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TRƯỜNG THPT VĂN GIANG

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TÊN ĐỀ TÀI

DEVELOPING PRE-LISTENING ACTIVITIES

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Chapter 1: Reason for choosing the topic

Listening is an important step in communication, for those who are “to engage in any form of communication, they have to understand and react to what has been said” (Cross, 1991). The teaching of listening in Vietnam is experiencing a change from simply providing practice opportunities to how to teach skills. Yet in most listening classes, the traditional pattern listen to the text, do the exercises, and check the answers is still quite common. Taking this kind of lesson is like taking a test that focuses on the learners’ memory rather than on the process of listening. In such a test-like situation, not only the students’ level of anxiety is high but also the input is limited. Instead of being motivated, most of the time the learners suffer frustration. How to help students overcome the above problems has been a major concern and a challenge to teachers. I have learnt to think of it from my students’ viewpoint as well as from a teacher’s perspective, and as a result I have tried to explore the importance of pre-listening activities and suggests some pre-listening activities as a solution to such problems.

Chapter 2: Literature review

In this chapter I intend to review what some researchers and teachers write about pre-listening activities in Communicative Language Teaching (CLT) in general and in teaching listening in particular.

2.1. Pre-listening activities in Communicative Language Teaching

2.1.1. Definition

As the words suggest, this kind of activities should be performed before listening in order to get the learners prepared for the coming listening tasks. According to Medley (1977), pre-listening activities can be subdivided into “readiness activities” and “guidance activities”. “Readiness activities” aim at activating students’ prior knowledge by reading the title, new words of the text, sometimes looking at the picture given before the exercises in the text book, and also by asking provocative questions or introducing background knowledge. “Guidance activities” are intended to specific aspects of language input by letting them bear certain purposes in mind in advance, in other words, letting students know what task or tasks they are going to do with the text, or letting the students themselves decide what they want to do with the text.

2.1.2. How learners learn a language

In recent years language learning has been viewed as resulting from processes of the following kind:

- Interaction between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback learners get when they use the language
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one’s developing communicative competence
- Trying out and experimenting with different ways of saying things

2.2. The important of Pre-listening Activities

2.2.1. Pre-listening activities change the role of listeners from passive “recorders” to active participants

Anderson and Lynch (1988) put forward two different views of listening, one of which is “the listener as tape recorder”. This analogy suggests that “as long as the input is sufficiently loud to be recorded and does not exceed the length of the available blank tape, the message will be recorded and stored and can be replayed later”. The notion assumes that listeners can record, store and even replay the outside language input mechanically.

In the 1970s, the passive listening theory was challenged. More and more scholars turned to believe that listening was “an active and complex process” (Ur, 1984: 83) and in the process “listeners are assigned certain roles, such as participants, addressees, auditors, overhears and the process places responsibility for constructing an acceptable understanding on them” (Rost, 1990).

With the knowledge which pre-listening activities have offered and the relaxed atmosphere they bring about, students’ anxiety level will be lowered and they will be more confident of bearing certain purposes in mind in advance, and having the competence to decide what they want to do with the text. In this way the passive recorder become an active participant.

2.2.2. Pre-listening activities increase the input

In China, students learn English as a foreign language and most college students have little exposure to cultural information. Without understanding the culture within which a foreign language is located, it is unthinkable and very hard for one to master a foreign language and communicate very well with its native speakers. Bearing this in mind, more and more language education researchers take cultural aspects into consideration in their research in language learning and teaching.

In listening class, listening materials should be used as useful sources of cultural knowledge whereas they are often taken as a test to complete some spot dictation, true or false questions. The background or cultural knowledge is often ignored. While we know cultural background knowledge is an important consideration, it plays a significant role in ELT. Language is part of culture and language is impacted and shaped greatly by culture. Pre-listening activities can offer a chance to incorporate it into our teaching.

