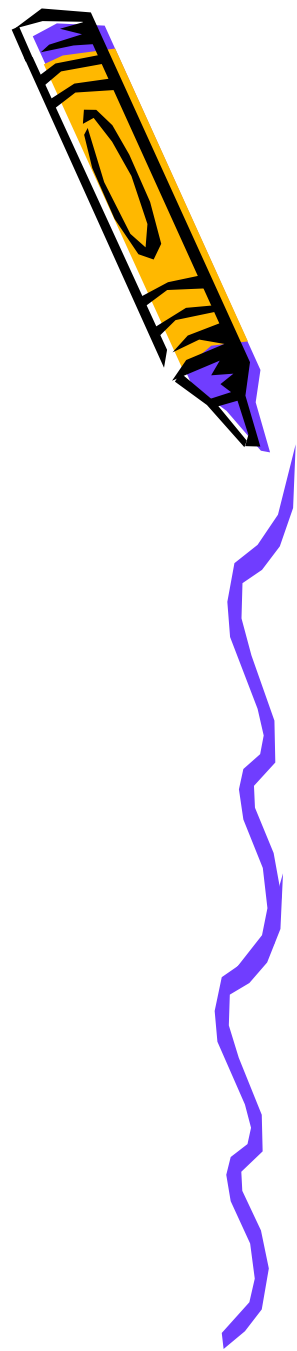
Sample Lesson Plan



- Objective: Students are able to
 - a. apply the pattern of Adjective Clause
 - b. develop speaking skill using AC
 - c. describe objects using AC
- Learning resource: CROSSWORD PUZZLE, textbook, flash card
- Activities:
 - a. Warmer: review of previous lesson (10 minutes)
 - b. Lecturing: concept of Adjective Clause (30 minutes)
 - c. Guided practice: exercises from textbook (15 minutes)
 - d. Free practice: pairwork activities (30 minutes)
 - e. Rounding up: feedback & assessment (15 minutes)
- Assessment: oral assessment



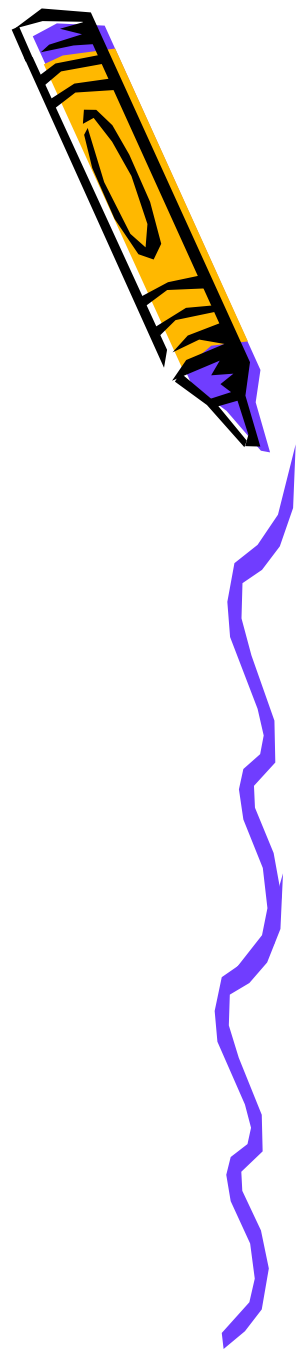
Advantages & Disadvantages



- 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

