USING CONTENT-BASED INSTRUCTION TO ENHANCE THE COLLOCATION

COMPETENCE OF HIGH SCHOOL STUDENTS

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2021

การใช้วิธีการสอนภาษาที่เน้นเนื้อหาเพื่อพัฒนาการใช้คำปรากฏร่วมภาษาอังกฤษของนักเรียน
ระดับชั้นมัธยมศึกษาตอนปลาย

อดิศักดิ์ กิตติวรวิทย์

USING CONTENT-BASED INSTRUCTION TO ENHANCE THE COLLOCATION
COMPETENCE OF HIGH SCHOOL STUDENTS

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A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of MASTER OF ARTS

(English)

Faculty of Humanities, Srinakharinwirot University

2021

THE THESIS TITLED

USING CONTENT-BASED INSTRUCTION TO ENHANCE THE COLLOCATION

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BY

ADISAK KITTIVORAWIT

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE MASTER OF ARTS

IN ENGLISH AT SRINAKHARINWIROT UNIVERSITY

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Title	USING CONTENT-BASED INSTRUCTION TO ENHANCE THE COLLOCATION COMPETENCE OF HIGH SCHOOL STUDENTS
Author	ADISAK KITTIVORAWIT
Degree	MASTER OF ARTS
Academic Year	2021
Thesis Advisor	Assistant Professor Dr. Usaporn Sucaromana

The aim of this study is to enhance the collocation competence of high school students through content-based instruction. The participants consisted of 60 Grade Eleven students studying in one of the top schools in Thailand and they volunteered to participate in the study. The content-based instruction was employed in a collocation class. The research instruments were a collocation competence test, lesson plans and interview questions. A collocation competence test was conducted before and after the six-week instruction period. After the instruction, a focus group interview was used to examine the students' satisfaction with the content-based instruction. The data collected from the tests were analyzed using a dependent t-test to determine whether or not there was a significant difference between the pre-test and the post-test scores of the students. The qualitative data collected from the interviews were analyzed using content analysis. The findings indicated that the post-test scores of the students were significantly higher than their pre-test scores. Moreover, it showed that the students were satisfied with the content-based instructions. The findings of the study yielded an alternate pedagogy to teach collocations and related lexical items. Online reading materials, through content-based instruction, played an essential role in fostering the engagement of the students and exposing them to contextual and authentic collocation usages.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to Asst. Prof. Dr. Usaporn Sucaromana, my advisor, for meaningful constructive feedback, great patience, invaluable expertise and, importantly, not ever giving up on me throughout this grueling but precious journey. My dream would not have come true without her, literally. Her devotion and dedication will always be remembered and cherished.

I am also grateful to Asst. Prof. Dr. Supaporn Yimwilai for allowing me to be a part of this warm and cosy Master of Arts in English program, where I met so many great and caring teachers, namely, Asst. Prof Nattha Kaewcha, Dr. Aranya Srijongjai, Dr. Narathip Thumawongsa, Dr. Watthana Suksiripakonchai, Assoc. Prof. Wannakarn Likitrattanaporn, and Dr. Alexander J. Klemm. The spread of COVID-19 may have torn us apart physically, but never mentally.

In addition, I would like to extend my heartfelt thanks to the committee of the Master of Arts program in English for financial support. My journey would have been much more challenging without it. Special thanks go to Dr. Kornsiri Boonyaprakob, the chair, and all the experts, including Dr. Napapach Padermprach, Mr. Prachya Kana, and Ms. Passaprewes Sattabutworakul, who helped shape the research instruments and gave great constructive criticism. Thanks should also go to my lovely classmates and my helpful students who helped contribute to the success. The support and collaborations among us were incomparable. Thank you for being everything I needed and giving everything I asked.

Last but not least, countless thanks go to my mother, Ms. Wassana Khongsritong, who is always my heart, my soul, my blood, my oxygen, my inspiration and my heroine. I wish I knew all words in all languages and I would use them just to thank her and express my deep feelings towards her. This is purely just for you, mum.

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Chapter 1

Introduction

Background

Vocabulary is an essential ingredient in language learning success (Sadiq, 2018). An adequate vocabulary has strong positive effects on the language learning of EFL learners in many ways. For example, Morley (2019) found that vocabulary greatly helps EFL learners to understand certain content. Allen (2013), likewise, noted that vocabulary mastery improves the subject matter learning of EFL learners. In addition, Szabo (2017) found that vocabulary knowledge is crucial for EFL learners to master in order to process other aspects of language use, ranging from listening to speaking. Therefore, vocabulary is considered a significant foundation for language development and other subject matter learnings.

Collocation is a type of vocabulary to which EFL learners and teachers pay attention. It is generally regarded as an essential tool that contributes to language development. For example, El-Dakhs (2015) claimed that collocation helps EFL learners acquire efficient language insights. Mueller (2011), likewise, added that collocation could partially determine the language achievements of EFL learners. In addition, the findings of Nguyen and Webb (2016), and Torabian, Maros, and Subakir (2014) revealed promising relationships between collocations mastery and individual words; that is the more collocation a student masters, the more lexical items they obtain. Despite the fact that collocation is an important aspect of language development, it is not yet given proper attention by EFL learners and school instructors (Boonyasaquan, 2006).

Collocation is generally described as a group of words that can be predictably found together (Lewis, 2000; Parkinson, 2015). There is no particular reason for collocation formation. In addition, it holds highly specific meanings. For example, using the words "spare" and "master" with "key" greatly changes its meaning. Knowing the precise meanings of collocations is likely to be out of the question for EFL learners (Macis & Schmitt, 2016; Nguyen & Web, 2017).

If EFL learners can master collocation in an adequate amount, collocation contributes certain mental benefits. Skrzypek (2009) stated that collocation allows EFL learners to gain confidence in communication, which can foster certain language learnings (Hyunsook, 2008). Collocation also reportedly provides learners with raised awareness of correct language use (Shamsudin, Sadoughvanini & Zaid, 2013; Wasuntarasophit, 2015). As a series of words provide a comfortable spot for pause, EFL learners gain more time to think of their subsequent messages. The messages generated thus contains complete meanings with the help of collocation (El-Dakhs, 2015). Speakers are more convinced that they are doing well when their speech sounds fluent and contains inclusive meanings. Accordingly, the language productivity of EFL learners is boosted.

In addition to mental benefits, there are many pieces of empirical evidence showing that collocation increases language development (Rahimi & Momeni, 2012; Ackermann & Chen, 2013; Parkinson, 2015). For example, Uchihara, Eguchi, Clenton, Kyle, and Saito (2021) claimed that EFL learners became more fluent in speaking with collocation mastery. Likewise, the findings of Abdi and Ariffin (2020) and Nurmukhamedov (2015) showed that using collocation in writing helped EFL learners make a good impression on examiners. McLean, Stewart, and Batty (2020) pointed out that knowing collocation sets helped students tackle challenging reading passages. Collocation is therefore a promising tool in language enhancement (Wasuntarasophit, 2015).

EFL learners often try to make the most of collocation. However, most of them do not succeed. Mastering collocation is a difficult task to achieve (Boonyasaquan, 2006; Tsai, 2018). Nurmukhamedov (2015) attributed this to the unsupportive environments of many EFL learners. While native speakers painlessly master collocation by exposing themselves to everyday linguistic data, EFL learners do not possess this crucial opportunity. As such, EFL learners do not learn collocation in everyday conversations.

Unlike native speakers, EFL learners may obtain collocation knowledge only from in-class learning. Much like a fish in an aquarium must wait for caretakers to feed it, so must a student in class wait for teachers to "feed" them with knowledge. Moreover, students do not have the chance of choosing what to learn. Learning language in EFL contexts mostly follows textbooks (Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011). Collocation learning becomes a random selection. The interplay between these factors makes in-class collocation learning occur less frequently than it should.

Even when collocation appears in textbooks, it is often merely glanced over by teachers and students (Boonyasaquan, 2006; El-Dakhs, 2015; Abdi & Ariffin, 2020). Often, teachers will spend a short amount of time giving word-by-word translation to students. Students will then write all translations down and push themselves hard to remember. In this way, in-class collocation becomes a superficial study. Exact meanings are overlooked and students are unaware of shades of meanings. In that way, Bueraheng and Laohawiriyanon (2014) claimed that students would not be able to retrieve collocations in their memory. Thus, a quick look at collocation in class cannot contribute to the use of collocation in reality.

Frequent exposure to collocation usage in sentences potentially helps (Bueraheng & Laohawiriyanon, 2014; Jeddi, 2020). Boonyasaquan (2005) pointed out that repeating and recycling learnt collocations helps learners register them in their long-term memory. Wasuntarasophit (2015) also noted that students are expected to be in native-like settings rich in authentic texts to succeed in collocation. Therefore, it is partly the responsibility of teachers to transform the ways collocation is taught. Being surrounded by language data is one of the most feasible ways for students to learn collocation.

Apart from language exposure, using collocation to communicate with others in life is also a good approach. It is suggested that students memorize some sentences that contain those words rather than merely the individual words themselves. Bueraheng and Laohawiriyanon (2014) suggested this is worth doing because it helps

speakers' conversations and improves the steady flow of communication. However, speaking alone does not improve collocation: it goes together with listening.

Listening to other English speakers can help learners enhance their communication skills in terms of language assimilation, as it allows self-correction to take place. Therefore, interactive experience potentially works to allow collocation mastery (Jeddi, 2020). Learning vocabulary or collocation often connects with an approach that features authentic texts and interactions.

While there are many instructions and approaches claimed to allow for language exposure and interactive learning, content-based instruction has long been frequently employed in many previous studies. For example, Marashi and Hatam (2009) applied content-based instruction with sixty students, with findings indicating that both the vocabulary and level of motivation of students were improved. In addition, Al Amrani (2019) used content-based instruction to enhance understanding and vocabulary, while Navarro Gil (2019) used a similar approach to improve the academic word lists of college learners. Therefore, content-based instruction may allow learners to improve their vocabulary and overcome related challenges.

Deploying content-based learning in collocation instruction can solve the principal collocation learning challenge: a lack of authentic, meaningful language exposure. According to Maguire (2017), content-based learning is a language teaching approach where academic content is taught in English. Content can be any subject. It is not essential if the content is academic or not, so long as it is arousing and captivating (Malaman, 2012). Content-based learning enables students to experience more natural and meaningful language usage (Corrales & Maloof, 2011).

Content-based collocation instruction also encourages students to communicate more often. According to Liaw (2007), students use higher-order thinking skills to communicate their thoughts when content-based learning is employed. Similarly, Oxford (2001) claimed that content-based instruction helps to nurture productive and receptive language skills. Students, hence, have more chances to put

learnt contents into practice. Content-based collocation instruction provides not only thoughtful discussions but also authentic data exposure for students.

Authentic and meaningful data exposure occurs more easily than ever nowadays due to current technology. With the help of the internet, online resources are practically and immediately accessible. Many studies have illustrated how technology plays an important role in exposing students to authentic and meaningful data and being used applicably in class. For example, Petchprasert (2021) used automated tool analysis to improve students' writing skills. Shin et al. (2021) fostered students' writing performance using online language resources. Choi (2020) used digital technology to implant learner autonomy in EFL reading. Online resources play an essential role in education, and the studies conducted by, for example, Francisco Javier, Cristina, and María Elena (2020) and Alazemi, Sadi, and Al-Jamal (2019), using online resource in courses, provide solid evidence.

Many researchers have specifically applied online reading resources to tackle a wide range of challenges. According to the study of Coiro (2011), online reading comprehension skills might improve learners' understanding even when they lack related background knowledge. Bueraheng and Laohawiriyanon (2014) also used online reading materials to overcome the challenges of collocation. They found that students can learn collocation by watching television programs, reading online materials, listening to podcasts, and social networking with others. Likewise, Chavangklang, Chavangklang, Thiamhuanok, and Sathitdetkunchorn (2019) used online multimedia-based extensive reading to enrich students' vocabulary and reading comprehension. Although they found no significant change in the students' reading comprehension, the amount of learnt vocabulary was improved. Therefore, online reading materials have become a promising component of English teaching and learning in the modern day.

Although content-based instruction has been deployed flexibly in a large amount of research, most extant studies have only used printed materials. As a result, there is little research deploying content-based instruction and online reading materials

to address collocation issues in EFL contexts. From these reasons, this present study aims to enhance the students' collocation competence through content-based instruction with online reading materials with the following objectives:

1. To enhance the students' collocation competence using content-based instruction

2. To examine the students' satisfaction with content-based instruction

Research questions

1. Is the students' collocation competence enhanced when content-based instruction is deployed in collocation instruction?

2. How satisfied are the students with content-based instruction?

Significance of the study

Since there is inadequate research on content-based instruction to improve students' collocation competence, the result of this study may contribute to current knowledge as follows:

First, the study's findings could indicate the impacts of content-based instruction on developing the collocation competence of students. The data generated by this study can be used by teachers to select proper approaches for teaching collocation. If the findings are promising, it may be helpful for teachers to choose content-based collocation instruction. Moreover, they may deploy this teaching method to teach other grammatical skills.

Second, the study's findings could improve awareness of collocation's role in language development. This may lead to collocation being spotlighted by teachers and students. Moreover, the increased recognition may result in appropriate collocation learning and secure collocation application in the future. Improvements in collocation can also potentially help enhance students' listening, speaking, reading, and writing skills.

Finally, this study could provide valuable information to researchers, teachers, and students looking to use online materials in future research. Knowledge of

the benefits and drawbacks of online materials could help researchers, teachers, and students to determine the extent to which they are used in class.

Scope of the study

The research focused on a) the students' collocation competence enhancement after receiving content-based instruction, and b) the students' satisfaction with content-based instruction. The participants were sixty Grade Eleven students in a Science-Math program. All participants were enrolled in an Analytical Reading and Writing 2 course using content-based instruction. The online class was delivered in synchronous learning environments.

The online reading materials used in the present study were selected following the themes of units 6 – 10 in the *Aim High 5 Student's Book* and the students' needs and interests. The selected online reading materials were subject content and included 61 target collocations.

The collocations used in the research all are verb-preposition patterns, also known as grammatical collocation (Benson, 1985). The target collocations consist of entries in three standardized resources: *the Longman Dictionary of Contemporary English Online, the Cambridge Dictionary, and the Oxford Learner's Dictionaries*.

Regarding data collection, pre- and post-test scores were used for the first objective, while a focus group interview was conducted for the second objective. In terms of data analysis, t-test dependent analysis was used for the former, and content analysis for the latter.

Variables

The independent variable is content-based instruction, and the dependent variables are the students' collocation competence and the students' satisfaction.

Definitions of terms

        1. Content-based instruction is defined as instruction with the theme-based model that employs online reading materials to enhance students' performances in class.

        2. Online reading materials are defined as the reading materials that can be accessible online using the internet.

        3. Collocation competence refers to as the ability to apply groups of lexical items known as collocation aptly in a range of contexts and levels.

        4. EFL learners are defined as Grade Eleven students studying English as a foreign language in the school where the research was conducted.
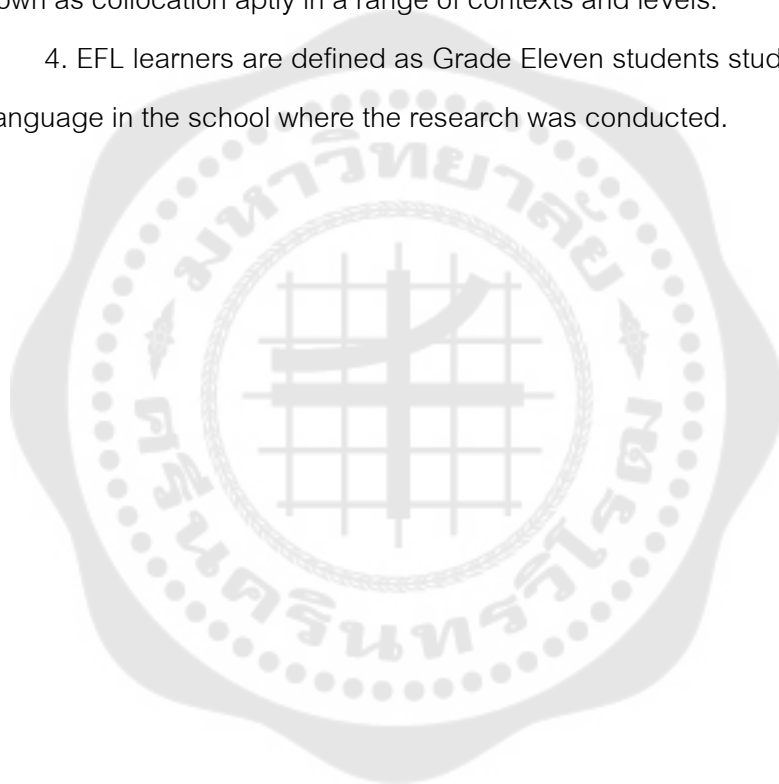
Chapter 2

Literature Review

This section of the study provides descriptions of collocation, content-based instruction, and online reading materials. The details of literature review are presented as follows:

Collocation

Definition and the Significance of Collocation

Since Firth, considered the father of collocation, defined collocation as "the company words keep" in the early 1950s (Leon, 2007), collocation has been defined in a variety of ways by scholars and researchers. According to O'Dell and McCarthy (2008), who wrote "*Collocations in Use: Intermediate*," collocation denotes the word combination that appears naturally. This means that one word has an intimate relationship with other words. For instance, "immediate" and "effect" go together to mean a quick and sudden effect. Meanwhile, the Longman Dictionary of Contemporary English Online (2021) denotes collocations as particular words that are often used together and must be gathered in that way: for example, "commit" and "a crime" go together to mean somebody carrying out a crime.

However, other standardized dictionaries like the Cambridge Dictionary (2021) and Oxford Learner's Dictionaries (2021) give slightly different meanings of collocation. According to the Cambridge Dictionary (2021), collocation is regarded as words or phrases whose specific meanings are hard to guess for those who have not spoken the language all their life. The phrase "a hard frost" is a perfect example, as the word "hard" often goes together with "frost." Conversely, the combination "strong frost" would not sound natural.

Apart from that, Oxford Learner's Dictionaries (2021) adds a different important aspect of collocation's meaning. Collocation is stated to be a union of words that occurs relatively frequently, with a unique characteristic of being randomly

occurring. Examples of idiomatic phrases like "resounding success" and "crying shame" provide no clues as to why and how these words should go together.

Based on these varied definitions, collocation can be defined as a group of words which are naturally combined and give highly specific meanings. In addition, collocation can therefore be characterized by the following four explicit crucial elements:

a. Collocation appears in chunks, meaning at least two words combined.

b. Collocation words are combined for no specific reason.

c. Collocation provides specific meaning and is hard to guess for non-native speakers.

d. Collocation sound right and natural in speech.