2.3. Pre-listening in Practice

According to research findings, in active listening listeners make use of two principal sources of information in the process of comprehension: linguistic knowledge and real world knowledge. Listeners have to make full use of their linguistic proficiency and work out the literal meaning of the actually uttered words. Listeners' real knowledge enables learners to make inferences and form expectations about common situations. The interaction between these two kinds of knowledge makes the learners acquire the meaning. So teachers should spare no effort to design the pre-listening activities which best integrate the two aspects. The practical activity types are as follows

2.3.1. Vocabulary introduction

Vocabulary introduction is the fundamental step before listening to a text with unfamiliar topic and unfamiliar language. Teachers usually notice the importance of this kind of pre-listening activity. Yet, they must pay attention to such a fact: even though pre-teaching vocabulary could facilitate students' comprehension, the result is not always satisfying. The students may have difficulty transferring their meaning while listening. So it's better not to give vocabulary introduction just before listening to the text but sometime before that. The teacher can list some words for students to look up in their spare time and remember their meaning, or they can give the students some sentences consisting of new words to study the meaning of the words in the context to strengthen their memory. This will pave the road for better comprehension.

2.3.2. Brainstorming

This kind of activity is especially helpful before students listen to a familiar topic.

Take the text in *Listen This Way* (Book 3) for example:

The content of the first unit *Is the Earth Being Squeezed Dry* centers on some environmental issues including global warming, deforestation, water shortage, and so on.

The brainstorming activities we can organize the students to do is: before listening to the text, the students can work alone or be divided into groups and discuss as many as possible environmental problems we are facing in the world and try to find out what have caused these problems. This approach activates students' prior knowledge and enables learners to make inferences and form expectations about common situations. Besides, the students will realize how serious our environment is damaged and it is every student's responsibility to protect the environment. The author considers this is also part of what education aims to achieve - to develop all-around students. The students can benefit a lot from such preparatory activities.

Another example is in Unit 11, Book One: The Interviewer's Eye. It requires the students to write down what are good behavior and bad behavior, what are good personality and bad personality at an interview. Before listening to the material, the students can first brainstorm what are the possible answers in their mind and what they will do at such an occasion through their common sense. With this kind of pre-listening activities, students can not only make efficient predictions, but also check the orientation gap between Chinese and western societies in appointing prospective employees. So it incorporates cultural knowledge in their listening perfectly and will play an important role in students' future career.

2.3.3. Asking questions

Instead of listening to a text aimlessly, the students can be asked some questions beforehand to help them focus their attention on some particular aspects. This approach is especially helpful with regard to some long and difficult text.

Take the text in *Listen This Way* (Book 1) for example:

The content of Part III of Unit 10 is about business trends in the milk drink market. The teacher can organize the following questions for the students to answer:

What's your favorite milk product?

If you are asked to describe the developing trends of milk, what kinds of expressions will be used, especially the verbs and adverbs?

Through this kind of pre-listening activities, students will not only have a clear idea about what they should focus on during the while-listening period but also have the vocabulary obstacles removed. The anxiety level is lowered and the input level is increased.

2.3.4. Using visual support

In the form of pictures, graphs, diagrams, maps, etc., the visual support can help students predict incoming listening materials easily by supplying necessary information. Besides, "Striking and stimulating visual aids are likely to heighten students' motivation and concentration." (Penny Ur, 1984)

Again take the text in *Listen This Way* (Book 1) for example:

The content of part II of unit 7 is about giving directions. The speed of authentic version is very fast. If let the students listen to it without any pre-listening activities, the students will easily get frustrated, for as we know "speed of delivery is a common reason given for difficulty with listening comprehension" (Boyle, 1993). Before listening, the teacher can first stick a map of the local city to the blackboard and then ask some students in turn to draw out

the route by following their classmates' directions. The students will feel excited and have great interest in the exercise and the classroom atmosphere will be relaxed. Besides, students will be familiar with the instruction of directions and later in the dictation exercise catch up with the speed of the authentic version after developing some skills like using signals to stand for phrases. For example, using left arrow to show turning left, and right arrow means turning right, "×" means cross the road. This is very helpful in motivating students and giving them much confidence. Such kind of pre-listening activities will release students' anxiety and are welcomed by them.

Chapter 3: Some Lesson Plans

Unit 4: Special education

D: Writing a letter of complaint

I- Objectives:

By the end of the lesson, Ss will be able to:

- Read and understand a simple letter of complaint.
- Write a letter of complaint about the poor quality of the service at an English Centre.

II- Teaching aids:

- Textbook, handouts, pictures of some advertisements for English learning
- A sample letter of complaint
- A computer and a projector to use power point







III- Anticipated problems:




- Ss may not be familiar with complaints in English

IV- Procedures:

Time	Steps	Work arrangement
5'	<p>WARM - UP</p> <p>BRAINSTORMING: Ask students to work in groups</p> <p><i>-Set up situation:</i> Sally ordered a book from a publisher. When she received it, she realized that some pages were missing. She became very angry. What would you do if you were Sally? Work in groups to find out as many things that Sally can do as possible. The group with the most ideas will be the winner.</p> <p>- Tell students the thing Sally did: <i>She wrote a letter to tell the publisher about the situation and asked them to send her another book. We call it the letter of complaint. So when do we write a letter of complaint? (to elicit: a letter of complaint is a kind of formal letter used when we feel unhappy or dissatisfied with the thing or the service we bought)</i></p> <p>- T leads in: <i>Today we learn how to write letter of complaint.</i></p>	Group work
7'	<p>PRE - WRITING</p> <p>- Deliver handouts in which there is Sally's letter. Deal with vocabulary.</p> <p>*Vocabulary</p> <ul style="list-style-type: none"> • To complain [kəm'pleɪn] (to sb about sth): phàn nàn Eg. He complained to the waiter about his cold meal • Complaint (n): sự phàn nàn • To be in poor condition: to have poor quality • To resolve [rɪ'zɒlv]: giải quyết resolution [ˌrezə'lʊ:ʃn] (n) • To require [rɪ'kwaɪə] (sb to do sth) : yêu cầu • To receive receipt [rɪ'si:t] (n) : biên lai • To enclose [ɪn'kləʊz]: gửi kèm theo 	Whole class

<p>7'</p>	<p>Eg. I enclose the receipt with my letter. Enclosed is the receipt.</p> <p>*T delivers handouts and asks Ss to read the letter to get the information to fill in the blanks. (Aim: to elicit the format of a letter of complaint)</p> <p style="text-align: center;">A letter of complaint</p> <p>1. Heading:</p> <ul style="list-style-type: none"> - Address of writer: - Receiver: - Address of receiver: - Date: <p>2. Greeting:</p> <p>3. Body: content of the letter</p> <ul style="list-style-type: none"> - Reason for writing: - Complaint(s): - Resolution suggested: <p>4. Closing:</p> <p>5. Signature:</p> <p>* T calls Ss to give their answers and then shows the correct answers. <i>Note: Your letter should show the politeness</i></p> <p>* T sets another situation, shows the advertisement, deals with the new words</p> <p>* T asks Ss to work in pairs to find out bad things about the English centre</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #e0f2f1;">Advertisement</th> <th style="background-color: #e0f2f1;">Reality</th> </tr> </thead> <tbody> <tr> <td>• Native teachers ONLY</td> <td>• NO native teachers at all</td> </tr> <tr> <td>• NO more than 20 students per class</td> <td>• OVER 30 students in class</td> </tr> <tr> <td>• FREE books and cassette tapes</td> <td>• PAY for books & cassettes</td> </tr> <tr> <td>• ALL air-conditioned rooms</td> <td>• The classroom was VERY HOT</td> </tr> <tr> <td>• 5:p.m → 8:30 p.m</td> <td>• Classes start LATE and finish EARLY</td> </tr> </tbody> </table> <p>- T asks Ss to work in pairs to do Task 1 → <i>There is only one native teacher.</i> → <i>My class doesn't have any native teachers, that is quite different from the advertisement.</i></p>	Advertisement	Reality	• Native teachers ONLY	• NO native teachers at all	• NO more than 20 students per class	• OVER 30 students in class	• FREE books and cassette tapes	• PAY for books & cassettes	• ALL air-conditioned rooms	• The classroom was VERY HOT	• 5:p.m → 8:30 p.m	• Classes start LATE and finish EARLY	<p>Pair work</p> <p>Pair work</p>
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<p>14'</p>	<p style="text-align: center;">WHILE - WRITING</p> <p>* T tells Ss to look at the letter to find out what is missing.</p> <p>* T asks Ss to work in groups of 4 to complete the letter of complaint</p> <p>* T suggests useful language to link the ideas</p>													