According to the definitions and elements of collocation provided above, it may be concluded that collocation is full of arbitrariness, bewilderment, and pragmatics for following reasons.

Firstly, collocation is a set of words that go together without any fixed principles or proper reasons. El-Dakhs (2015) described this defining attribution as arbitrariness. The arbitrariness causes troubles for ESL learners because they are likely to find collocation unpredictable. This arbitrariness results from the differences in the linguistic systems between the first language and second language, known as L1 and L2, respectively. As the L1 and L2 languages do not share collocation systems completely, EFL learners often have only a little prior collocation expertise. Consequently, EFL learners must learn it from the ground up (El-Dakhs, 2015).

Secondly, apart from arbitrariness, collocation is full of bewilderment. Collocation yields a precise meaning, a meaning which cannot be predicted from its combined words literally (Macis & Schmitt, 2016). For instance, Macis and Schmitt (2016) mentioned the phrase "a piece of cake". This phrase has nothing to do with cake, and it is clearly unpredictable. Starting with no knowledge regarding the separate words, EFL learners can struggle when faced with the figurative or unimaginable meanings of collocation forms. The phrase "white collar" is another example. Without knowing the meaning of "collar", it is hard to guess the true meaning of this collocation.

In terms of collocation being pragmatics, Kovács (2013) viewed collocation as a fundamental part of everyday language use as it is truly pervasive. Similarly, Lewis (2000) stated that collocation accounted for 70% of our daily speaking, listening, reading, and writing. Kovács (2013) also added that collocation plays a vital part in mastering productive skills like speaking and writing in an accurate, flowing, and grammatical way. Likewise, Mueller (2011) stated that collocation underpins accurate performance if EFL learners can accurately use both its forms and meaning. Therefore, collocation knowledge is practical when it comes to language use and communication.

The Significance of Collocation

Collocation mastery is necessary for language learners, particularly EFL learners, with the following arguments:

Collocation can enable EFL learners to enrich their expertise in lexical phrases and overcome the challenges of interpreting meanings (Mueller, 2011). Without collocation instruction, EFL learners will only communicate with individual words despite the fact that phrases or the chunks are often used to produce messages. Apart from that, collocation can affect EFL learners' confidence (Skrzypek, 2009). When they are more aware of the forms and meanings, EFL learners feel more encouraged to communication.

In addition, collocation also increases language learners' language development (Maneewan, 2017). For example, Shamsudin, Sadoughvanini, and Zaid (2013) suggested that collocation boosts speaking skills. Moreover, Parkinson (2015) claimed that the learning scope of collocation helps improve learners' writing competence. However, Ackerman and Chen (2013) thought the role of collocation was greater still. They stated that collocation mastery enhances not only collocation itself but also English academic proficiency. Likewise, Rahimi and Momeni's findings (2012) showed that collocation knowledge could better students' language proficiency. Thus, collocation is an ideal language skill that enables students to reach a higher level of language use.

Types of Collocation

Originally perceived in the early 1950s, collocation has long been recognized and grouped in different ways by many scholars and researchers. According to Benson (1985), lexical collocation and grammatical collocation are the categories of collocation.

Lexical collocation refers to the formation of purely open class words, known as content words like nouns, verbs, and adjectives. For example, the chunk "exceptional circumstance" is formed using one adjective and one noun. Another example is "commit arson," formed by one verb and one noun. The two words are complementary to each other in terms of meanings.

In contrast, grammatical collocation is a formation of at least one open class word and one closed class word, known as functional words. For instance, the phrase "succeed in" is uses one verb and one preposition. Likewise, the phrase "apply for" is combined in a similar way. Phrasal verbs are regarded as grammatical collocation (Lewis, 2000; Hill, 2000). Grammatical collocation helps link the words to another group of words which follow.

However, collocation can be classified in another way. According to Lewis (2000), collocation is generally categorized into 20 types which are the combinations of:

"1. Adjective + Noun   2. Verb + Noun

3. Noun + Noun   4. Verb + Adverb

5. Adverb + Adjective   6. Verb + Adjective + Noun

7. Noun + Verb   8. Discourse marker

9. Multi-word prepositional phrase   10. Phrasal Verb

11. Adjective and preposition   12. Compound noun

13. Binomial   14. Trinomial

15. Fixed phrase   16. Incomplete fixed phrase

17. Fixed expression   18. Semi-fixed expression

19. Part of a proverb   20. Part of a quotation"

Apart from that, Hill (2000) grouped collocation into four types using 'the degree of the bond between the words' as criteria. Sequenced by the collocation strength, the four types of collocation are as follows:

a. Unique collocation refers to a collocation in which other possible words cannot be substituted. The fact that these collocations can only be formed in one way gives uniqueness to this collocation type. For example, in the phrase "lose your touch", the word "touch" cannot be replaced by any sense, nor can the word "lose" be changed to another verb.

b. Strong collocation refers to a collocation that is predictably formed and is unlikely to go together with other words. For instance, in the phrase "blissfully happy," the word "blissfully" often collates with "happy" although sometimes it can go together with the word "unaware" – it rarely sticks to other words.

c. Medium-strength collocation refers to a collocation that is not quite a strong collocation or a weak collocation. EFL learners know and understand the meanings of words in these collocations but may never think of the possibility to combine them, possibly because of inadequate exposure to the language. For example, "make" and "discovery" can be combined as "make a discovery" to mean discovering something. Another example is "take a seat," a combination of "take" and "seat."

d. Weak collocation refers to a collocation that is easily formed based on its innate meaning. Adjectives like "good" or colors are often exemplified by this type of collocation. For instance, collocations such as "a good doctor", "a good tool", and "a good time" are weak collocations. Likewise, colors can modify numerous nouns like "red shirt" or "red car". However, EFL learners should be aware that some words that are used in weak collocations can also be used in unique or strong collocations. The word "red" can be used with "tape" to form "red tape", meaning rigid procedures. Similarly, the word "good" goes together with "while", leading to the phrase "a good while," meaning a long time. Simple words need recognizing for their many uses.

It can be noticed that Benson (1985) and Lewis (2000) used parts of speech to identify the types of collocation. Benson stated that lexical collocation and

grammatic collocation are different from the material types of words. In the same way, Lewis presented obvious combinations of word classes, such as Adjective + Noun or Noun + Noun. However, Hill (2000) used different criteria, suggesting that is the bond between the words, not the word class, that indicates types of collocation. In this present study, the target collocation list was based on Benson's (1985) grammatical collocation framework as it is formed in pattern and does not hold radically specific meanings.

Related Research

Though researchers, scholars, and instructors have recognized the significance of collocation, this has not resolved the challenges it poses to EFL learners. Researchers have tried to deploy many different approaches to enhance students' collocation competence. Examples are as follows:

Khonamri and Roostaee (2014) investigated the collocation knowledge of 41 students who received a task-based approach in an extensive reading class. Two types of tests, the Test of English as a Foreign Language (TOEFL) and Word Associates, were used. A form-focused task was deployed with the first group, while a meaning-focused task was used with the second group. However, regardless of the approaches, the results showed that all groups of students had better collocation performance. Furthermore, the two approaches showed an insignificant difference in collocation development.

Tsai (2018) looked at the effectiveness of two methods of collocation instruction which were form-focused (FFI) and concept-based (CBI). Seventy-three students were divided into three groups and received different treatments – FFI, CBI and a control method, respectively. Three tests were used to collect data, and the findings showed that the CBI and FBI methods positively impacted collocation skill development. Specifically, the CBI method was better than the FBI method at establishing collocational achievement and retention.

Saeedakhtar, Bagerin, and Abdi (2020) studied the effect of data-driven learning on students' verb-preposition collocation. Sixty students were grouped into

three classes, receiving a hands-on, a hands-off, and a control method of instruction. Students with a hands-on treatment learned collocation in concordance with electronic devices, while the other group learned the same materials but via hard-copy documents. The control group experienced a conventional way of teaching collocation. After ten teaching sessions, the findings showed that the experiment groups outdid the control group in developing students' collocation. Apart from that, using computers allowed students to improve quicker compared to paper-based instruction.

Rahimi and Momeni (2012) also investigated the effect of collocation instruction via concordances and corpuses-based activities on students' English proficiency. Sixty students were separated into two groups with different treatments. The test group learned collocation through concordances and corpuses-based activities, whereas the control group learned it traditionally. The figures from the language proficient post-test revealed that the experiment group had more solid outcomes than the other group, meaning collocation knowledge could promote students' English proficiency.

Shamsudin et al. (2013) sought sources of collocation errors in learners' speech. The participants were 15 postgraduate students who were asked to deliver both a prepared speech and an impromptu speech. The researcher analysed the students' speeches for various issues. The issues included the number of collocation errors, lexical errors and grammatical errors, and other linguistic errors. The findings showed that collocation errors were made most frequently regardless of the speech types, followed by lexical errors, grammatical errors, and other linguistic errors.

Zhang (2017) examined the effect of integration tasks on expertise in collocation form, meanings, and grammar. One hundred and twenty participants were put into four groups: an active group, a passive group, a mixed group, and a control group. All groups were asked to complete the task in different styles; for example, the receptive-productive integration group was asked to sit multiple-choice and open-ended exams. The findings showed that the mixed group outperformed the two experimental groups and the control group.

The examples provided above show the scholars' persistent attempts to tackle the collocation competence challenges in many EFL contexts. Researchers, scholars and teachers across the world have recognized the awareness of collocation competence. The attempts do exist in Thailand as well. Examples are as follows:

Research on Collocation Instruction in Thailand

Many Thai researchers are attempting to determine the sources of collocation errors in Thai students' language performance. For example, Yumanee and Phoocharoensil (2011) analyzed Thai EFL students' collocation errors. The collocational errors of 60 research participants were analysed to investigate whether such errors are connected to L1 interference or other potential causes. The 9-type-of-collocation test was used as the study's instrument. The results showed that L1 interferences influenced students' errors. Moreover, other factors such as prior knowledge and vocabulary competence played roles as well.

Similarly, Bhumadhana (2010) studied the performance of English academic collocation performances of English Major college students. One of the study's objectives was to find the sources of these students' errors. The instrument used was the 21-item writing ability test, investigating students' academic verb collocation particularly. This study's findings showed that approximation was the most common error.

However, other researchers seek to understand effective collocation instruction. For example, Sararit (2018) investigated the influence of communicative activity collocation instruction on students' writing capability. This involved implementing a communicative activity treatment for one group of 30 students and implementing a typical approach in the other group of 30 students. By using both multiple-choice and paragraph-writing tests, the data showed that the group with the treatment advanced considerably further than the other group.

Lakkham (2020) also attempted to examine the effectiveness of collaborative-game collocation instruction. In this study, 40 twelfth-grade students were given pre and post-tests to determine their development. Interviews were also deployed

to investigate the students' views toward the approach. The findings were positive: the post-test scores of students were better than their first-time performance. They also had positive views on collaborative-game collocation instruction.

Research on methods of collocation instruction and its effect on enhancing English collocation competence has been conducted in many ways across the world, particularly, in the EFL contexts for a long time. That is to say, using collocation is often a challenge for English learners, particularly non-natives (Xu, Akhter, & Qureshi, 2020) because collocation is not properly given a spotlight in English subject classes (Abdi & Ariffin, 2020; El-Dakhs, 2015). Thai EFL learners are not an exception (Boonyasaquan, 2006). As a result, many instructors and scholars have been putting much effort into addressing this topic in the classroom.

Content-based Instruction

Definition of Content-based Instruction

Generally speaking, content-based instruction (CBI) has gone hand-in-hand with language teaching for many years (Saifurahman & Zahid, 2019). However, since Mohan's publication in 1986 first featured CBI, many researchers have investigated CBI differently through their varied lens. Stoller and Grabe (2008) proposed that CBI is a convincing innovation in language teaching full of various instructional contexts. Duenas (2004), Villalobos (2013), and Brinton and Snow (2017), across different periods, shared comparative perspectives on CBI. It was claimed to be an approach that integrated the second language and meaningful content in class.

Early in CBI research, Stryker (1997) connected CBI with the mood of the class. CBI was regarded as a provocative and independent language teaching approach that can resolve teachers' and students' boredom by using selected materials. This is similar to the view of researchers in the present day. For example, Saifurahman and Zahid (2019) defined CBI as a method that concentrates on teaching language through meaningful, authentic contexts where students become engaged and involved with the content they are learning. Based on the varied aforementioned

definitions, content-based instruction can be generally defined as a language teaching that allows for meaningful content and language learning at the same time.

Other researchers like Schleppegrell, Achugar, and Oteíza (2004) and Heo (2006) added critical elements to CBI by suggesting that CBI can simultaneously develop language skills and allow learning of meaningful content. However, the definition can be widely varied and complicated; hence, many researchers have tried to clarify CBI's elements, such as Stryker and Leaver (1997) and Villalobos (2013).

Stryker and Leaver (1997) described CBI as having three elements. Firstly, subject-matter learning is the primary focus. Secondly, instructional materials must be authentic. Lastly, the needs of specific groups of students are well responded to by the instructor. Meanwhile, Villalobos (2013) described CBI as having the following principles. Firstly, instructional selection is based on content, followed by language. Secondly, content selection is based on student's interests and academic goals. Thirdly, selected material must be authentic. Furthermore, students must get involved during the learning activities. Lastly, skills must be integrated with content and language learning.

To conclude, despite researchers' differing views, content-based learning can be briefly defined as a language teaching approach with the following elements. First and foremost, instructors blend essential content with language teaching. Second, students acquire academic content, language, and skills at the same time. Last, the chosen materials can attract and stimulate students to participate in activities.

Significance of Content-based instruction

The popularity of content-based instruction has fluctuated but is never disused. Many scholars, researchers, and instructors have been deploying it for years due to its tangible and fruitful benefits.

According to Genesee and Lindholm-Leary (2013), CBI cannot only enhance students' language, social, and cognitive skills, but also encourage students to think critically about content. Moreover, CBI provides opportunities for students to communicate expressly following the content they are learning and allows students to

acquire original and valuable forms of language. Ultimately, it prompts students to learn more profound concepts based on prior knowledge as well.

In addition, Saifurahman and Zahid (2019) also detailed the strengths of implementing CBI in class. Firstly, CBI not only offers interesting subjects in class but also utilises varied sources and offers a selection of the best materials for students. Moreover, CBI helps learners to use English for specialized contexts. It allows students to practice in the way that native speakers do, fosters students' study skills, and creates a motivational and fascinating class atmosphere. Importantly, CBI also develops teamwork, social skills, and students' leadership through interactive activities, group discussions and tasks provided.

With the benefits mentioned above, content-based learning is considered an integral approach that can help students achieve many goals. For example, through authentic texts, a lack of language exposure can be reduced. At the same time, activities in class encourage students to interact, and in this way, students learn the language through content in a meaningful and natural way.

Models of Content-based instruction

Content-based instruction has been considered for many uses. For example, a well-known adaptation in Europe is Content and Language Integrated Learning (CLIL) (Cenoz, 2015). In addition, content-based instruction is often comparable to English for Specific Purposes (ESP) and English for Academic Purposes (EAP) as it integrates language learning with specialized contents (Brinton, Snow, & Wesche, 1989). However, according to Brinton, Snow, and Wesche (1989), Brinton et al. (1989), and Saifurahman and Zahid (2019), the most well-known models are the Adjunct Model, the Theme-based Model, and the Sheltered Model. They are discussed as follows:

The Adjunct Model is designed for ESL instructors who prepare students to join ordinary education full of native English learners. Therefore, the classes are primarily preparatory courses. For instance, some adjunct-model classes are open during school breaks for certain students (Heo, 2006).

The Theme-based Model is designed for EFL teachers who use content materials to gain students' attention and meet their needs. Task-based instruction and English for Specific Purposes often falls under the general concept of content-based instruction. Generally, the Theme-based Model uses subject-learning themes and organize them to create good results for academic knowledge and language use.

The Sheltered Model is designed for instructors who conduct high-level classes. The classes are meant to support students looking to study in native-learner contexts. However, assistance is provided to help students progress and understand certain content in the target language. Apart from that, the Sheltered Model can be distinguished from the other two models in that it uses two courses or two instructors: one is purposely for content learning, and the other is for language learning.

Apart from these mentioned models, many adjusted models have emerged to date, such as the English-Medium Instruction model, Modified Adjunct model, and Simulated Adjunct model. However, the Sustained-Content Language Teaching model is one that stands out. According to Brinton and Snow (2017), the Sustained-Content Language Teaching model (SCLT) is a sub-type of the Theme-based Model. Instead of changing themes throughout the courses, SCLT sticks to only one theme. In that way, learners will be deeply engaged, acquiring more profound academic knowledge and linguistic skills. In the present study, the theme-based model was deployed as the participants were all EFL learners and the materials followed the themes in the book compulsory for the course, where the research was conducted.

Related Research

Researchers, scholars, and instructors have deployed content-based instruction in various contexts. Some use the approach to address language skills like speaking or reading. Some use it to enhance cognitive processes such as critical thinking abilities. Finally, some use it to build academic knowledge, like vocabulary. The examples are as follows:

Mart (2019) compared the effectiveness of form-focused and content-based instructions as well as a combination of the two instructional methods to improve

students' speaking skills in a literature class. Sixty college students were divided into three groups with different treatments. The first was taught through form-focused and literature-based instruction, while the second was conducted through content-based and literature-based instruction. Lastly, the third group was given a mixed approach. The findings showed that all groups showed improved speaking performances, although the third group outperformed the other two.

Namaziandost, Nasri, and Ahmadi (2019) investigated the impacts of content-based instruction and task-based instruction on students' reading skills. Forty participants were classified into two groups and experienced the treatments mentioned earlier. The results indicated that both groups significantly advanced their reading abilities. However, the group that experienced Task-based instruction had higher post-test scores.

In addition to skill enhancement, many researchers have used content-based instruction to improve different areas of learning. For example, according to Liaw (2007), content-based instruction was deployed to enhance students' critical thinking skills. The thirty-two participants were separated into two groups. Both received the same treatment. After giving five units of content-based writing and reading instructions, the researcher collected data through classwork, questionnaires, and tests. The results revealed that students' post-test scores were significantly improved, and traces of critical thinking skills and content expertise were found.

Gil (2019) studied how content-based instruction influenced learners' vocabulary enrichment. The fifty-six participants were from English as Medium of Instruction (EMI) class and a conventional class taught in Spanish or Catalan, their mother tongue. Both classes were taught with content-based instruction in the different mentioned languages. In addition, classroom activities and writing assignments were collected before and after the course. The findings revealed that both classes enriched their academic skills, technical terms, and collocation mastery.

Finally, Marashi and Hatam (2009) deployed task and content-based instruction to improve students' vocabulary learning. In their study, sixty female

participants were randomly separated into experimental and control groups. Both classes were taught the same content but via slightly dissimilar instruction for twelve sessions. While the first group was taught through the combination of task-based and content-based instruction, the second was taught solely with content-based instruction. All students were asked to sit a vocabulary test, and their results were processed using a t-test. The findings revealed that teaching students with mixed approaches had improved student outcomes.

All these papers suggest that content-based instruction can be used to solve many potential challenges, especially those involving English language use. Therefore, content-based instruction is deployed in the present research as it could meet both the students' needs and the characteristics of the course – Analytical Reading and Writing. At the same time, content-based instruction may allow this research to address the challenges of vocabulary acquisition

Online Reading Materials

Before looking at the broader concept of online reading materials, the word "online" should be clearly understood. According to the Cambridge Dictionary (2021), "online" is defined as anything that can be used or bought using the internet and an electronic device. Similarly, Oxford Learner's Dictionaries (2021) regards it as any activity or service on the internet or other computer network. Therefore, the word "online" can be generally summarized as any object or matter that is accessible online with the help of the internet and a technological gadget.

The word "online" has long been used in conjunction with several other interesting words. For instance, if the termed is combined with the words like "learning," "education," or "platform," it provides different shades of meaning. While the term 'online learning' may refer to any type of learning that is accessed using the internet and an electronic device, the terms 'online education' and 'online platform' should be similarly compared. They could refer to the education system and a kind of platform where online learning occurs.

Online reading materials can be defined in a similar way. They are any reading material that internet users can access. Reading materials include a wide range of resources including books, journals, newspapers, and blog articles. Moreover, these types of online resources confer many advantages. For example, they can be original and creative due to their wide variety of authors. On the condition that the resources are written by native speakers, the reading resources can be considered authentic and real-use English. Also, the language used in online reading resources is empirically meaningful as it is designed and written to communicate with target or non-target readers.

Despite the strengths, online learning materials need to be chosen carefully. As a great number of present online resources are produced by different authors, the resources can share various characteristics of information – for instance, being accurate, inaccurate, academic, or non-academic. As a result, selecting proper reading material is a challenge faced by instructors.

To conclude, using online reading materials in class can be intriguing owing to their novel, authentic and meaningful features. Still, instructors must look carefully at these materials before they are selected. In the present study, the researcher selected online reading materials according to the students' interests and the course's characteristics.

Related Research

Many researchers, instructors, and scholars have adapted to the rapid changes of the world. Technology is a part of many everyday activities. Like the old saying, "better to bend than break," humans have embraced the use of technology. Making the most of technology can range from ordering food from restaurants to calculating the figures in the stock market. Education has also adapted to technology by using online reading materials. Examples are discussed below:

Ciampa (2012) investigated the level of students' engagement and reading comprehension strategies after implementing an online reading course. Six young participants were given listening tests, motivation questionnaires, and observation

reports and self-written reading records. The results indicated that 100% of the participants gained higher levels of class enjoyment and reading comprehension marks. The reading materials used in research were all electronic books (e-books).

Satriani (2017) deployed online reading resources to improve students' reading comprehension level. The setting was an Extensive Reading class. The participants were split into two groups, each receiving a different method of teaching: while the control group was instructed using conventional methods, the experimental group was taught through online reading resources. The result indicated that students obtained a higher level of reading comprehension than before.

Choi and Lee (2020) explored levels of independent reading through online digital texts. Two hundred seventy-five students were asked to complete a questionnaire and participate in interviews. The questionnaire mainly dealt with how students managed their digital tools to read online texts, articles, or papers. Analysis of the data indicated that 60.4% of the students made use of technology in reading online materials. In addition, 52.2% were aware of technology's versatility.

The papers by Ciampa (2012), Satriani (2017) and Choi and Lee (2020) show that online reading materials played crucial roles in delivering a dynamic learning atmosphere in class. With flexible accessibilities and meaningful authentic content, online or digitized reading materials yielded many positive findings, such as learning performances and the awareness of using educational technology.

Chang and Yamada (2020) used Google Translator to enhance students' collocation in speech. Fifty-one students were divided into a control group and experimental group. For the first group, students were taught with reading materials and few discussions. The second group was taught a reading passage and provided translation assignments. They were required to use Google Translator while completing assignments. The results showed that the experimental group outperformed the control group. In addition, from the interview, students stated translation assignments were valuable to learn collocation use in daily life.

Shin, Kwon, and Lee (2021) examined the impact of digital resources on students' writing abilities. Fifty Korean students were asked to complete writing proficiency tests. Divided into two groups, students received different treatments: the experimental group was allowed to access online resources, while the control group was not. The results indicated that the former group outperformed the latter. Moreover, students also agreed that online resources were beneficial when they completed their writing tasks.

These papers suggest that the use of online reading resources is becoming increasingly popular, especially in recent years. Online resources can produce not only satisfying but also hopeful results for language learners. This present research, therefore, hopes to deploy online reading resource to produce satisfactory outcomes as it should be well fitted with students in EFL and online learning settings.
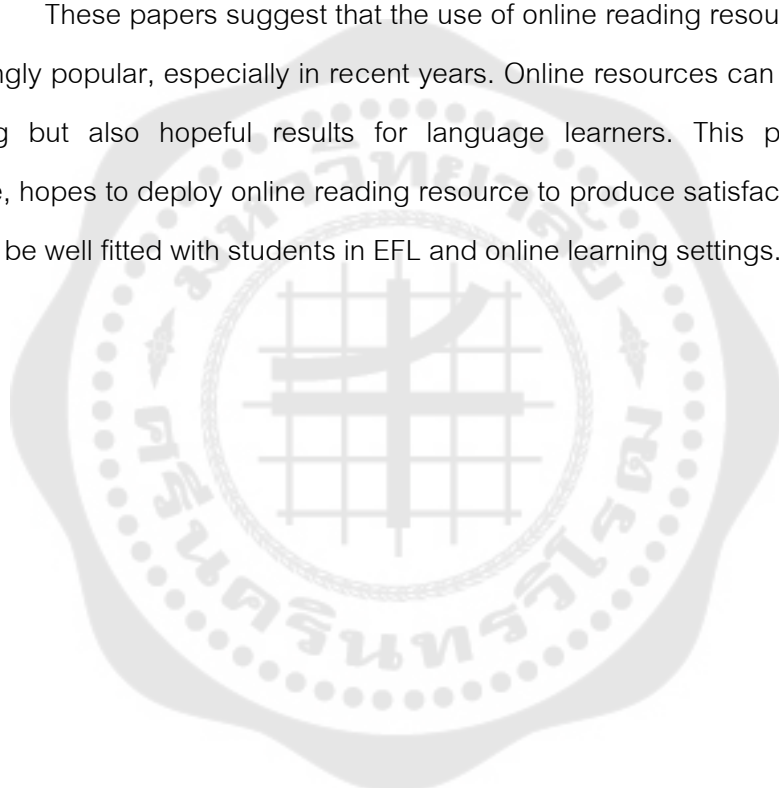
Chapter 3
Methodology

This chapter provides information concerning the selection of participants, the creation of the instrument, and data collection and data analysis procedures.

Research Strategy

Both qualitative and quantitative approaches were used to achieve the two stated objectives of this research. The research was conducted in an Analytical Reading and Writing 2 course, which aimed to develop students' analytical reading and writing skills through a wide variety of passages and articles.

Participants and Samples

Sixty students from Sciences-Math programs volunteered to participate in the study by means of purposive sampling. All of them were high-achieving and enrolled in Analytical Reading and Writing 2. All students received the same treatment – content-based instruction.

Instruments

Collocation competence tests

As knowledge of collocations is academically assumed to help improve students' English performances, the test was consequently designed to evaluate the students' English collocation competence. The test types included multiple choice and fill-in-the-blank questions. The test consisted of two parts. The first part had 25 multiple-choice items, while the second had 15 fill-in-the-blank items, for a total of 40 items. Apart from that, the validity of the test was assessed by experts using IOC (The Item-Objective Congruence). Reliability was confirmed using a test-retest method in the pilot study and the Pearson correlation coefficient (r) was 0.73.

For data selection in collocation competence tests, the target collocations were, firstly, based on the online reading materials used in the research, and secondly, were the entries in three standardized dictionaries: *the Longman Dictionary of*

Contemporary English Online, the Cambridge Dictionary, and the Oxford Learner's Dictionaries.

Lesson plans

Lesson plans were written based on the theoretical framework of content-based instruction to teach subject matter and collocation at the same time. Theme-based model was deployed in accordance with the EFL settings. To help shape the lesson plans to follow the framework described above, IOC was conducted to ensure the instrument's validity. In addition, the lesson plans were used in synchronous online classes using Zoom, a videotelephony software program to ensure the students' class accessibility during the hard times of the COVID-19 pandemic.

There were three points of concern when creating the lesson plans – firstly, these being the instructional steps of content-based instruction, secondly, the selection criteria of online reading passages, and, lastly, the selection criteria of the target collocation. The details are discussed as follows

In terms of the instructional steps of content-based instruction, each lesson was carried out in five steps,

a. Students were provided with online reading materials in advance and allowed to access online materials with the help of Google classroom. This aims to foster students' self-preparation and lessen their anxiety about themed content. This could be the first time for students to expose themselves to target collocations in the materials.

b. Students joined the class and were asked questions to build up class engagement. Students were asked to re-read the online materials in class, and this action allowed students to re-expose themselves to target collocations.

c. Teachers asked students a set of focus questions, which aimed to help students understand the core content in the whole picture. Students were divided into small groups where they could later share their thoughts in Breakout rooms, a Zoom function.

d. Students joined a virtual Breakout room to have a discussion with classmates. Next, they exchanged ideas to help find the answers to the focus questions

given by teachers. Finding the answers led them to re-read the materials and exposed themselves to target collocations again for the third time.

e. Students were moved back to the class. Worksheets were assigned to check the subject content and the target collocation understanding of the students. In the first part of the worksheet, students were asked to answer the focus questions with the target collocations in the bracket. The questions addressed the themed contents and ensured that the students noticed the target collocations. In the second part of the worksheet, students were asked to fill in the blanks with the target collocations to have a complete summary of the themed content.

For the reading material selection, all the reading materials had to be accessible online. In addition, as the theme-based model – one of the most applicable models for EFL settings and the learning contexts – was deployed, the reading materials were themed according to the themes of units 6 -10 in the Aim High 5 Student's book. An additional theme was added according to the student's needs and interests.

For the target collocation, there had to be at least eight target grammatical collocations per unit. Target collocations had to be the entries in three standardized dictionaries: *the Longman Dictionary of Contemporary English Online, the Cambridge Dictionary, and the Oxford Learner's Dictionaries*.

Interview questions

Seven questions were determined prior to the commencement of the study. The questions were posed to students in a focus group interview after the finished instructions to explore the students' satisfaction with content-based instruction. IOC was also implemented to determine content validity.

Data Collection

Before collecting data, the researcher asked the school director for permission to carry out research in the selected school. Then, sixty students volunteered to participate in the research and were informed about its objectives.

The researcher asked students to complete the collocation competence pre-test in the first period. Students received the treatment – content-based instruction –

for six weeks. Each lesson had classwork reflecting the content and language comprehension. After six weeks of instruction, students were asked to complete the 40-item collocation competence post-test. A focus-group interview was conducted with ten randomly selected students.

Data Analysis

The researcher used a T-test dependent analysis to determine whether there was a significant difference between the students' pre-test and post-test scores. Interview data was transcribed, and content analysis was used to determine the students' satisfaction with content-based instruction.

Ethical Consideration

Ethical consideration is an indispensable process that researchers have to follow. These considerations were employed in order to protect the privacy of research participants, improve research validity, and maintain scientific integrity. Before the commencement of the study, the research proposal was submitted to the Ethics Department, Graduate School of Srinakharinwirot University and asked for approval.

After the approval, the researcher asked for permission from the school director and informed the details of the study to the Grade Eleven students. In addition, the participants and their guardians had to agree to allow the voluntary students to participate in the research by signing the informed consent form and participant information sheet. The participants were also assured that none of the actions and scores was counted as a part of the school evaluation in the course. They were able to leave the group at any time with no harm done. Finally, personal information was kept safe and then eliminated after the research had concluded.

Chapter 4

Findings

This fourth chapter illustrates the results of the research. The first section deals with enhancement of collocation competence of the participants who received content-based instruction, addressing this research's first objective. The second section features the students' satisfaction with content-based instruction, addressing the second objective.

Enhancement of collocation competence

To analyse their collocation competence enhancement, it was crucial to collect the students' prior knowledge and their scores after the six-week experiment. The total number of participants is sixty, and all participants were in Sciences-Math programs, receiving content-based instruction. In addition. the collocation competence test consisted of 40 items. The average pre-test and post-test scores of the participants are shown in Table 1.

Table 1 The average pre-test and post-test scores of the participants (n = 60)

Group	Mean	Standard Deviation
Pre-test	31.73	5.29
Post-test	34.52	4.11

According to Table 1, the average pre-test collocation competence score was 31.73 (SD = 5.29). In addition, the average post-test score was 34.52 (SD = 4.11). This demonstrates that the research participants scored higher on the collocation competence post-test than they did on the collocation competence pre-test. The study of collocation competence enhancement is shown in Table 2.

Table 2 Students' collocation competence enhancement

Group	Mean	Standard Deviation	t	p-value
Pre-test and Post-test	2.78	3.24	6.65	.00

As seen in Table 2, as determined by dependent t-test analysis, the students' collocation competence was significantly higher when content-based instruction was used in collocation instruction ($p < 0.001$). In addition, each item was also investigated to determine the improvement shown Table 3.

Table 3 Improvements in collocation correct usages (n=60)

Items	The frequency of the correct answers	
	Pre-test	Post-test
1	48	58
2	46	53
3	51	57
4	40	44
5	53	58
6	43	48
7	50	57
8	39	48
9	57	58
10	56	59
11	45	53
12	52	55
13	32	33
14	50	51
15	57	58
16	50	51

Table 3 (Continued)

Items	The frequency of the correct answers	
	Pre-test	Post-test
17	56	56
18	49	49
19	42	40
20	50	52
21	51	53
22	47	48
23	60	60
24	45	51
25	52	54
26	54	52
27	51	57
28	53	56
29	55	58
30	26	37
31	54	54
32	47	55
33	39	43
34	57	60
35	43	45
36	52	57
37	47	49
38	50	55
39	44	46
40	40	40

Table 3 illustrated the number of students who gave correct answers to the test items before and after the collocation instructions. It showed that 33 out of 40 target collocations were used more accurately. The most significant improvements existed in item 30, followed by items 1 and 8, where students were asked to show the correct usage of collocations "take into account", "blame for", and "be committed to" respectively. That is, the number of the students who correctly answered item 30 was 26 on the pre-test and significantly rocketed to 37 on the post-test with an 11-point difference. Likewise, the number of students who provided correct answers for item 1 reached 58 on the post-test from only 48 on the pre-test. In the same way, the number of students who correctly answered item 8 rose from 39 on the pre-test to 48 on the post-test. Content-based instruction class had substantial influences on this considerable students' improvement in the correct usage of collocations as it allowed students to learn target collocations subtly and authentically.

Despite the improvements of the majority of target collocation usages, seven target collocations were not improved like the other collocations. There were no improvements for items 17, 18, 23, 31, and 40 where the number of students who correctly answered these five items on the post-test was the same figure as on the pre-test. For example, in terms of item 23, all the students answered correctly both on the pre-test and post-test. It might result from the students' former familiarity with the target collocation. Therefore, many factors might play their roles in the students' learning performance, for instance, prior knowledge and students' engagement. This was also shown in items 19 and 26 with the decreasing number of the students who correctly answered. There seemed to be a few target collocations that did not improve.

The students' satisfaction with content-based instruction

    Content-based instruction

        During the interview, students mentioned many positive aspects of content-based instruction. For instance, students A and B similarly mentioned, "I feel like I have learned two things simultaneously. I know collocation much better and the content like the MBTI test. It was a cool class." This comment reflected one of the most vital points of content-based instruction: it can provide academic knowledge and language knowledge simultaneously. In this study, students had a chance to learn specific knowledge such as digital literacy while learning a set of collocations.

        Student B also raised another excellent point by saying, "I think I become more well-prepared. I often read the content before the class. It is very useful when you provide those passages in advance through our Google Classroom." Then many students nodded their agreement. This is one of content-based instruction's helpful characteristics. At times, it allowed the students self-autonomy by letting the teacher provide the materials in advance. "It worked better when all materials could be accessible online," said Student C.

        Students C and I added, "I love being in this class. I feel like I have great chances of reading things that can be useful for me in the future." When the researcher asked what he meant by saying the class was helpful for his future, he responded, "It is challenging and full of new content and vocabulary. The content is academic and specific, and it often appears in ONET [the Ordinary National Education Test]." Student B agreed, saying, "English ONET often deals with long reading passages."

        In addition, many students agreed that they learnt many technical terms through content-based instruction. Student D eagerly elaborated, "I think I learnt so many new words and they were grouped following the themes. I felt these words were linked to each other. I somehow think it is much easier to learn." Also, Student E said, "I totally agree with my friend. Learning vocabulary following the themes is a good idea. Six weeks, six themes and a bunch of vocabulary learnt". When asked what they did after seeing unknown words, they answered that they would look up the meaning using dictionaries or by asking friends.

The strengths of content-based instruction can be grouped into four points based on the information provided by the students. Firstly, content-based instruction can provide academic knowledge and language knowledge simultaneously. Next, CBI allows self-autonomy to happen. Thirdly, CBI can meet students' needs because most standardized national tests feature academic reading passages. Lastly, learning new vocabulary according to different contexts and themes enhances students' understanding of the passages, and longer contextual texts help improve their reading durability. Therefore, students were considerably delighted with content-based instruction.

Despite the strengths, there were a few limitations. Student E raised the issue, "I feel that I cannot keep up with the pace of teaching at times. Some of the reading passages were too hard for me. I needed more time to read because I barely knew about certain contents before like cross-cultural communication stuff." Student F agreed and added, "It made me worried. I was afraid of being left." Based on this, at least two of the students felt that they had no previous knowledge, resulting in great anxiety.

Student E also mentioned another potential limitation: "I don't know what I should focus on – vocabulary or text comprehension. So many things happened. It was truly overwhelming." When hearing that, Student G proposed that, "This approach can make students struggle with their learning, especially for those low-achieving students or those without sufficient background knowledge. I felt that way too in the last period when we learned about gifted children."