	 <h2 style="text-align: center; color: orange;">Useful language</h2> <ul style="list-style-type: none"> • First of all, • Also • Moreover = Furthermore, • To make the matter worse, • Finally, • You say that..., but (in fact/in reality)... • You say that..., however, ... • It is different from the advertisement • It is not the same as what the advertisement says.   <p>* T walks around to give help if necessary.</p>	Group work
10'	<h3 style="text-align: center;">POST – WRITING</h3> <ul style="list-style-type: none"> * T asks students to work in pairs to do peer correction * Then asks some groups to show their writing. Elicit correction. * T gives a sample writing  <p style="color: blue; font-weight: bold;"> <u>You say that</u> only native speakers give lectures <u>but in fact</u> my class has only one native speaker. You <u>also</u> say that each class has no more than 20 students <u>but</u> there are 33 students in my class. <u>Furthermore</u>, we have to pay for books and cassette tapes, they are not free at all. <u>To make the matter worse</u>, my class is not air conditioned, <u>that is quite different from the advertisement</u>. <u>Finally</u>, the time is <u>not the same as</u> what the advertisement says. <u>Classes not only start late but also end early.</u> </p>  	Pair work Whole class
2'	<h3 style="text-align: center;">WAPPING UP</h3> <ul style="list-style-type: none"> - T summarizes the main points of the lesson - T assigns homework 	Whole class

	 <h2 style="color: blue;">V. Homework</h2> <ul style="list-style-type: none"> • Complete the following sentences to make a reply to the complaint about the poor quality of the service at the above English Centre. <p>Dear Duc,</p> <ol style="list-style-type: none"> 1.Thank/your letter/inform/me/poor/service/centre. 2. We /examine/the/situation/and/find/what/say/true. 3. This/due / the /difficulty /finance and /low/discipline/teachers. 4. We /send /another /better /class /next week. 5. If you like, we /give /refund but you /get/80 per cent /money/ back. 6. I /beg /sympathy and /look /forward /support. <p>Yours truly,</p>  	
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UNIT 12: MUSIC

Part C: LISTENING

I. Aims

- Listening to an interview about a Vietnamese famous musician, Van Cao.

II. Objectives

By the end of the lesson, Ss will be able to:

- understand Van Cao’s music,
- improve listening skill to an interview through true - false exercise and answering questions.

III. Methods:

Integrated, mainly communicative

IV. Teaching aids:

Student’s book, power point, cassette-player and handouts.

V. Anticipated problem:

Students may find it difficult to decide whether the statements are true or false while listening to an interview.