Therefore, according to the students' thoughts, the limitations of content-based instruction include, firstly, that materials can negatively affect the class if carelessly selected. Secondly, the students may not recognize that they are expected to learn English vocabulary and text comprehension at the same time. Lastly, content-based instruction may not be suitable for all students due to the prior knowledge of content themes.

As the materials could significantly influence the class atmosphere, the researcher added follow-up questions about the content materials in the content-based instruction class. Students A, C, and I said, "I think the texts were interesting. They were not too complicated and not too dull. I understood most of the contents provided." Student D added, "I used the context clues to help me understand the texts when I saw unknown words. Each vocabulary in the text had the strong connection to each other, so it was easier to guess." However, student E said that he preferred asking classmates during the interactive activities and stated that the exercise after reading the passage partly helped, and he disliked it when the class lasted too long.

"The selected reading materials were just right to us," said Student G. When asked to elaborate, Student G said, "The content like MBTI personality helped me know myself better and so did other themes." Other students like H and I added, "The texts were full of challenging and practical vocabulary. I think that is a key factor too." Most of the students in the interview nodded their agreement as they thought that they had no trouble with the level of difficulty of the texts. However, students E and F disagreed. They shared their different thoughts by adding, "Some texts were too difficult, and some texts were already seen earlier. It could be boring at times when you knew nothing, or you completely knew about things." It can be surmised that three elements had significant impacts on content-based instruction classes: the difficulty level of the materials, the appropriate of content materials, and the attractiveness of the texts.

In terms of the difficulty level of the materials, the level of difficulty of the texts should not be radically high or low. The readers should not be too complex or too long in academic and language matters. Even when new subjects or language concepts are introduced, students should be able to use their prior language expertise to understand them. Reading strategies like context clues can be encouraged to guess the meaning of unknown words. Asking friends during the class activities or looking for the definitions in online or hard-copy dictionary are other potential solutions. In addition, worksheet exercises are crucial for students to help them summarize the core content.

However, the students with insufficient background knowledge can find it hard to follow the course, which potentially fosters learning anxiety. Students can be afraid of not understanding anything, either in terms of academic content or language proficiency. As a result, more time and help should be provided to these students to relieve their anxiety.

In terms of the content materials' appropriateness, many students agreed that selecting the materials was a vital part of content-based instruction. Five students in the interview found the online reading materials highly appropriate and felt extremely happy with the materials provided. According to student G, "The materials simply met our ages, interests, and expectations. Moreover, the themes in class followed the themes in the book used at school. It was just right." As such, the contents should be familiar and connected with the students' lives. When asked which theme was their favourite, students H and I said, they approved of many themes, namely "the MBTI Personality Test, Digital Literacy, and Gifted Children." The appropriateness of the material plays an important role in fostering students' engagement. Therefore, the materials should be full of new, challenging vocabulary and stories.

The attractiveness of the texts can be difficult to manage as it can be hard to respond to all students' individual preferences. Although most of the students felt that the texts were intriguing and readable, a few weren't happy with them. Although Student A said, "The online reading materials were attractive and stimulating such as the texts about the personality, environments, high ability children, food chemicals, cross-cultural communications, and digital literacies", student F disagreed, saying, "Attractiveness is subjective. Sometimes, I did feel that the texts were too difficult."

To sum up, most of the students were greatly satisfied with the pedagogical approach used in the study. Students claimed that this way of teaching and learning helped enrich the extent of their academic and language knowledge. In addition, CBI allowed teachers to select materials or contents that were appropriate for the students' ages, interests, and expectations. Although some of the students thought that this way of teaching could discourage students due to their fear of complex academic content,

they nevertheless stated that the activities helped lessen their anxiety by providing materials in advance, encouraging students to have the classroom discussions, and prompting the students to complete the focus questions in worksheets. Therefore, the interplay between the CBI and online reading materials enhanced the dynamic environment in the class and the chances of exposure to contextual sentences.

Other opinions

After conducting the research, the focus group also addressed the importance of collocation competence. Most of the students stated that collocation was always one of their weakest points. For instance, student E said, "I didn't know much about collocation. I became blank when I faced them." Similarly, student A stated, "I know what collocation is, but I always forget them. I need a proper class like this." In addition, many students believed that they could not use English fluently and naturally because of a lack of collocation mastery. For example, student B said, "My essay is not well-written, and I think it is partly because of my collocation misusing." Likewise, Student H said, "I feel that I cannot speak fluently. It is like I connect a word with another word. Sometimes, the meanings are not what I expect." Student J also added, "At times, listeners are confused when conversing with me."

This indicated that students felt collocation was crucial to their language development and felt they needed a class specifically for collocation at school. Collocation is one of the knowledge areas that students expect to help them improve their English application.

In addition, after the six-week research period, most of the students felt they had improved their collocation competence separate from their academic knowledge and other lexical items. "My collocation post-test score is higher, and I feel more confident," said student B. In the same way, student H added, "I think I get better and better, especially during class activities." Student E, who disliked complicated content, agreed. He said, "Such as the class discussions, focus-question answering, or paper-tasked mission did help me enhance my collocation knowledge. Without them, the texts alone may be a real pain."

Therefore, the content-based instruction class and the materials helped to develop students' collocation competence. They scored better and were more confident using English in productive skills, namely speaking and writing. They were also sure that the collocation they learnt would appear in their life again in the future. As a result, collocation competence enhancement may be a promising tool to help students achieve their short-term and long-term goals.

Chapter 5

Conclusion and Discussion

This chapter consists of the conclusion, the discussion, and the implications of the study. The first section details the summary of the study and main research findings. The second section features a discussion of the study and further applications related to education. The final section presents the study's limitation and further research suggestions.

Conclusion

This experimental study deployed qualitative and quantitative approaches. The quantitative aspects were designed to investigate collocation competence enhancement, while the qualitative aspects were designed to review the students' satisfaction with content-based instruction. The study participants were sixty students from the Science-Math program who volunteered to participate in the study. In addition, all the participants were given the same six-week treatment of content-based instruction during the study period.

The main materials used in the research were six accessible online reading passages following the characteristics of the course, Analytical Reading and Writing 2. Five of the six reading passage themes followed the unit themes of the Aim High 5 Student's Book, a compulsory book freely provided to all students. One additional theme was added following the students' interests. Each of unit theme contained at least eight targeted collocations. The worksheet and interactive activities were also designed to help students understand the reading passage contents and simultaneously added to their language knowledge.

Students were asked to complete the collocation competence pre-test before the commencement of the research, and then asked to complete the post-test after the six-week collocation content-based instruction. Furthermore, ten randomly selected students were interviewed on their satisfaction with content-based instructions. After completing the data collection, the pre-test and post-test scores were analysed

using dependent t-test analysis to determine if collocation competence enhancement had occurred. The focus-group interview was transcribed and analysed to review the students' satisfaction with content-based instruction.

In terms of the collocation competence enhancement, students achieved significantly higher scores on the post-test than the pre-test after the six-week content-based instruction to enrich collocation competence with the help of online reading materials. Students became better at selecting collocation choices following the contexts provided in the collocation competence test. In addition, improved collocation competence helped students choose the appropriate words to convey their messages.

In terms of the students' satisfaction with the content-based instruction, based on the data from the interview, content analysis indicated that most of the students were satisfied with the content-based instructions. Students described many factors which played a role in their satisfaction, including the characteristics of content-based instruction, the teaching procedures, the material selection, the student's background knowledge, and the awareness of collocation competence enhancement. Nevertheless, a few students were not satisfied with content-based instruction due to its challenging content learning integrated with an English language class.

Discussion

The objectives of this study were a) to enhance the students' collocation competence using content-based instruction and b) to examine the students' satisfaction with content-based instruction.

Enhancement of collocation competence

This study investigated students' collocation competence enhancement after receiving content-based instruction in collocation class. According to a t-test dependent analysis, students obtained higher scores on the post-test than on the pre-test. This indicated that collocation competence was improved using content-based instruction in the present study. This enhancement potentially resulted from the effects of content-based instruction elements where the instruction allowed students to experience themed content and language usages at the same time. In addition, the instruction also

encouraged students to apply the content learned in real communication. This agrees with the findings of Rahimi and Momeni (2012), Khonamri and Roostaee (2014), and Zhang (2017) that instructional approaches which allow for frequent language exposure and, potentially, active interactions can lead to collocation competence enhancement.

According to Rahimi and Momeni (2012), collocation instruction via concordances and corpus-based activities was applied to enhance students' English proficiency. Through this instruction, students accessed and exposed themselves to a plethora of authentic and contextual language usages through corpus tools. Their result showed that students obtained higher English proficiency. The finding of Rahimi and Momeni is similar to the finding in the present study, in which students improved their collocation competence after greater exposure to certain materials full of authentic and natural English despite a lack of active activities.

In addition, the findings also align with those of Khonamri and Roostaee (2014). In their study, interactive activities were provided through a task-based approach. As they aimed to investigate the students' collocation knowledge in reading classes, the students were asked to read books and write sentences responding to the tasks. In addition, students orally presenting what was learnt to the class. The results showed considerable collocation enhancement.

In the study of Zhang (2017), integration tasks in collocation form, meanings, and grammar were deployed. Students were divided into an active group, a passive group, a mixed integration group, and a control group. For the active treatment, students were asked to read passages full of target collocations and write sentences using them, while the passive treatment dealt solely with reading texts. By being exposed to numerous language usages and assigned to use them through activities, students in the mixed group scored the highest, followed by the productive group, the receptive group, and the control group respectively. The result is similar to the finding in the present study, in which students enhanced their collocation competence after frequent exposure to certain authentic English language materials.

In the study by Rahimi and Momeni (2012), collocation instruction via concordances and corpus-based activities allowed for great language exposure, while the task-based approach by Khonamri and Roostaee (2014) encouraged interactive activities. On the other hand, in the study by Zhang (2017), integration tasks clearly provided both language exposure and encouraged interactive activities, especially in the mixed group. These characteristics from each individual study all appeared in the content-based instruction of the present research.

Although content-based instruction helped students to enhance their collocation competence, there were many factors that affected their learning performance. From the test item analysis in this present study, 33 target collocations were improved, 5 target collocations stayed in the same level, and the other 2 target collocations slightly decreased. The inconsistent exposure to target collocations and poor prior knowledge gave substantial impacts. These findings align with those of Bhumadhana (2010) and Yumanee and Phoocharoensil (2011), who revealed that there were many first language interferences that influenced students' errors in language learning.

According to Bhumadhana (2010), the performance of English academic collocation was studied. The researcher asked English Major college students to participate in the study to find the sources of these students' errors. The instrument was a writing ability test, aimed mainly at the students' academic verb collocation usage. This study's findings showed that approximation was the most common error.

In the study of Yumanee and Phoocharoensil (2011), Thai EFL students' collocation errors were investigated to identify the relationship between errors and first language interference. The 9-type-of-collocation test was used with 60 research participants. The results indicated that L1 interferences influenced students' errors and, importantly, prior knowledge and vocabulary competence.

In addition to the characteristics of content-based instruction itself that allowed for language enhancement, using online reading passages instead of hard-copy ones also played a significant role. As online reading passages allowed students

to experience natural and contextual languages, language exposure was increased. The use of online materials in the present study had a great impact on students' learning performance by allowing for self-preparation and flexible accessibility. Giving focus questions in the interactive activities also helped students practice using their language knowledge in sentences as well. These findings align with those of Saeedakhtar, Bagerin, and Abdi (2020), who suggested that using technology could allow for language exposure and online accessibility. Consequently, it greatly helped contribute to the enhancement of collocation.

In a study by Saeedakhtar, Bagerin, and Abdi (2020), data-driven learning was deployed to improve verb-preposition collocations. Sixty students were divided into groups of hands-on, hands-off, and a control method. The hands-on treatment used electronic devices to access concordance, while the hands-off treatment used a paper-based corpus. The findings showed that students in the hands-on and hands-off group scored better than those in the control group. Though the scores from the students in hands-on and hands-off group were not significantly different, it was found that students in the hands-on group obtained longer retention of collocation competence than those in hands-off group. Making the most of technology, namely by using online information, could help increase the students' performance. This finding is similar to the present study where online reading materials provided students with learning flexibility, accessibility and great exposure.

In summary, content-based instruction has the potential to help promote the enhancement of the students' competence for three reasons. Firstly, content-based instruction can promote authentic language exposure. Secondly, it can provide interactive activities for students to practice and use what they have learned. Finally, content-based instruction allowed teachers to select different types of materials, namely, online reading materials. In the present research, online reading materials subsequently developed self-preparation and allowed for convenient accessibility. Hence, content-based instruction can enhance the students' competence due to EFL collocation challenges.

The student's satisfaction with content-based instruction

This study also explored students' satisfaction with content-based instruction in collocation classes. According to the data transcription and analysis, most students expressed happiness with the mode of instruction. Seven out of ten interviewees stated that they were extremely happy with the approach used in class because content-based instruction gave so many significant advantages.

Firstly, the interviewees stated that content-based learning allowed them to simultaneously learn the language and other academic knowledge, a finding which agrees with the extant research. The non-language knowledge was provided based on themes in the research, such as digital literacy, cross-cultural communication, and the MBTI personality test. This finding aligns with the findings of Liaw (2007), Mart (2019), and Namaziandost, Nasri, and Ahmadi (2019), where the participants of the studies obtained both language and academic knowledge.

For example, in Liaw (2007)'s study, content-based instruction was used to improve students' critical thinking skills. Students were given 5 units of content-based writing and reading instructions during the research period. By the end, the students showed evidence early critical thinking skills and content expertise. Students obtained the content provided during activities and related skills at the same time.

While Liaw used content-based instruction to enhance students' reading and writing skills, Mart (2019) focused solely on students' speaking skills. He deployed form-focused and content-based instructions to improve students' speaking skills in literature class. The students in this study gained literature knowledge and better speaking skills simultaneously.

Finally, in a study conducted by Namaziandost, Nasri, and Ahmadi (2019), content-based instruction and task-based instruction were both deployed to improve students' reading skills. In that way, they also gave students the opportunity to gain knowledge from reading passages and reading strategies simultaneously.

Secondly, students claimed that content-based instruction allowed them to learn certain specific terms from each themed material. The technical terms could be

helpful for them in the future. This finding aligns with that of Gil (2019), who investigated how content-based instruction influenced learners' vocabulary enrichment. In this study, fifty-six participants were taught using content-based instruction and were given classroom activities and writing assignments. The findings revealed that the students' academic knowledge, technical terms, and collocation mastery were simultaneously enhanced. This may be regarded as one of the advantages of using content-based instruction in class, in accordance with Genesee and Lindholm-Leary (2013)'s description of content-based instruction. They stated that content-based instruction provided opportunities for students to communicate and allowed students to acquire original and valuable forms of language.

Thirdly, students thought positively of being able to prepare themselves in advance of classroom activities. This finding aligns with that of Choi (2020), who deployed digital technology to improve learners' autonomy in EFL writing. In the present study, content-based instruction featuring online materials allowed students to read, re-read, and review the materials in advance. Self-preparation could help to boost the students' confidence.

Fourthly, students noted that content-based instruction fostered their reading strength through the online reading materials. This finding aligns with that of Marashi and Hatam (2009), who applied content-based instruction to sixty students. Their findings indicated that students gained an improved vocabulary and a higher level of motivation. Both reading durability in the present research and the level of motivation in Marashi and Hatam's (2009) study reveal that content-based instruction can help students enhance both their knowledge and other related skills and competencies.

However, there were a few drawbacks expressed by students in the focus-group interview. Three students stated that they were often unsure if they should focus on language or academic content. This may have been because of the typical characteristic of content-based teaching, where both language and academic content are focused on (Stryker & Leaver, 1997; Schleppegrell, Achugar, & Oteíza, 2004; Heo, 2006; Villalobos, 2013). In addition, they claimed that they could not keep up with the

class because of their prior knowledge, in accordance with Genesee and Lindholm-Leary (2013)'s description of content-based instruction. They stated that background knowledge also played a role in a content-based instruction class.

Apart from these issues, students also thought that the materials used in content-based instruction classes played an essential role in students' engagement. As content-based instruction relied heavily on 'content', the selected content could yield both positive and negative effects. Teachers must select their materials wisely following the course objectives, as well as students' interests and age. However, if appropriately selected, the materials could help increase students' engagement (Stryker, 1997; Saifurahman & Zahid, 2019).

The limitations of the study

This study contains two limitations. Firstly, the collocation competence test did not include test items that were aimed to investigate students' collocation application in active skills. The collocation enhancement only indicated the improvement of collocation selection in contexts. It could not state that students could use collocation fluently. Secondly, the course in which research was conducted was Analytical Reading and Writing 2. The selected online materials were all reading passages, which could bore students as they had to read them in every class. The length of the materials also had a noticeable effect on the students' performance and sometimes fostered anxiety.

Implications

There are three implications in this study. Firstly, researchers or teachers may use content-based instruction with online reading materials to teach other aspects of language learning such as writing or speaking. Secondly, researchers or teachers may integrate content-based instruction with other types of materials to teach collocation Thirdly, content-based instruction is not limited to reading classes and can be adapted to teach in another course. In the same way, materials should be varied to avoid producing boredom in the students.

Research recommendations

There are two research recommendations. First, as the present study dealt with high-achieving students, it may add to current knowledge to deploy content-based instruction with average or low-achieving students to compare the outcomes and investigate pedagogical effectiveness. Second, the evaluation and assessment may be improved by adding more open-ended questions to explore the students' reading and writing skills.

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Appendices

Appendix A

The Collocation Competence Test

Name: _____ Class: _____ No: _____

Collocation Competence Test

The 40-item test consists of two separate parts following the test types. It includes 25 multiple-choice test items and 15 gap-filling test items.

Part 1: Multiple choice (item 1-25)

Directions: choose the best answer for each item.