VI. Procedure

<i>Time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>																		
5'	<p>WARM UP</p> <p>Ask students to do the cross-word puzzle: 6 horizontals and one vertical</p> <table style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">E</td> <td style="border: 1px solid black; padding: 2px 5px; color: red;">V</td> <td style="border: 1px solid black; padding: 2px 5px;">E</td> <td style="border: 1px solid black; padding: 2px 5px;">N</td> <td style="border: 1px solid black; padding: 2px 5px;">T</td> <td colspan="4"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px 5px;">C</td> <td style="border: 1px solid black; padding: 2px 5px;">L</td> <td style="border: 1px solid black; padding: 2px 5px; color: red;">A</td> <td style="border: 1px solid black; padding: 2px 5px;">S</td> <td style="border: 1px solid black; padding: 2px 5px;">S</td> <td style="border: 1px solid black; padding: 2px 5px;">I</td> <td style="border: 1px solid black; padding: 2px 5px;">C</td> <td style="border: 1px solid black; padding: 2px 5px;">A</td> <td style="border: 1px solid black; padding: 2px 5px;">L</td> </tr> </table>	E	V	E	N	T					C	L	A	S	S	I	C	A	L	Whole class
E	V	E	N	T																
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<i>Time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>																								
	<table border="1" data-bbox="375 247 808 415"> <tr> <td>S</td> <td>I</td> <td>N</td> <td>G</td> <td>E</td> <td>R</td> </tr> <tr> <td>R</td> <td>O</td> <td>C</td> <td>K</td> <td></td> <td></td> </tr> <tr> <td></td> <td>J</td> <td>A</td> <td>Z</td> <td>Z</td> <td></td> </tr> <tr> <td></td> <td>P</td> <td>O</td> <td>P</td> <td></td> <td></td> </tr> </table> <p data-bbox="354 457 948 491">Horizontal words illustrated with pictures:</p> <ol data-bbox="402 499 1182 814" style="list-style-type: none"> 1. Music sets the tone for importants and special occasions. 2. Beethoven was a famous musician. 3. My Tam is a 4. They are music singers. (The Beatles) 5. They are playing music. 6. They are music singers. (The Backstreet Boys) <p data-bbox="354 823 1062 890">The vertical word: Van Cao, a famous Vietnamese musician.</p> <p data-bbox="354 903 685 936">Lead in the new lesson.</p>	S	I	N	G	E	R	R	O	C	K				J	A	Z	Z			P	O	P			Take notes
S	I	N	G	E	R																					
R	O	C	K																							
	J	A	Z	Z																						
	P	O	P																							
8'	<p data-bbox="607 957 932 991" style="text-align: center;">BEFORE YOU LISTEN</p> <ul data-bbox="354 999 1175 1495" style="list-style-type: none"> - Ask students to work in pairs. Look at the picture of Van Cao. Tell each other what they know about him. - Walk round, listen and help students. - Raise some questions and go through the answers <p data-bbox="354 1159 1133 1192">When and where was Van Cao born? _ Nam Ha / 1923.</p> <p data-bbox="354 1201 945 1234">Is he still alive? When did he die? _ 1995.</p> <p data-bbox="354 1243 863 1276">What was his first song? _ Suoi Mo.</p> <p data-bbox="354 1285 1133 1352">Which of these songs were written by Van Cao? _ Tien Quan Ca, Suoi Mo, Truong Ca Song Lo, Lang Toi.</p> <p data-bbox="354 1360 1068 1394">What were some of his other songs that you know?</p> <ul data-bbox="354 1402 1182 1495" style="list-style-type: none"> - Read aloud the words: sweet and gentle, rousing, exciting, boring, lyrical, solemn. - Ask students listen and repeat. <p data-bbox="354 1503 1188 1596">Which of the words above can you use to describe Van Cao's music? _ Except for <i>boring</i>, all above adjectives can be used to describe Van Cao's music.</p>	<p data-bbox="1208 991 1351 1024">Pairwork.</p> <p data-bbox="1208 1117 1367 1268">Listen and answer the teacher's questions.</p> <p data-bbox="1208 1360 1360 1503">Tick the songs written by Van Cao.</p> <p data-bbox="1208 1675 1360 1747">Listen and repeat.</p> <p data-bbox="1208 1839 1367 1873">Take notes</p>																								
20'	WHILE YOU LISTEN																									



<i>Time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
	<p>Task 1: True/False statements Instruction: <i>You are going to listen to an interview about Van Cao's music. Listen and decide whether the statements provided are True or False. Put a tick (✓) in the appropriate box.</i></p> <ul style="list-style-type: none"> - Before Ss listen and do the task, instruct them to use some strategies: + First, read through the statements to understand them and underline key words. For example, the key words in the first statement are: <i>guest, Lan Huong.</i> + Listen to the tape and pay attention to the key words + Decide whether the statements are true or false based on what they can hear. - play the tape twice for Ss to do the task. - ask Ss to work in pairs to compare their answers. - walk round to see how much the students can do. - call some students from different pairs to write the answers on the board. - T gives the correct answers: <ul style="list-style-type: none"> 1. F (The guest is Quang Hung). 2. F (He likes some Vietnamese musicians). 3. T 4. F (It was written in 1944). 5. F (He always feels proud of his country when he hears the song). - If there are a lot of Ss having the same wrong answer, play that point of the tape for Ss to check the answer again. - play the tape the third time to make sure Ss have already understood. <p>Task 2: Answering questions Instruction: <i>You are going to listen to the tape again to answer the questions.</i></p> <ul style="list-style-type: none"> - Before Ss listen and do the task, instruct them to use some strategies: + read through the questions to understand them and underline key words. For example, the key words in the first question are: <i>name, radio programme.</i> + Listen to the tape and pay attention to the key words + Write down the answers. - ask Ss to guess the answers to the questions based on the previous times of listening. - ask for their guesses and write them on the board. - play the tape the first time for Ss to check their guesses - ask Ss to work in pairs to exchange answers. - check Ss' answers. 	<p>Individual work & pair work. Listen and do the task.</p> <p>Individual work & pair work. Listen and do the task.</p>