1. Parliamentary approval will not be granted unless the practicality of the proposed measures is _____.

a. got on with   b. put up with

c. looked up to   d. taken into account

2. The number of patients with lung cancer is increasing dramatically, partly _____ the risks of passive smoking.

a. resulting in   b. taking on

c. stemming from   d. breaking into

3. If someone tells you to stay true to yourself, it means that you should _____ your intuition or instinct for what you're concerned about.

a. break down   b. trust in

c. interact with   d. leave out

4. Sports referees _____ professional expertise to ensure that the game follows the rule of a sport. They can warn and punish players if needed.

a. write down   b. rely on

c. put together   d. think of

5. Many families are dealing with the loss of income _____ widespread unemployment during the hard times of the COVID-19 pandemic.

a. leading to   b. resulting from

c. contributing to   d. consisting of

6. The leading actor paused for a moment, hesitating about what should be said. Finally, however, he got himself together and _____ delivering a speech.

a. got to   b. worked on

c. contributed to   d. went on

7. It is said that mastering a foreign language like English, Chinese or Spanish at an incredibly young age can _____ an excellent opportunity in the future.

a. set aside

b. lie in

c. point out

d. lead to

8. Even though no one knew the whole truth, the board's inability to negotiate with other stakeholders was widely _____ the project's cancellation.

a. aware of

b. blamed for

c. written down

d. compared with

9. Chemical pollution produces many adverse effects on the environment. For instance, it can contaminate water, which potentially _____ plant life nearby.

a. suffers from

b. works with

c. kills off

d. breaks out

10. People who commit a crime are never afraid of being _____. On the contrary, they are confident that they can get away with it following the set plans.

a. found out

b. pointed out

c. put on

d. killed off

11. Many environmentalists have long _____ that pollution is a grave danger to all living things globally, but it seems to be badly neglected by industrial countries.

a. turned on

b. written down

c. pointed out

d. dedicated to

12. If the convention measures cannot successfully _____ these fundamental problems, we may have to think outside of the box, hopefully coming up with innovative ones.

a. deal with

b. focus on

c. look at

d. end up

13. During a police crackdown, one of the protesters got critically injured. Despite being well treated, the appalling damage to his eye sadly _____, allegedly, total blindness.

a. passed away

b. resulted in

c. went on

d. transitioned into

14. Relaxation, often going hand-in-hand with knowledge, can _____ inspiration. On the other hand, emotional stress and superficial understanding bring nothing but chaos and grief for the thinkers.

a. leave out
b. stem from
c. contribute to
d. work on

15. According to the course description, English 101 _____ four essential skills and crucial basic grammar. Moreover, students can check their understanding and process through the supplementary workbook.

a. leads to
b. lies in
c. results from
d. focuses on

16. Although internet users can be anonymously exploring the internet without identity verification, they are legally _____ what is written, commented and expressed with or without intention.

a. responsible for
b. based on
c. related to
d. blamed for

17. All information in the academic report must _____ a wide range of highly reliable sources. Furthermore, proper citations are needed to prevent any plagiarism, to take other people' idea without specifying sources, considered an unforgivable error in academic study.

a. come from
b. set aside
c. look at
d. put on

18. Phuket's economy is primarily _____ tourism. Since there have been undeserved reputations for the high cost of living and potential insecurities towards tourists, its economy was further aggravated, undoubtedly.

a. responsible for
b. based on
c. aware of
d. looking at

19. Harry Potter, a series of seven fantasy novels, followed by a spin-off like Fantastic Beasts and Where to Find Them, was _____ people in the author J. K. Rowling's life like her daughters and mother.

a. referred to

b. led to

c. dedicated to

d. endowed with

20. Excessive and prolonged stress caused by intolerable burdens has recently become such a serious health issue for students. Some students have also denied _____ any arduous work or extracurricular activities.

a. getting away

b. trusting in

c. taking on

d. putting on

21. The corporate culture encourages all local employees to _____ the decision-making process of the company. Their ideas show the unseen perspectives that can have significant impacts on what is being considered.

a. participate in

b. remind of

c. work on

d. look at

22. Considerable stress and specific drug uses lead many children to _____ mental health problems, for example, depression. On the other hand, hobbies like watching movies or reading books may partly enhance the conditions.

a. slow down

b. arrive at

c. suffer from

d. break down

23. Every semester, students learn English with a native speaker for only one period per week. Also, the instructor has a limited amount of time to _____ each student. The interplay between these ideas hinders students' language development.

a. arrive at

b. interact with

c. put together

d. trust in

24. Creative and effective communication play crucial roles in the world of drastic changes. Positive messages can lessen people's intensity. On the other hand, negative communication often _____ taking a toll on people's overall health and relationship with others.

a. results from   b. lies in

c. works on   d. ends up

25. According to the Myers-Briggs Type Indicator concept, the 16 personality types _____ combinations within the 4 preference pairs. For example, one pair is Extraversion (E) or Introversion (I) or another pair is Sensing (S) or Intuitive (I).

a. consists of   b. breaks down

c. puts on   d. focuses on

Part 2: Gap filling (item 26-40)

Directions: fill in the blanks with the alternatives provided.

Box A is for item 26 – 32

interacted with	interviewed for	provided for	adapted to
came up with	turned into	broken down	committed to

26. The student council _____the promising idea before they proposed it to the teachers in charge to give an approval.

27. What you eat or drink is _____ in the stomach, turning into food particles like Proteins. The small intestine is another organ that helps digest food.

28. Evolution is an extraordinary miracle. Living things in present existence are well _____ ever-changing conditions and environments.

29. Heavenly Bangkok Hotel stands out rivals with their number of services. For instance, dry laundry is _____ those on a business trip at no charge.

30. If the government have _____ this course of action, there is no way to go back or do nothing but make it successfully following the solemn oaths taken.

31. Many final-year undergraduates have _____ a job with well-established companies that they wish to work for. The results are beyond satisfactory.

32. Brooks Hatlen received a life sentence for having committed a dreadful crime. After twenty-five years in prison, he had _____ an old institutionalized man who was afraid of being released.

Box B is for item 33-40.

differing from	lying in	relating to	working on
slowing down	coming to	referring to	looking out

33. At present, the most challenging part of this investigation is _____ obtaining solid evidence to disprove the claim.

34. For all night long, Mr Smith has been _____ correcting the yearly financial report as he needs to do a presentation at the workplace the following day.

35. The British press has recently confirmed that the government's strictly confidential documents _____ Area 26 have been leaked.

36. Mr Benjamin's admission has been confirmed. Hence, He needs to move and is now _____ for a nice apartment less than 2 miles away from the college.

37. When _____ perfection, we scarcely make it as everyone can make mistakes. To admit doing or having done is a hopeful way to dwindle our painful stress.

38. In Mr John's class, most of the students do not know which grammatical points the teacher is _____. The teacher is always keeping explaining without even a glance at students.

39. Since born, people are _____ one another in their identity, personality and appearance. That is why it is acceptable to agree to disagree. Differences do not always lead to negative contradiction.

40. With the help of the internet revolution, everyone seems connected more than ever. Work and personal life become inseparable, leading to working and living simultaneously. Maybe what we all need to do now is _____ our life and respect other people's personal and family time.

*************************** END OF THE TEST ***************************

Appendix B

Lesson Plans
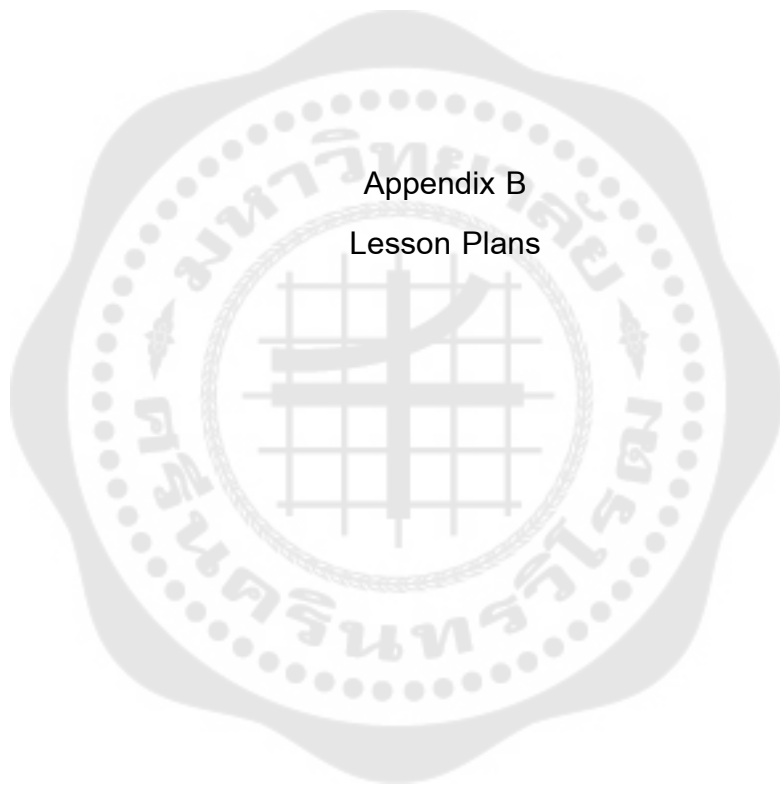
Lesson Plan 1 Myers-Briggs Type Indicator

Course: EN32212 Analytical Reading and Writing 2

Course Description: Analytical Reading and Writing 2 aims to develop students' analytical reading and writing skills through a wide range of types of passages and articles. The course aims to enhance the student's ability to understand and distinguish important messages, supporting ideas, and the writer's opinions in order to respond to the text read meaningfully and effectively. In addition, essential values are added, such as intercultural communications and social changes.

Rationale: The theme of unit 6 involves an individual's personality according to the reading passage 'Birth Order and Success' in Aim High 5 Student's Book, page 48 – 49. After getting to know the importance of an individual's personality, it is good to know what kind of person you are. The material in this period deals with the 'Definition of 'Myers-Briggs Type Indicator'. Considered one of the most reliable and accurate tools, this self-help assessment can identify and inform general information about an individual's personality that students can make the most of.

Learning outcomes:

At the end of the lesson, students will:

      1. identify and describe the Myers-Briggs Type Indicator assessment.

      2. analyze the four-type combinations of the Myers-Briggs Type Indicator.

      3. link Myers-Briggs Type Indicator assessment to their personality.

      4. be able to use target collocations to explain the themed content.

Objectives

    Knowledge (K)

      - Explain Myers-Briggs Type Indicator with a good understanding.

      - Know and understand target collocations

    Process (P)

      - Express the opinions regarding the texts provided with classmates and teachers.

      - Apply target collocations to explain the MBTI.

Attitude (A)

- Carry out the tasks and activities assigned with enthusiasm.

Content Outline: The definition of Myers-Briggs Type Indicator and how it works

Grammar: -

Vocabulary:

1. arrive at	4. categorize sth into sth	7. lie in	10. rely on
2. base sth on sth	5. come up with	8. put together	11. turn into
3. be comfortable with	6. deal with	9. relate to	

Teaching Procedures

Stage	Time (mins)	Teacher's role	Students' role
Self-preparation	20 (at home)	1. Provide students with the online-access reading material link in advance through Google Classroom or Line Group. This is the first-time exposure to target collocations that lie in the in the text.	1. Read the material in advance to understand the general ideas related to the topic given through personal devices.
Pre-reading	5	1. Introductory questions about the Myers-Briggs Type Indicator, for example, how *do you define yourself?, what type of person are you?, Have you ever head of Myers-Briggs Type Indicator?* 2. Present a MBTI code like 'ISFJ' and subtly lead to the material. 3. Present students the online	1. Answer the questions and share answers with classmates in the class. 2. Express any opinion related to the topic given. 3. Guess what the reading is about.

Stage	Time (mins)	Teacher's role	Students' role
		material 'Myers-Briggs Type Indicator'.	
Reading	10	1. Present students the online material 'Myers-Briggs Type Indicator' 2. Present the focus questions that students help students handle the text provided. Questions aim at revealing students' understanding of the text contents, for example, *what is the Myers-Briggs Type Indicator?, how it works?, what are the four essential functions?.* 3. Provide students personal time for (re) reading the passage. This is the second-time exposure to target collocations that lie in the in the text.	1. Explore the focused questions. 2. Take a 10-minute reading through their separate personal device. 3. Find out the possible answers for the questions provided.
Classroom Intervention	5	1. Ask for any comment or feedback from students. 2. Present simple close-meaning terms for difficult ones in the texts such as *'understanding' instead of 'insight' or 'Positivism' instead*	1. Give classmates some feedback 2. Mark the difficult terms.

Stage	Time (mins)	Teacher's role	Students' role
		of 'seeking facts'.	
Interactive discussion	10	1. Present the same set of focus questions again and add more detailed questions. Questions primarily aim at revealing students' understanding of the text contents, for example, *what is the Myers-Briggs Type Indicator?, what is its origin?, how it works?, what are the four essential functions?, how could you get your personal MBTI code?* This is the third-time exposure to target collocations that lie in the in the text. 2. Let students to find the answers in group through classroom interactions. 3. Observe, stimulate and encourage students to participate in the activities provided.	1. Explore the focused questions and additional questions. 2. Take a 10-minute conversation with their small group. 3. Find out the possible answers for the questions provided.
Post-Reading	5	1. Bring students back to the class. 2. Random some students to answer the focus the questions. 3. The class is open for students to exchange answers.	1. Share answers with classmates in the class. 2. Express any opinion related to the topic given.

Stage	Time (mins)	Teacher's role	Students' role
		4. Together sum up the important points.	
Language focus	10	1. Provide online Google Doc worksheet to each student. - The first part deals with focus questions checking students' understanding. This is to make students use target collocations provided in the bracket to answer the questions. - The second part of worksheet is about putting the correct phrasal verbs into the blanks. This makes students to use the target collocation provided to complete a summary of the themed content. 2. Elicit answers from students by guided questions. 3. Carry out a Q&A session	1. Complete the worksheet. 2. Respond to teacher or classmates' questions. 3. Ask questions and share opinions.
Conclusion	5	1. Ask students what benefits there are after reading the texts about the MBTI. 2. Provide students the online free assessment link that they can take a MBTI test themselves.	1. Share answers with classmates in the class. 2. Express any opinion related to the topic given.

Assessment

What	How	Tools	Criterion
Core content	The definition of Myers-Briggs Type Indicator and how it works	- Class interactions - Group discussions - Worksheet Part 1	- Explain Myers-Briggs Type Indicator with an 80% accuracy in worksheet part 1.
Vocabulary	The 11-word Vocabulary List	- Class interactions - Group discussions - Worksheet part 2	- Obtain more than 80% accuracy in the worksheet part 2.

Learning Materials: https://economictimes.indiatimes.com/definition/myers-briggs-type-indicator (online access)

Definition of 'Myers-briggs Type Indicator'

Definition: The Meyers-Briggs Type Indicator (MBTI) is a self-help assessment test which helps people gain insights about how they work and learn. It is a framework for relationship-building, developing positivism, and achieving excellence.

Description: The MBTI was developed by Katherine Briggs and is based on the typological theory of Carl Jung who had proposed that there are four essential psychological functions by which we see this world.

These functions are sensation, intuition, feeling, and thinking. All of us rely on one function more than others. The base of MBTI lies in identifying our preferences which are driven through our interests, values, needs, and motivation. Carl Jung came up with this theory through subjective clinical evaluations.

While the theory itself is quite complicated, it essentially categorizes you into four types based on where you are most comfortable.

• You may be more comfortable dealing with people, things, ideas, and information

• You may be more comfortable dealing with facts, reality, possibilities, and potential

• You may be more comfortable dealing with logic, truth, values and relationship

• A well-managed life i.e. judgement or going with the flow, perception

In the MBTI theory, you combine your preferences to arrive at your personality type. You may be an extrovert who likes dealing with people or you might be someone who likes dealing with abstract ideas or information and in that case you would be an introvert. Similarly, you can like dealing with facts and information with a preference for sensing or you may want to explore the unknown which makes you an intuitive person. The third preference relates to how you make decisions. You either decide objectively or based on gut feelings. Lastly, your lifestyle might be planned and organized or flexible and haphazard. When you put these preference or types together, it turns into your MBTI personality code which is the output of the MBTI test.

It is the world's most widely used personality assessment test.

Myers-Briggs Type Indicator Worksheet

Worksheet 1

Part 1 Myers-Briggs Type Indicator

Direction: answer the following questions using the words in bracket.

Question 1: What is the Myers-Briggs Type Indicator? (categorize sth into sth)

Answer: _____

_____

_____

Question 2: What is the derivation of the Myers-Briggs Type Indicator? (base on)

Answer: _____

_____

_____

Question 3: What are the four categories in the Myers-Briggs Type Indicator? How are

they crucial in this assessment? (rely on)

Answer: _____

_____

_____

Question 4: How do we get 4-letter code from the Myers-Briggs Type Indicator? (put

together)

Answer: _____

_____

_____

Part 2 Fill in the blanks with the correct alternatives provided. Each word is used only once.

1. arrive at	4. categorize into	7. lies in	10. rely on
2. based on	5. come up with	8. putting together	11. turned into
3. are comfortable with	6. dealing with	9. relate to	

1. If Carl Jung hadn't ____ ____ ____ the MBTI theory, this test wouldn't exist now.

2. The MBTI theory is to ____ you ____ four groups ____ ____ your preferences and likeliness.

3. According to the MBTI theory, you mix your four letters to ____ ____ your MBTI code.

4. To get four codes, we ____ ____ four categories of preferences.

5. Some preferences can ____ ____ the way the decision is made or the way we approach others.

6. Some people ____ ____ talking ____ strangers, but some do not.

7. Being good at ____ ____ facts and information bring you the letter 's', while being good at exploring new things gives the letter 'I'.

8. By ____ these four letters ____, they will be ____ ____ their personal MBTI code.

9. The four-letter combination of MBTI codes ____ ____ the personal preferences of the test takers.

Lesson Plan 2 What Happens When You Eat Fast Food?

Course: EN32212 Analytical Reading and Writing 2

Course Description: Analytical Reading and Writing 2 aims to develop students' analytical reading and writing skills through a wide range of types of passages and articles. The course aims to enhance the student's ability to understand and distinguish important messages, supporting ideas, and the writer's opinions in order to respond to the text read meaningfully and effectively. In addition, essential values are added, such as intercultural communications and social changes.

Rationale: The theme of unit 7 involves food and nutrition according to the reading passage 'From Farmland to the Supermarket' in Aim High 5 Student's Book, page 58 – 59. After getting to know the organic goods, it is also good to know some sorts of food that stand opposite. The material in this period deals with the 'Fast Food and Its Effects'. Given there are many fast-food restaurants, this material can help raise awareness of the food selection and help them know fast food better. Choices often bring prices to pay.

Learning outcomes:

At the end of the lesson, students will:

      1. identify and describe what fast food is.

      2. analyze the short or long-term effects of consuming fast food.

      3. link the principle of food selection to their own preference.

      4. be able to use target collocations to explain the themed content.

Objectives

    Knowledge (K)

      - Explain the definition of fast food with a good and unbiased understanding.

      - Know and understand target collocations

    Process (P)

      - Express the opinions regarding the texts provided with classmates and teachers.

      - Apply target collocations to explain the impacts of fast food consumption.

Attitude (A)

    - Carry out the tasks and activities assigned with enthusiasm.

Content Outline: The definition of fast food and how it affects us in the short and long term

Grammar: -

Vocabulary:

1. associate sth. with sth.	4. focus on	7. look at	10. refer to
2. break down	5. have an impact on	8. point out	
3. find out	6. lead to	9. put on	

Teaching Procedures

Stage	Time (mins)	Teacher's role	Students' role
Self-preparation	20 (at home)	1. Provide students with the online-access reading material link in advance through Google Classroom or Line Group. This is the first-time exposure to target collocations that lie in the in the text.	1. Read the material in advance to understand the general ideas related to the topic given through personal devices.
Pre-reading	5	1. Introductory questions about fast food chains, for example, *what is your favorite fast food chain?, do you know what fast food is?, how many times do you take fast food a week?* 2. Present photos of fast food and subtly lead to the material with small talks. 3. Present students the online	1. Answer the questions and share answers with classmates in the class. 2. Express any opinion related to the topic given. 3. Guess what the reading is about.

Stage	Time (mins)	Teacher's role	Students' role
		material 'What happens when you eat fast food?.	
Reading	10	1. Present students the online material 'What happens when you eat fast food?'. 2. Present the focus questions that students help students handle the text provided. Questions aim at revealing students' understanding of the text contents, for example, *what is fast food?, is fast food always bad? Why?, what are the short and long-term impacts that fast food can have on us?.* 3. Provide students personal time for (re) reading the passage. This is the second-time exposure to target collocations that lie in the in the text.	1. Explore the focused questions. 2. Take a 10-minute reading through their separate personal device. 3. Find out the possible answers for the questions provided.
Classroom Intervention	5	1. Ask for any comment or feedback from students. 2. Present simple close-meaning terms for difficult ones in the texts such as *'palatable' instead of 'mouthwatering'* or *'constipation' instead of 'difficulty emptying the large bowel'.*	1. Give classmates some feedback 2. Mark the difficult terms.

Stage	Time (mins)	Teacher's role	Students' role
Interactive discussion	10	1. Present the same set of focus questions again and add more detailed questions. Questions primarily aim at revealing students' understanding of the text contents, for example, *what is fast food?, is fast food always bad? Why?, what are the short and long-term impacts that fast food can have on us?, what do you think of fast food after reading the material?* This is the third-time exposure to target collocations that lie in the in the text. 2. Let students to find the answers in group. 3. Observe, stimulate and encourage students to participate in the activities provided.	1. Explore the focused questions and additional questions. 2. Take a 10-minute conversation with their small group. 3. Find out the possible answers for the questions provided.
Post-Reading	5	1. Bring students back to the class. 2. Random some students to answer the focus the questions. 3. The class is open for students to exchange answers. 4. Together sum up the important points.	1. Share answers with classmates in the class. 2. Express any opinion related to the topic given.

Stage	Time (mins)	Teacher's role	Students' role
Language focus	10	1. Provide online Google Doc worksheet to each student. - The first part deals with focus questions checking students' understanding. This is to make students use target collocations provided in the bracket to answer the questions. - The second part of worksheet is about putting the correct phrasal verbs into the blanks. This makes students to use the target collocation provided to complete a summary of the themed content. 2. Elicit answers from students by guided questions. 3. Carry out a Q&A session	1. Complete the worksheet. 2. Respond to teacher or classmates' questions. 3. Ask questions and share opinions.
Conclusion	5	1. Ask students what benefits and drawbacks there are after reading the texts about fast food. 2. Provide students the online free assessment link that they can roughly evaluate their general health.	1. Share answers with classmates in the auditorium. 2. Express any opinion related to the topic given.

Assessment

What	How	Tools	Criterion
Core content	Identify and describe what fast food is and how it affects us.	- Class interactions - Group discussions - Worksheet Part 1	- Explain fast food concept with an 80% accuracy in worksheet part 1.
Vocabulary	The 10-word Vocabulary List	- Class interactions - Group discussions (Accidental use)	- Obtain more than 80% accuracy in the worksheet part 2.

Learning Materials: https://www.medicalnewstoday.com/articles/324847 (online access)

What happens when you eat fast food?

The term "fast food" generally refers to food that people intend to consume quickly, either on- or off-site. There is plenty of well-researched evidence demonstrating the various negative health effects of eating and overeating fast food, in both the short- and long-term. Many fast food establishments now list the number of calories each of their items contains. However, this is only part of the consideration of whether it is healthful or not. Fast food is typically very poor in terms of nutrition. According to a study paper in the journal Health Promotion Perspectives Trusted Source, fast food tends to contain various substances that are generally unhealthful. It is high in sugar, salt, and saturated or trans fats, as well as many processed preservatives and ingredients. It is also low in beneficial nutrients.

Not all fast food is bad, and a person can make an informed choice by doing research to find out the nutritional content of particular fast food items. These are available on the websites of most major restaurants. However, even the more healthful fast food items are generally high in sugar, salt, saturated fats and trans fats. The Office of Disease Prevention and Health Promotion Trusted Source note that the typical person in the United States consumes too much of these.

Short-term impact

Because fast food is typically high in sugar, salt, and saturated or trans fats, looking at the short-term effects of these nutrients can help determine what happens in the short-term when a person eats fast food. The results of a small study in the journal Nutrition Research and Practice Trusted Source suggest that eating foods with more sugar as the first meal of the day could make a person feel hungrier at their next meal than if they ate a low-sugar meal. Doctors, and other health experts believe that this is because sugary foods are worse at providing satiety, or a sense of fullness. Also, high-carbohydrate foods increase the body's demand for insulin, which also promotes more hunger within a shorter amount of time after the meal. Experts believe that the more hungry a person is before their next meal, the more likely they are to eat more calories than necessary.

A small study in the Journal of Hypertension Trusted Source found that consuming high levels of salt could have an immediate impact on the proper functioning of a person's blood vessels. Excess sodium intake also has links to fluid retention. Fast food is also often very low in fresh fruit and vegetables, which makes it hard for people to reach their recommended daily intake of at least 5 servings. It may also be hard for them to reach their ideal fiber intake, which is at least 25 grams per day. Fast food is highly palatable, meaning that it is very quickly broken down in the mouth, does not require much chewing, and activates the reward centers in the brain rapidly.

This combination trains the palate to prefer these highly processed, highly stimulating foods. This reduces someone's desire for whole, fresh foods. Research from 2018 Trusted Source and other previous studies have suggested a link between fast food consumption and the incidence of food addiction for these low-nutrient items.

Long-term impact

There is plenty of well-researched evidence showing that regularly eating fast food can harm a person's health. This is because most fast food is high in sugar, salt, saturated fat and trans fats, processed ingredients, and calories, and low in antioxidants, fiber, and many other nutrients. Many fast food meals are very low in fiber. A low-fiber diet is associated with a higher risk of digestive conditions such as constipation and diverticular disease as well as reductions in healthy gut bacteria. A study in the journal Health Promotion Perspectives Trusted Source identifies the sometimes irreparable effects of eating fast food on a person's health. Such risks include obesity, insulin resistance, type 2 diabetes, and various cardiovascular conditions.

A study in the Nutrition Journal Trusted Source focuses on the effects of a Western diet on a person's immune system. This is a diet that consists of high amounts of sugar, salt, and saturated fat from only a few sources. The study paper claims that a Western diet can lead to higher inflammation, lower control of infection, higher cancer rates, and higher risk of allergic and autoinflammatory disease. A study in the journal Thorax establishes a link between fast food consumption in teenagers and children and an increase in asthma, rhino conjunctivitis, and eczema. A study in the journal Appetite also

suggests that there is a causal link between a diet high in saturated fat and simple carbohydrates, typical of much fast food, and a lower capacity for memory and learning. This sort of diet may also raise the risk of Alzheimer's disease and Parkinson's disease.

The Food and Drug Administration (FDA)Trusted Source suggest that a diet high in salt often increases a person's blood pressure, which means that a person is more likely to have a heart attack, stroke, kidney disease, or heart disease. The FDA Trusted Source also note that a diet high in trans fats raises the amount of low-density lipoprotein, or "bad," cholesterol and the lowers the amount of high-density lipoprotein, or "good," cholesterol. This means that a person is more likely to develop heart disease.

The Obesity Action Coalition point out that typical fast food contains a very high number of calories. If a person eats more calories than they are burning during each day, they will put on weight, which may lead to obesity. According to the Centers for Disease Control and Prevention (CDC)Trusted Source, obesity increases a person's risk of developing a range of serious health conditions. Another consequence of younger people regularly eating fast food is their unintentional lack of understanding of basic meal preparation, cooking, and healthful eating. Over time, this perpetuates a dependence on fast food, and people may not learn how to prepare healthful, balanced food in the home. Consuming such meals can support a person's long-term health throughout their lifespan.

Summary

Fast food tends to be high in salt, sugar, saturated fats, trans fats, calories, and processed preservatives and ingredients. A lot of well-conducted research has proven the negative health effects of consuming too much of these. Not all fast food is bad, however. Some menu items might be lower in these substances than others, while some fast food outlets might focus on providing more healthful options. However, this is not the case for the majority of fast food outlets, or the majority of food items they sell. To preserve health, a person should try to identify fast food items that contain less salt, fat, sugar, and total carbohydrates and generally try to restrict the amount of fast food they consume.

What Happens When You Eat Fast Food Worksheet

<u>Worksheet 2</u>

Part 1 What Happens When You Eat Fast Food?

Direction: Answer the following questions using the words in bracket.

Question 1: What is fast food? (refer to)

Answer: _____

_____

Question 2: Is fast food always bad? Why or why not? (find out)

Answer:

_____

_____

_____

Question 3: What are the short and long-term impacts on our body? (look at)

Answer: _____

_____

_____

_____

Question 4: Will you change your food consumption habit after reading the text?

(have an impact on)

Answer: _____

_____

_____

_____

_____

_____

_____

Part 2 Fill in the blanks with the correct alternatives provided. Each word is used only once.

1. is associated with	4. focuses on	7. looking at	10. refer to
2. break down	5. have an impact on	8. pointing out	
3. find out	6. lead to	9. put on	

1. The word "fast food" can _____ food that people can consume rapidly and, from time to time, get inadequate nutrition

2. The recent study _____ the effects of fast food on an individual's health condition.

3. According to the conventional wisdom, western diet can _____ a number of health problems, for instance, higher cancer rates, higher risk of allergic, autoinflammatory disease.

4. However, currently, many scholars are _____ that typical fast food may or may not contain only a very high number of calories.

5. Basically, dietitians just stary by _____ the recommended sugar limits and warn fast food eaters not to take too much sugar or any potentially harmful substance.

6. For example, when coming to the fat, you must know that the fat can _____ into two groups, which are monounsaturated fats and polyunsaturated fats, good and bad one.

7. Therefore, a poor-nutrition diet _____ a higher risk of physical problems, for example, people might not be able to digest properly or people gain unexpected weight.

8. For instance, intaking too much salt can _____ the proper functioning of a person's physical activity such as fluid retention.

9. The good way is to study the nutrition labels. It lets you _____ how much salt or sodium each product has.

10. Though you read the nutrition labels, you still can _____ weigh if you eat more calories than they burn.

Lesson Plan 3 Effective Cross-Cultural Communication

Course: EN32212 Analytical Reading and Writing 2

Course Description: Analytical Reading and Writing 2 aims to develop students' analytical reading and writing skills through a wide range of types of passages and articles. The course aims to enhance the student's ability to understand and distinguish important messages, supporting ideas, and the writer's opinions in order to respond to the text read meaningfully and effectively. In addition, essential values are added, such as intercultural communications and social changes.

Rationale: The theme of unit 8 involves intercultural communication according to the reading passage 'Conversational Styles – What sport are You?' in Aim High 5 Student's Book, page 66 – 67. After getting to know the intercultural communication, it is also good to know the cross-cultural communication. The material in this period deals with the 'Top Ten Tips for... Effective Cross-Cultural Communication. Given everyone becomes more connected with other people more easily with the help of the internet and technology, learners have more chances of communicating with people abroad. This material can help raise awareness of the different cultures and help them communicate more effectively.

Learning outcomes:

At the end of the lesson, students will:

       1. identify and describe how important cross-cultural communication is.

       2. analyze effects of what-to-do or what-not-to-do applications.

       3. link the tips provided to their personal experience.

       4. be able to use target collocations to explain the themed content.

Objectives

    Knowledge (K)

       - Explain the importance of cross-cultural communication.

       - Know and understand target collocations

Process (P)

       - Express the opinions regarding the texts provided with classmates and teachers.

- Apply target collocations to explain the cross cultural communication.

Attitude (A)

- Carry out the tasks and activities assigned with enthusiasm.

Content Outline: Top Ten Tips for Effective Cross-Cultural Communication

Grammar: -

Vocabulary:

1. take on	4. end up	7. trust in	10. write down
2. come to	5. break into	8. turn to	
3. treat with	6. slow down	9. talk to	

Teaching Procedures

Stage	Time (mins)	Teacher's role	Students' role
Self-preparation	20 (at home)	1. Provide students with the online-access reading material link in advance through Google Classroom or Line Group. This is the first-time exposure to target collocations that lie in the in the text.	1. Read the material in advance to understand the general ideas related to the topic given through personal devices.
Pre-reading	5	1. Introductory questions about the communication, for example, *what is communication?, How do we communicate with other people?, Have you ever found any challenges of communication?* 2. Present videos regarding ineffective communication and	1. Answer the questions and share answers with classmates. 2. Express any opinion related to the topic given. 3. Guess what the reading is about.

Stage	Time (mins)	Teacher's role	Students' role
		subtly lead to the material with small talks. 3. Present students the online material 'Top Ten Tips for Effective Cross-Cultural Communication'.	
Reading	10	1. Present students the online material 'Top Ten Tips for Effective Cross-Cultural Communication' 2. Present the focus questions that students help students handle the text provided. Questions aim at revealing students' understanding of the text contents, for example, *how cross-cultural communication is important in life?, Is there any guideline for cummunicators? What should (not) be doing when communicating with other people?* 3. Provide students personal time for (re) reading the passage. This is the second-time exposure to target collocations that lie in the in the text.	1. Explore the focused questions. 2. Take a 10-minute reading through their separate personal device. 3. Find out the possible answers for the questions provided.
Classroom	5	1. Ask for any comment or	1. Give classmates some

Stage	Time (mins)	Teacher's role	Students' role
Intervention		feedback from students. 2. Present simple close-meaning terms for difficult ones in the texts such as *'manners' instead of 'etiquettes or 'comprehensive' instead of 'complete'.*	feedback 2. Mark the difficult terms.
Interactive discussion	10	1. Present the same set of focus questions again and add more detailed questions. Questions primarily aim at revealing students' understanding of the text contents, for example, *how cross-cultural communication is important in life?, Is there any guideline for communicators? What should (not) be doing when communicating with other people?* 2. Let students to find the answers in group. This is the third-time exposure to target collocations that lie in the in the text. 3. Observe, stimulate and encourage students to participate in the activities provided.	1. Explore the focused questions and additional questions. 2. Take a 10-minute conversation with their small group. 3. Find out the possible answers for the questions provided.
Post-Reading	5	1. Bring students back to the class. 2. Random some students to	1. Share answers with classmates in the class. 2. Express any opinion

Stage	Time (mins)	Teacher's role	Students' role
		answer the focus the questions. 3. The class is open for students to exchange answers. 4. Together sum up the important points.	related to the topic given.
Language focus	10	1. Provide online Google Doc worksheet to each student. - The first part deals with focus questions checking students' understanding. This is to make students use target collocations provided in the bracket to answer the questions. - The second part of worksheet is about putting the correct phrasal verbs into the blanks. This makes students to use the target collocation provided to complete a summary of the themed content. 2. Elicit answers from students by guided questions. 3. Carry out a Q&A session	1. Complete the worksheet. 2. Respond to teacher or classmates' questions. 3. Ask questions and share opinions.
Conclusion	5	1. Ask students what benefits and drawbacks there are after reading the texts about the cross-cultural communication. 2. Provide students more articles	1. Share answers with classmates in the class. 2. Express any opinion related to the topic given.

Stage	Time (mins)	Teacher's role	Students' role
		that they can study further regarding the communication.	

Assessment

What	How	Tools	Criterion
Core content	Identify and describe how important the cross-cultural communication and what should (not) do in communication.	- Class interactions - Group discussions - Worksheet Part 1	- Explain the cross-cultural communication concept with an 80% accuracy in worksheet part 1.
Vocabulary	The 10-word Vocabulary List	- Class interactions - Group discussions	- Obtain more than 80% accuracy in the worksheet part 2.

Learning Materials: https://www.chrysos.org.uk/blog/top-ten-tips-for-effective-cross-cultural-communi (online access)

Top Ten Tips for... Effective Cross-Cultural Communication

In today's diverse workplace, communication issues can take on an added dimension of complexity. Every culture has its own set of tacit assumptions and tendencies when it comes to face-to-face interactions, and trying to get your point across effectively can sometimes be difficult. Even when a language barrier doesn't exist, cross-cultural communication can be challenging. Here are our top ten tips for effective cross-cultural communication:

1. Maintain etiquette

Many cultures have specific etiquette around the way they communicate. Before you meet, research the target culture, or if time allows, do some cross cultural training. For example, many cultures expect a degree of formality at the beginning of communication between individuals. Every culture has its own specific way of indicating this formality: 'Herr' and 'Frau' in Germany, reversing family and given names in China and the use of 'san' in Japan for men and women etc. Be aware of these familiarity tokens and don't jump straight to first name terms until you receive a cue from the other person to do so.

2. Avoid slang

Not even the most educated non-native English speaker will have a comprehensive understanding of English slang, idioms and sayings. They may understand the individual words you have said, but not the context or the meaning. As a result you could end up confusing them or at worst, offending them.

3. Speak slowly

Even if English is the common language in a cross cultural situation it's not a good idea to speak at your normal conversational speed. Modulating your pace will help, as will speaking clearly and pronouncing your words properly. Break your sentences into short, definable sections and give your listener time to translate and digest your words as you go. But don't slow down too much as it might seem patronising. If the person you're speaking to is talking too quickly or their accent is making it difficult for you to

understand them, don't be afraid to politely ask them to slow down too.

4. Keep it simple

In a cross cultural conversation there's no need to make it harder for both of you by using big words. Just keep it simple. Two syllable words are much easier to understand than three syllable words, and one syllable words are better than two syllable words. Say "Please do this quickly" rather than "Please do this in an efficacious manner."

5. Practice active listening

Active listening is a very effective strategy for improving cross cultural communication. Restate or summarise what the other person has said, to ensure that you have understood them correctly, and ask frequent questions. This helps build rapport and ensures that important information doesn't get missed or misunderstood.