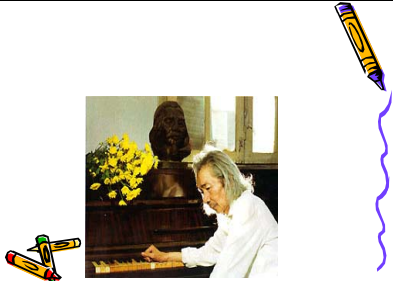
<i>Time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
	<p>– play the tape again, pausing at difficult points. – provide correct answers: 1. <i>It's 'My Favourite Musician'.</i> 2. <i>Tien Quan Ca.</i> 3. <i>It's hard and solemn, it makes him feel great and proud of his country.</i> Tapescript: Lan Huong: <i>Hello, I'm Lan Huong. Our programme is 'My Favourite Musician'. Now, our guest tonight is Quang Hung, a well-known actor. Welcome to the programme, Quang Hung.</i> Quang Hung: <i>Thanks, Lan Huong.</i> Lan Huong: <i>Now Quang Hung, can you tell us about the Vietnamese musician you like best, please?</i> Quang Hung: <i>Sure. Recently, there have been quite a few good musicians. Their songs are very popular and easy to listen to.</i> Lan Huong: <i>Do you like them?</i> Quang Hung: <i>Well, I do like some of them. But I think the best Vietnamese musician of all times is Van Cao. He's really my favourite musician.</i> Lan Huong: <i>Van Cao, the author of Tien Quan Ca? Well, can you tell us why you like him?</i> Quang Hung: <i>He's a great musician. Just listen to Tien Quan Ca. Whenever I hear it, I want to stand up and sing out as loud as possible. It's hard and solemn. And I always feel great, feel proud of my country when I hear it.</i> Lan Huong: <i>That's true. It's very rousing. Do you know when he wrote it?</i> Quang Hung: <i>In 1944.</i> Lan Huong: <i>Do you like any other songs by Van Cao?</i> Quang Hung: <i>Oh, yes, lots of them. Especially the songs about rural life in Vietnam. They are sweet and gentle, and very lyrical.</i> Lan Huong: <i>Well, let me see if we can play one of the songs for you...</i></p>	
10'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>– ask Ss to work in groups to discuss Quang Hung's ideas about Van Cao's music.</p>	Group work.

<i>Time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
	<ul style="list-style-type: none"> - go round to offer help. - ask some Ss to give a talk about whether they agree or disagree with Quang Hung's ideas.whales. - Give feedback and any necessary correction. 	
2'	HOMEWORK	
	<ul style="list-style-type: none"> - Write a paragraph about Van Cao, the famous Vietnamese musician. - Prepare part D: writing. 	