6. Take turns to talk

Make the conversation flow more freely by taking it in turns to speak. Make a point and then listen to the other person respond. Particularly when people are speaking English as their second language it's better to talk to them in short exchanges rather than delivering a long monologue that might be difficult for them to follow.

7. Write things down

If you're not sure whether the other person has understood you properly, write it down to make sure. This can be particularly helpful when discussing large figures. For example, in the UK we write a billion as 1,000,000,000 but in the USA, it's written as 1,000,000,000,000.

8. Avoid closed questions

Don't phrase a question that needs a 'yes' or 'no' answer. In many cultures it is difficult or embarrassing to answer in the negative, so you will always get a 'yes' even if the real answer is 'no'. Ask open-ended questions that require information as a response instead.

9. Be careful with humour

Many cultures take business very seriously and believe in behaving professionally and following protocol at all times. Consequently they don't appreciate the use of humour

and jokes in a business context. If you do decide to use humour make sure it will be understood and appreciated in the other culture and not cause offence. Be aware that British sarcasm usually has a negative effect abroad.

10. Be supportive

Effective cross cultural communication is about all parties feeling comfortable. In any conversation with a non-native English speaker, treat them with respect, do your best to communicate clearly and give them encouragement when they respond. This will help build their confidence and trust in you.

Top Ten Tips for Effective Cross-Cultural Communication

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<u>Worksheet 3</u>

Part 1 Top Ten Tips for Effective Cross-Cultural Communication

Direction: Answer the following questions using the words in bracket.

Question 1: How cross-cultural communication is important in life? (come to)

Answer: _____

_____

Question 2: Why should not you use slangs? (end up)

Answer:

_____

_____

_____

Question 3: Is it advisable to speak in a low pace? How? (break into)

Answer: _____

_____

_____

_____

Question 4: According the saying 'Speakers should support each other', do you agree

or disagree? Why? (trust in)

Answer: _____

_____

_____

_____

_____

_____

_____

</div>

Part 2 Fill in the blanks with the correct alternatives provided. Each word is used only once.

1. take on	4. end up	7. trust in	10. write down
2. come to	5. break into	8. speak to	
3. treat with	6. slow down	9. talk to	

1. A number of people agree cross-cultural communication _____ one of the necessary skills at work.

2. When people _____ communication in person, it is advisable to avoid offending other people.

3. If you are talking with low-achieving English learners, you should _____ them _____ respect.

4. Using technical terms or idiomatic expressions can make non-native speakers _____ with confusion.

5. Sometimes, native speakers will _____ sentences _____ in shorter ones in order to make their messages understandable.

6. When you talk too fast, listeners might not be able to keep up with your pace. Try to _____ a bit as it can be helping.

7. If people in conversation _____ each other, they feel comfortable that they won't be judged.

8. Having an eye contact with people you _____ is consider vital in some cultures.

9. It is important to take turn to speak with those you _____.

10. Oral communication may cause trouble if there is no help from the written form. You are suggested to _____ complex information.

Lesson Plan 4 What are Some Environmental Problems?

Course: EN32212 Analytical Reading and Writing 2

Course Description: Analytical Reading and Writing 2 aims to develop students' analytical reading and writing skills through a wide range of types of passages and articles. The course aims to enhance the student's ability to understand and distinguish important messages, supporting ideas, and the writer's opinions in order to respond to the text read meaningfully and effectively. In addition, essential values are added, such as intercultural communications and social changes.

Rationale: The theme of unit 8 involves the environment according to the reading passage 'A Tiny Step to Save the Environment' in Aim High 5 Student's Book, page76. After getting to know the green project, it is also good to know some causes of the environmental problems. The material in this period deals with the 'What are Some Environmental Problems?'. Given our world is becoming in danger than ever, this material can help raise awareness of the environment preservation and help learners know what should avoid doing.

Learning outcomes:

At the end of the lesson, students will:

1. identify and describe many environmental problems.

2. analyze the effects of environmental problems on people's life.

3. link the effects of environmental problems to their experience and settings.

4. be able to use target collocations to explain the themed content.

Objectives

Knowledge (K)

- Explain the effects of environmental problems on people's life.

- Know and understand target collocations

Process (P)

- Express the opinions regarding the texts provided with classmates and teachers.

- Apply target collocations to explain the environmental problems

Attitude (A)

- Carry out the tasks and activities assigned with enthusiasm.

Content Outline: What are the examples of environmental problems?

Grammar: -

Vocabulary:

1. be responsible for	4. result in	7. result from	10. contribute to
2. stem from	5. go on to	8. kill off	
3. lead to	6. come from	9. blame for	

Teaching Procedures

Stage	Time (mins)	Teacher's role	Students' role
Self-preparation	20 (at home)	1. Provide students with the online-access reading material link in advance through Google Classroom or Line Group. This is the first-time exposure to target collocations that lie in the in the text.	1. Read the material in advance to understand the general ideas related to the topic given through personal devices.
Pre-reading	5	1. Introductory questions about the environment, for example, *what is environment?, what do you think of today's environment?, what possibly causes environmental problems?* 2. Present photos of deserted areas and subtly lead to the material with small talks. 3. Present students the online material 'What are Some	1. Answer the questions and share answers with classmates in a Zoom's auditorium. 2. Express any opinion related to the topic given. 3. Guess what the reading is about.

Stage	Time (mins)	Teacher's role	Students' role
		Environmental Problems?.	
Reading	10	1. Present students the online material 'What are Some Environmental Problems?'. 2. Present the focus questions that students help students handle the text provided. Questions aim at revealing students' understanding of the text contents, for example, *what are some environmental problems?, How do these environmental problems affect people's life?, what causes the environmental problems?, and how could we reduce those environmental problems?* 3. Provide students personal time for (re) reading the passage. This is the second-time exposure to target collocations that lie in the in the text.	1. Explore the focused questions. 2. Take a 10-minute reading through their separate personal device. 3. Find out the possible answers for the questions provided.
Classroom Intervention	5	1. Ask for any comment or feedback from students. 2. Present simple close-meaning terms for difficult ones in the texts such as *'degradation' instead of 'damage' or 'undergo' instead of*	1. Give classmates some feedback 2. Mark the difficult terms.

Stage	Time (mins)	Teacher's role	Students' role
		'experience'.	
Interactive discussion	10	1. Present the same set of focus questions again and add more detailed questions. Questions primarily aim at revealing students' understanding of the text contents, for example, *what are some environmental problems?, How do these environmental problems affect people's life?, what causes the environmental problems?, and how could we reduce those environmental problems?* 2. Let students to find the answers in group. This is the third-time exposure to target collocations that lie in the in the text. 3. Observe, stimulate and encourage students to participate in the activities provided.	1. Explore the focused questions and additional questions. 2. Take a 10-minute conversation with their small group. 3. Find out the possible answers for the questions provided.
Post-Reading	5	1. Bring students back to the class. 2. Random some students to answer the focus the questions. 3. The class is open for students to exchange answers.	1. Share answers with classmates in the class. 2. Express any opinion related to the topic given.

Stage	Time (mins)	Teacher's role	Students' role
		4. Together sum up the important points.	
Language focus	10	1. Provide online Google Doc worksheet to each student. - The first part deals with focus questions checking students' understanding. This is to make students use target collocations provided in the bracket to answer the questions. - The second part of worksheet is about putting the correct phrasal verbs into the blanks. This makes students to use the target collocation provided to complete a summary of the themed content. 2. Elicit answers from students by guided questions. 3. Carry out a Q&A session	1. Complete the worksheet. 2. Respond to teacher or classmates' questions. 3. Ask questions and share opinions.
Conclusion	5	1. Ask students the potential solutions for the environmental problems after reading the texts about environmental problems. 2. Provide students the online article that they can further enrich their understanding.	1. Share answers with classmates in class. 2. Express any opinion related to the topic given.

Assessment

What	How	Tools	Criterion
Core content	Identify and describe the effects of environmental problems on people's life.	- Class interactions - Group discussions - Worksheet Part 1	- Explain fast food concept with an 80% accuracy in worksheet part 1.
Vocabulary	The 10-word Vocabulary List	- Class interactions - Group discussions	- Obtain more than 80% accuracy in the worksheet part 2.

Learning Materials: https://www.allthingsnature.org/what-are-some-environmental-problems.htm (online access)

What are Some Environmental problems? by Dee Saale

Environmental problems can be found in all areas of the world, and they affect land, water and air. Some result from what humans take from the environment, in the form of land for agriculture, and accommodation for a rapidly increasing population; mineral and fossil fuel resources; and timber. These problems include deforestation, erosion, damage to ecosystems and reductions in biodiversity. Other problems stem from what humans put into the environment, in the form of various pollutants. These issues include climate change, damage to the ozone layer, urban pollution, and acid rain.

Environmental Degradation

One of the most publicized aspects of degradation is deforestation. In the Amazon rainforest in particular, trees are being felled at an alarming rate to provide more land for agriculture. This is threatening the survival of many animal species, for example the jaguar. In Borneo and Sumatra, another forest animal, the orang-utan, is under threat for the same reason.

Deforestation can also lead to soil erosion. Trees stabilize the soil with their roots, reduce the intensity of rainfall that hits the ground, and help soils retain moisture. When they are removed, heavy rain can quickly wash soil away, and, during dry periods, bare, desiccated soil may be removed by wind. Deforestation on hill and mountainsides can lead to flooding, as water is then able to run unimpeded down the slopes, and can also result in disastrous mudslides.

In some cases, successful campaigns have been launched to alleviate some of these problems. For example, in the United States, logging of forest land was destroying the habitat of the Northern Spotted Owl, a threatened species. After a lengthy lawsuit, however, logging was curtailed in those areas. As of 2013, there are campaigns in progress to save a variety of endangered animals.

Air Pollution

This is a global problem that affects the atmosphere, oceans, lakes and rivers, and also

land. Many human activities result in the release of toxic chemicals into the air or into water, which can go on to damage the environment or cause ill health in people. Two of the worst air pollutants are sulfur dioxide (SO2) and nitrogen dioxide (NO2). SO2 is produced by sulfur compounds in fossil fuels, particularly coal, while NO2 comes mostly from car exhausts. Both are toxic, and high levels in urban environments can cause, or aggravate, respiratory problems in humans.

These gases are also responsible for acid rain. Both undergo reactions in the atmosphere that produce strong acids, which dissolve in rainwater. The resulting rain can increase the acidity of soils and lakes, killing off sensitive species, and may directly damage trees and other plants. It can also damage some stone buildings and monuments.

Another cause for concern is depletion of the ozone layer, high in the atmosphere. This layer absorbs ultraviolet light, particularly the most damaging forms, minimizing exposure at ground level. The release of chemicals known as chlorofluorocarbons (CFCs), used in aerosol sprays, is blamed for damaging this layer, and potentially increasing exposure of humans, animals and plants to dangerous levels of ultraviolet light. These chemicals have been banned in the USA and Canada, but many other countries are still using them.

Air pollution can also take the form of tiny particles. Many combustion processes, such as wood and coal fires, wood stoves, and the burning of fuel in cars produce minute particles of carbon, in the form of soot and smoke. These may affect climate, by reducing the transparency of the atmosphere, and by acting as "condensation nuclei," which encourage water vapor to condense into droplets, increasing cloud cover. At lower levels, these "particulate" pollutants may contribute to respiratory problems in people

What are Some Environmental problems? Worksheet

Worksheet 4

Part 1 What are Some Environmental problems?

Direction: Answer the following questions using the words in bracket.

Question 1: What causes environmental problems? (result from)

Answer: _____

_____

Question 2: What happens if there is a large amount of deforestation? (result in)

Answer:

_____

_____

_____

Question 3: How do SO2 and CO2 spoil air? (kill off)

Answer: _____

_____

_____

_____

Question 4: Is there any the impacts of the particles or pollutants on living things?

(contribute to)

Answer: _____

_____

_____

_____

_____

_____

_____

Part 2 Fill in the blanks with the correct alternatives provided. Each word is used only once.

1. responsible for	4. result in	7. result from	10. contribute to
2. stemming from	5. go on to	8. kill off	
3. leading to	6. come from	9. blame for	

1. The environmental problems _____ not only humans but also nature.

2. If humans do not try to stop the environmental challenges, the problems can be worsened, probably _____ the unhabitable world in the future.

3. Nature itself plays important roles in worsening the situations. However, scientists and environmentalists mostly _____ humans ____ for causing problems at the first place.

4. Human activities produce toxic chemicals into the environments, which can _____ cause ill health in people.

5. Deforestation can _____ a number of disastrous unexpected outcomes.

6. Too much toxic gases in our world are _____ some of the environmental problems such as acid rain and air pollution.

7. SO2 is stated to _____, particularly, coal, whereas NO2 is produced by transportation.

8. Air pollution can have great effects on life, possibly _____ the insects or plants.

9. The harmful pollutants may _____ breathing problems in people.

10. _____ a number of factors, environmental problems are hard to deal with.

<p align="center">Lesson Plan 5 A Gifted child</p>

Course: EN32212 Analytical Reading and Writing 2

Course Description: Analytical Reading and Writing 2 aims to develop students' analytical reading and writing skills through a wide range of types of passages and articles. The course aims to enhance the student's ability to understand and distinguish important messages, supporting ideas, and the writer's opinions in order to respond to the text read meaningfully and effectively. In addition, essential values are added, such as intercultural communications and social changes.

Rationale: The theme of unit 10 involves gifted and talented learners according to the reading passage 'Rising Stars' in Aim High 5 Student's Book, page 84. After getting to know some examples of high-ability leaners, it is also good to know what exactly the gifted learners are. The material in this period deals with the 'A Gifted Child'. Given learners in research are high-ability students, this material can help learners know themselves better and also enhance the understandings of 'gifted' term further from the book.

Learning outcomes:

At the end of the lesson, students will:

  1. identify and describe what a gifted child is like

  2. analyze the challenges of being gifted child and how to educate them

  3. link what learners have read to their experience.

  4. be able to use target collocations to explain the themed content.

Objectives

  Knowledge (K)

  - Explain the definition and characteristics of a gifted child.

  - Know and understand target collocations

  Process (P)

  - Express the opinions regarding the texts provided with classmates and teachers.

  - Apply target collocations to explain a gifted child

Attitude (A)

- Carry out the tasks and activities assigned with enthusiasm.

Content Outline: The definition and characteristics of a gifted child as well as how to educate a gifted child

Grammar: -

Vocabulary:

1. endow with	4. differ from	7. suffer from	10. study with
2. consist of	5. compare with	8. adapt to	
3. take into account	6. focus on	9. work with	

Teaching Procedures

| Stage	Time (mins)	Teacher's role	Students' role
Self-preparation	20 (at home)	1. Provide students with the online-access reading material link in advance through Google Classroom or Line Group. This is the first-time exposure to target collocations that lie in the in the text.	1. Read the material in advance to understand the general ideas related to the topic given through personal devices.
Pre-reading	5	1. Introductory questions about a gifted child, for example, *what is a gifted child?, do you know any a gifted child in person?, how is a gifted child given education? Are there pros and cons for being a gifted child?* 2. Present photos of a gifted child and subtly lead to the material	1. Answer the questions and share answers with classmates in a Zoom's auditorium. 2. Express any opinion related to the topic given. 3. Guess what the reading is about.

Stage	Time (mins)	Teacher's role	Students' role
		with small talks. 3. Present students the online material 'A Gifted Child'	
Reading	10	1. Present students the online material 'A Gifted Child' 2. Present the focus questions that students help students handle the text provided. Questions aim at revealing students' understanding of the text contents, for example, *what is a gifted child?, how is a gifted child given education? Are there pros and cons for being a gifted child?, Is there any study discussing about a gifted child?* 3. Provide students personal time for (re) reading the passage. This is the second-time exposure to target collocations that lie in the in the text.	1. Explore the focused questions. 2. Take a 10-minute reading through their separate personal device. 3. Find out the possible answers for the questions provided.
Classroom Intervention	5	1. Ask for any comment or feedback from students. 2. Present simple close-meaning terms for difficult ones in the texts such as *'classification' 'instead of designation'* or *'a legal agreement' instead of 'provision'*.	1. Give classmates some feedback 2. Mark the difficult terms.

Stage	Time (mins)	Teacher's role	Students' role
Interactive discussion	10	1. Present the same set of focus questions again and add more detailed questions. Questions primarily aim at revealing students' understanding of the text contents, for example, *what is a gifted child?, how is a gifted child given education? Are there pros and cons for being a gifted child?, Is there any study discussing about a gifted child?* 2. Let students to find the answers in group. This is the third-time exposure to target collocations that lie in the in the text. 3. Observe, stimulate and encourage students to participate in the activities provided.	1. Explore the focused questions and additional questions. 2. Take a 10-minute conversation with their small group. 3. Find out the possible answers for the questions provided.
Post-Reading	5	1. Bring students back to the class. 2. Random some students to answer the focus the questions. 3. The class is open for students to exchange answers. 4. Together sum up the important points.	1. Share answers with classmates in the class. 2. Express any opinion related to the topic given.
Language	10	1. Provide online Google Doc	1. Complete the

Stage	Time (mins)	Teacher's role	Students' role
focus		worksheet to each student. - The first part deals with focus questions checking students' understanding. This is to make students use target collocations provided in the bracket to answer the questions. - The second part of worksheet is about putting the correct phrasal verbs into the blanks. This makes students to use the target collocation provided to complete a summary of the themed content 2. Elicit answers from students by guided questions. 3. Carry out a Q&A session	worksheet. 2. Respond to teacher or classmates' questions. 3. Ask questions and share opinions.
Conclusion	5	1. Ask students what should be done for a gifted child in addition to those mentioned in the online reading material are after reading the texts about fast food.	1. Share answers with classmates in class. 2. Express any opinion related to the topic given.

Assessment

What	How	Tools	Criterion
Core content	Identify and describe a gifted child is and how a gifted child should be given education.	- Class interactions - Group discussions - Worksheet Part 1	- Explain fast food concept with an 80% accuracy in worksheet part 1.
Vocabulary	The 10-word Vocabulary List	- Class interactions - Group discussions	- Obtain more than 80% accuracy in the worksheet part 2.
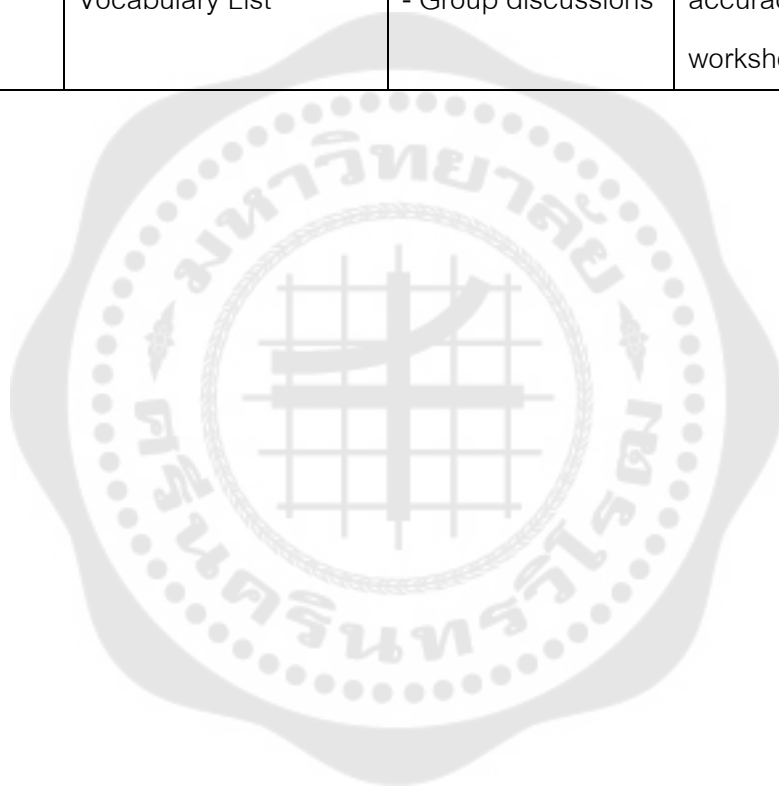
Learning Materials: https://www.britannica.com/science/gifted-child (online access)

Gifted child, any child who is naturally endowed with a high degree of general mental ability or extraordinary ability in a specific sphere of activity or knowledge.

The designation of giftedness is largely a matter of administrative convenience. In most countries the prevailing definition is an intelligence quotient (IQ) of 130 or above. Increasingly, however, schools use multiple measures of giftedness and assess a wide variety of talents, including verbal, mathematical, spatial-visual, musical, and interpersonal abilities.

In countries that make special provision for educating gifted pupils, the prevailing method of selection consists of written tests. Although standard IQ tests are the most commonly used means of identifying gifted children, other tests of both intelligence and creativity are also used. Tests vary widely in their validity and reliability for different ages and cultures; therefore, fair identification procedures always take into account a wide variety of behaviours that may be signs of giftedness.

It is generally agreed that gifted children differ from their peers in ways other than intellectual ability alone. Evidence of this was found by the American psychologist Lewis M. Terman, who in 1921 initiated a study of more than 1,500 gifted children with IQs higher than 140. Following the study participants as they aged, Terman observed a greater drive to achieve, along with greater mental and social adjustment, among the gifted group as compared with nongifted children. In another early 20th-century study, which focused on children with IQs greater than 180, psychologist Leta Hollingworth found that individuals within this group were very sensitive to the ways in which they differed from others and often suffered from problems such as boredom and rejection by their peers. Variability of development is another characteristic observed in gifted children. In the late 20th century, the term *asynchrony* was used to describe the developmental characteristics of gifted children; that is, their mental, physical, emotional, and social abilities may all develop at different paces.

In theory, there are three ways of educating children who are intellectually and academically more advanced than their peers: (1) acceleration, whereby the gifted child is allowed to learn material at a more rapid pace or is promoted more rapidly through grades; (2) enrichment, whereby the gifted child works through the usual grades at the usual pace but with a curriculum supplemented by a variety of cultural activities; and (3) differentiation, whereby gifted children are accelerated or enriched within the regular classroom.

Special schools or classes enable gifted children to progress at an accelerated pace. The instruction, method, and materials can be adapted to the needs of each student, and, because the children work and study with others who are bright, each is motivated to put forth his best effort. Despite the opposition many educators have to special provisions for gifted children, research shows that grouping gifted children together is best for them, that this does no harm to average children, and that acceleration in these groups provides greater opportunity for challenge and intellectual development than does enrichment alone.

A Gifted Child Worksheet

<u>Worksheet 5</u>

Part 1 A Gifted Child

Direction: Answer the following questions using the words in bracket.

Question 1: How is a gifted child designated? (consist of)

Answer: _____

_____

Question 2: Is there any differences between a gifted child and a normal child? (differ

from)

Answer:

_____

_____

_____

Question 3: Does a gift child experience any challenges? (suffer from)

Answer: _____

_____

_____

_____

Question 4: What is a special school according to the passage? (study with)

Answer: _____

_____

_____

_____

_____

_____

Part 2 Fill in the blanks with the correct alternatives provided. Each word is used only once.

1. endowed with	4. differ from	7. suffer from	10. study with
2. consist of	5. compare with	8. adapt to	
3. take into	6. focus on	9. work with	

1. Endowed with a special ability in certain areas, a child can be regarded as a gifted one.

2. The most commonly used way to classify a gifted child _____ standardized written tests.

3. In process of giftedness classification, the test users must _____ validity and reliability of the tests _____ account.

4. A gifted child can _____ the ordinary one in many ways.

5. To _____ the gifted group _____ nongifted children, there are many intersecting studies, one of which is the study of Turman, finding the gifted group have a greater motivation to achieve.

6. Schools _____ classify a gifted child following their talents, including verbal, mathematical, spatial-visual, musical, and interpersonal abilities.

7. A gifted child can _____ being excluded in society.

8. Special schools _____ their learning and materials _____ what a gifted child needs.

9. In special schools, gifted learners will have chances to _____ and _____ other gifted learners.

Lesson Plan 6 Digital Literacy and Why It's Important Today

Course: EN32212 Analytical Reading and Writing 2

Course Description: Analytical Reading and Writing 2 aims to develop students' analytical reading and writing skills through a wide range of types of passages and articles. The course aims to enhance the student's ability to understand and distinguish important messages, supporting ideas, and the writer's opinions in order to respond to the text read meaningfully and effectively. In addition, essential values are added, such as intercultural communications and social changes.

Rationale: This lesson plan is the additional class in order to foster students' awareness of digital literacy and its importance. Through the online reading material 'Digital Literacy and Why It's Important Today', learners will gain better understandings of digital literacy in many ways. For example, learners know its definition and importance. In addition to that, learners can link digital literacy to a number of areas, namely, future workplaces, schools or personal life. The material in this period deals with the 'Digital Literacy and Why It's Important Today'. Given our class uses many online resources, this material can help learners filter and select the proper materials for their autonomous learning in the future.

Learning outcomes:

At the end of the lesson, students will:

> 1. identify and describe digital literacy
>
> 2. analyze how a lack of digital literacy has impacts on one's life
>
> 3. link a digital literacy to their personal life style
>
> 4. be able to use target collocations to explain the themed content.

Objectives

> **Knowledge (K)**
>
> > - Explain the definition of digital literacy and its roles in life.
> >
> > - Know and understand target collocations

Process (P)

- Express the opinions regarding the texts provided with classmates and teachers.

- Apply target collocations to explain the digital literacy

Attitude (A)

- Carry out the tasks and activities assigned with enthusiasm.

Content Outline: The definition of digital literacy and its roles in life

Grammar: -

Vocabulary:

1. transition into	4. come with	7. participate in	10. commit to
2. work on	5. get to	8. look out for	
3. interact with	6. base on	9. dedicate to	

Teaching Procedures

| Stage	Time (mins)	Teacher's role	Students' role
Self-preparation	20 (at home)	1. Provide students with the online-access reading material link in advance through Google Classroom or Line Group. This is the first-time exposure to target collocations that lie in the in the text.	1. Read the material in advance to understand the general ideas related to the topic given through personal devices.
Pre-reading	5	1. Introductory questions about fast food chains, for example, 'what is digital literacy?' or 'do you have digital literacy?. 2. Present news related to digital literacy and subtly lead to the material with small talks.	1. Answer the questions and share answers with classmates in in class. 2. Express any opinion related to the topic given. 3. Guess what the reading is about.

Stage	Time (mins)	Teacher's role	Students' role
		3. Present students the online material 'Digital Literacy and Why It's Important Today'	
Reading	10	1. Present students the online material 'Digital Literacy and Why It's Important Today' 2. Present the focus questions that students help students handle the text provided. Questions aim at revealing students' understanding of the text contents, for example, *what is digital literacy, why is digital literacy important?, Is there any particular digital literacy skills that internet users must know?, how is digital literacy link to workplace?, how do you enhance your digital literacy skills?* 3. Provide students personal time for (re) reading the passage. This is the second-time exposure to target collocations that lie in the in the text.	1. Explore the focused questions. 2. Take a 10-minute reading through their separate personal device. 3. Find out the possible answers for the questions provided.
Classroom Intervention	5	1. Ask for any comment or feedback from students. 2. Present simple close-meaning	1. Give classmates some feedback 2. Mark the difficult terms.

Stage	Time (mins)	Teacher's role	Students' role
		terms for difficult ones in the texts.	
Interactive discussion	10	1. Present the same set of focus questions again and add more detailed questions. Questions primarily aim at revealing students' understanding of the text contents, for example, *what is digital literacy, why is digital literacy important?, Is there any particular digital literacy skills that internet users must know?, how is digital literacy link to workplace?, how do you enhance your digital literacy skills?* 2. Let students to find the answers in group. This is the third-time exposure to target collocations that lie in the in the text. 3. Observe, stimulate and encourage students to participate in the activities provided.	1. Explore the focused questions and additional questions. 2. Take a 10-minute conversation with their small group. 3. Find out the possible answers for the questions provided.
Post-Reading	5	1. Bring students back to the class. 2. Random some students to	1. Share answers with classmates in the class. 2. Express any opinion

Stage	Time (mins)	Teacher's role	Students' role
		answer the focus the questions. 3. The class is open for students to exchange answers. 4. Together sum up the important points.	related to the topic given.
Language focus	10	1. Provide online Google Doc worksheet to each student. - The first part deals with focus questions checking students' understanding. This is to make students use target collocations provided in the bracket to answer the questions. - The second part of worksheet is about putting the correct phrasal verbs into the blanks. This makes students to use the target collocation provided to complete a summary of the themed content. 2. Elicit answers from students by guided questions. 3. Carry out a Q&A session	1. Complete the worksheet. 2. Respond to teacher or classmates' questions. 3. Ask questions and share opinions.
Conclusion	5	1. Ask students the benefits of digital literacy possession.	1. Share answers with classmates in class. 2. Express any opinion related to the topic given.

Assessment

What	How	Tools	Criterion
Core content	Identify and describe the definition of digital literacy and its roles in life.	- Class interactions - Group discussions - Worksheet Part 1	- Explain fast food concept with an 80% accuracy in worksheet part 1.
Vocabulary	The 10-word Vocabulary List	- Class interactions - Group discussions	- Obtain more than 80% accuracy in the worksheet part 2.
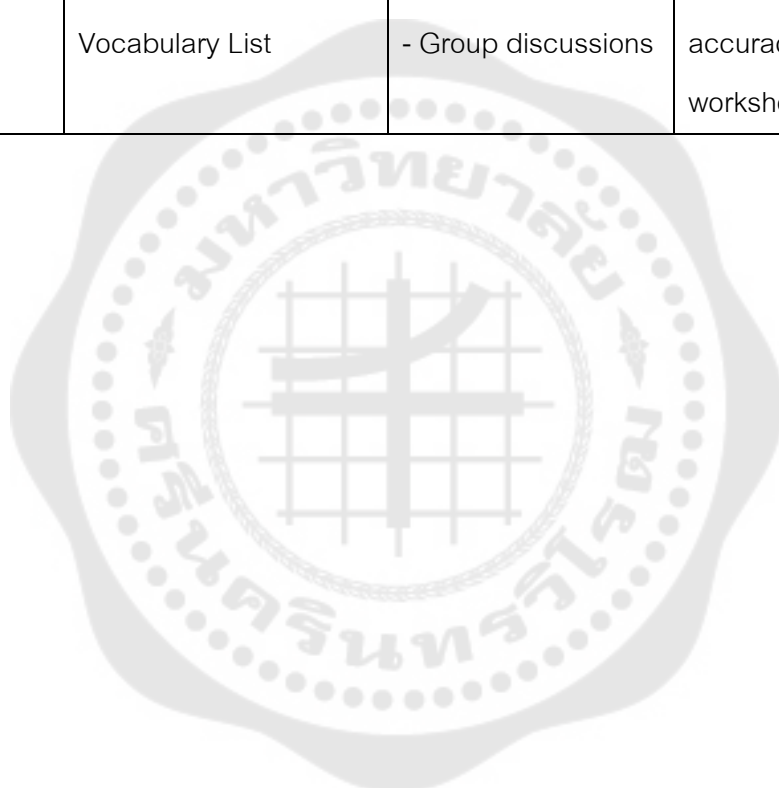
Learning Materials: https://careerwise.co.za/digital-literacy/ (online access)

Digital Literacy and Why It's Important Today

More than ever, Digital literacy has become extremely vital for navigating your personal and professional life. Once you get to a stage where you feel confident in your <u>computer literacy</u>, it becomes easier to transition into learning about digital literacy. Similar to computer literacy, it has become more compulsory for higher education students and employees to be digitally literate and this is why it is best to capacitate yourself with digital skills early as possible. Fortunately, other institutions may embed digital skills into the first-year courses as part of the first-year experience because they recognize its importance.

What is Digital Literacy?

According to Developing Employability, "Digital literacy is the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of life, learning and work in a digital society". In other words, it is having the skills you need to live, learn, and work in a society where communication and access to information occur more and more through digital technologies like internet platforms, social media, and smartphones.

Why is it important?

It's important to understand the being digitally literate is more than just knowing how to use technology, it's knowing how to navigate effectively in a digitally enhanced environment. This may be in your social, cultural life, learning life, and/or working life. It's about recognizing the ability to transfer digital skills that you've learned from one situation and moving across one platform to another application seamlessly. All you need to do is to build a solid foundation and then working on strengthening your digital footprint.

It also becomes really important in the future when you enter the professional world. The requirement for digital skills is higher in professional careers. A <u>2017 study from the</u>

<u>European Commission</u> found that 90% of professionals are required to possess at least basic digital skills. In your workplace, you'll be required to interact with people in digital environments, use information in appropriate ways, and create new ideas and products collaboratively. Above all, you'll need to maintain your digital identity and wellbeing as the digital world continues to change at a fast pace.

Without these digital literacy competencies, people struggle to thrive in a technology-driven society. For instance, the working world needs graduates and employees who are able to:

- Utilize digital tools for communicating, collaborating, and solving problems
- Find, evaluate and use online resources
- Produce and effectively share knowledge
- Create online content, not just be consumers of content
- Curate data and media sources

5 Key Digital Literacy skills and how to Apply them

1. **Photo-visual literacy:** This is the ability to recognize a photo or infographic and be able to understand the symbolism behind them. So, you're able to "read" the photo on the screen intuitively and understand the instruction and the message behind the visual. For example, if you see a photo of a small trash bin, you immediately understand that it means "delete".

2. **Socio-emotional Literacy:** This is the ability to identify the advantage of working in the digital space but also identifying the "traps" and dangers that may come with working in cyberspace and how to avoid them.

3. **Information Literacy:** The ability to know when there is a need for information and using that information for the problem at hand. It's also having skepticism when consuming information. For example, knowing how to identify fake news in the age of misinformation.

4. **Reproduction literacy**: Digital reproduction literacy is the ability to create a meaningful, authentic, and creative work or interpretation, by integrating

existing independent pieces of information.

5. **Branching Literacy**: Branching literacy is understanding the complexity of cyberspace. For many, it might come quite naturally after years of understanding how the digital world operates. It is the ability to navigate the internet and databases without getting "lost" in cyberspace. In simple terms, it involves making a mental note of how you got to a certain page once you are there, how to leave it, opening other tabs, choosing options based on visuals, etc.

Digital skills that can make you employable in the workplace:

1. Social Media skills
2. Analytics
3. Understanding collaboration and project management tools – Google Drive, Asana, Trello
4. Content Marketing – blog posts, videos, podcasts, infographics, social media status updates
5. Strategy and Planning
6. Emails, google calendar
7. Fluency in choosing the right device and software
8. Awareness of digital trends

How do I learn digital skills?

The inevitable part of living in the digital era is that being digitally literate can help you advance your ability to participate in the economy. All organizations in the digital economy, are coming to realise that digital skills are vital for employees in the digital era. Especially in the covid-19 shifted world, it is more important than ever that new employees are cross-disciplined and have both hard and soft skills. Whatever the specific job you are interviewing for, recruiters will be looking out for a wider skill set and broader experience in their recruitment.

- Watch YouTube

Another way to learn about digital is online (i.e. digitally)! And you don't even have to read. There are YouTube videos for everything and it's not just a website – it's the world's second-largest search engine

- Take a course

If you find it hard to dedicate time to self-learning, then committing to a course – either free online or classroom-based – might be what you need. Another option is presenting it to your manager as being relevant for your career development then it's worth asking if your workplace will fund it.

- Find a teacher

If you're a working person, ask someone digitally savvy in your office to help you learn. Or you can ask someone in your family, community, varsity to teach you.

Digital Literacy and Why It's Important Today Worksheet

<u>Worksheet 6</u>

Part 1 Digital Literacy and Why It's Important Today

Direction: Answer the following questions using the words in bracket.

Question 1: What is digital literacy? How is it linked to computer literacy? (transition into)

Answer: _____

_____

Question 2: Why is digital literacy important? (work on)

Answer: _____

_____

_____

_____

Question 3: Does Branching Literacy play important roles in autonomous learning? (get to)

Answer: _____

_____

_____

Question 4: How can you enhance your digital literacy? (dedicate to)

Answer: _____

_____

_____

_____

_____

Part 2 Fill in the blanks with the correct alternatives provided. Each word is used only once.

1. transition into	4. come with	7. participate in	10. commit to
2. work on	5. get to	8. look out for	
3. interact with	6. base on	9. dedicate to	

1. It is stated that it is an easy way for those with computer literacy to _____ learning digital literacy.

2. For internet users, it is advisable that they _____ enhancing their digital literacy.

3. People turn to _____ other people online with the help of the internet.

4. Surfing the internet without careful consideration can _____ potential dangers and traps.

5. Internet users may _____ a number of webpages. By being able to recall the path, it should help organize online materials better.

6. Internet users are supposed to _____ themselves _____ security guidelines when using the internet.

7. When there is a mysterious link inviting internet users to _____, think twice before clicking it.

8. In this era of the revolution, learners are supposed to _____ a wide range of digital literacy skills for their own future.

9. It is worthful to ____ themselves ____ enhancing digital literacy skills as it can be used with the autonomous learning.

10. To _____ yourselves _____ digital literacy courses, it takes great effort.

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