IV- Procedures:

Time	Steps	Work arrangement
5'	<p style="text-align: center;">WARM - UP</p> <p>GUESSING GAME: Ask students to work in groups</p> <ul style="list-style-type: none"> - Introduce the game: + In the handouts, there are some pieces of writing about famous people. They are written by pupils at the age of 15. (See Appendix 1) + What you are supposed to do now is to read through these passages and try to guess who the writer wants to talk about + I would like you to work in group of 4(one table will make up a group) in 3 minutes - Check students' understanding: + Are you clear? Let's start. <p>Keys:</p> <ol style="list-style-type: none"> 1. <i>W. Shakespeare</i> 2. <i>John Lennon</i> <ul style="list-style-type: none"> - After finishing the game, T explains what they have read is called a biography or a profile of a famous person. - Lead in: Today we learn how to write a profile 	Group work
13'	<p style="text-align: center;">PRE - WRITING</p> <p>Activity 1:</p> <ul style="list-style-type: none"> - Explain: A biography is the story of a person's life written by some one else. It recalls the important events in a person's life - Ask students to work in pairs to find out what to write in a profile to elicit: To write the biography of another person, you need to tell about: <ol style="list-style-type: none"> (a) the important events in the person's life (b) what happened to him/ her (c) the people he/ she had met or worked with (d) important details like the dates of events and the person's feelings 	Pair work

	<p>Activity 2:Task 1</p> <ul style="list-style-type: none"> - Introduce the task - Check Ss' understanding - Ask one student to read aloud the example - Encourage students to find out the tense of the verb used and the lacking parts of the sentence (for example: articles, conjunctions...) <p style="text-align: center;">NOTE </p> <p>*Use the verbs in the simple past tense.</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; text-align: center; margin: 10px 0;"> <p>S + V-ed</p> </div> <p>*Use prepositions ,articles, conjunctions when necessary .</p>  <ul style="list-style-type: none"> - Ask students to work in groups in 10 minutes - Go round the class and help them if necessary - Check Ss' answers: Lucky Choice. Show 8 pictures of famous singers, composers and bands (see Appendix 2). Explain that if it is a lucky choice, the student will get a present. If not, he / she will have to write a sentence on the board. - Ask other students to correct their friend's answers <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. He learned to play the guitar when he was very young. 2. He learned to play the works of composers like Bach, Beethoven, Mozart as well as to compose music. 3. He quickly became famous. 4. His tunes were wonderful mixture of classical European and African. 5. All in all, he wrote 50 piano rags, and was called the King of Ragtime. 6. Scott Joplin died in 1917 	Group work
15'	<p style="text-align: center;">WHILE – WRITING</p> <p>Activity 1: Guessing Game. Ask students to listen to a song and answer the questions:</p> <ul style="list-style-type: none"> - What song is it? - Who composed this song? <p>Key: - The song is “Lang Toi”. It was composed by Van Cao</p> <ul style="list-style-type: none"> - Lead in: Write about a life story of Van Cao. 	Whole class

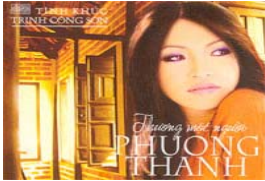
	 <p>Activity 2: Task 2.</p> <ul style="list-style-type: none"> - Introduce the task - Check Ss' understanding - Give some examples - Ask Ss to work in pairs in 10 minutes - Go around the class and help them if necessary - Ask Ss to work individually to write their own writing 	<p>Pair work</p> <p>Individual work</p>
<p>10'</p>	<p style="text-align: center;">POST – WRITING</p> <ul style="list-style-type: none"> - After Ss have finished their task, ask them to exchange their writing with another pairs to do peer correction. - Write students' typical errors on the board and elicits self and peer correction. Provide correction only when students are not able to correct the errors. - Provide general comments of students' writing. <p>Suggested answers:</p> <p>Van Cao was born in Nam Ha in 1923, into a poor worker family. He could compose music when he was very young. He composed his first song in 1939 and quickly became famous. Tien Quan Ca, the Vietnamese National Anthem, was composed in 1944. His artistic works were songs, poems and paintings. He died in 1995. Van Cao was known as a very talented musician and is highly appreciated by the Vietnamese people</p>	<p>Pair work</p>
<p>2'</p>	<p style="text-align: center;">WRAPPING UP</p> <ul style="list-style-type: none"> - Summarize the main points of the lesson - Assign homework (Handouts – See Appendix 3) 	

Appendix1:

1. He was a famous English playwright. He was born in 1564. He married Anne Hathaway in 1582. In 1583 his daughter, Susan, was born. He wrote 37 plays. The most famous of those plays are “Romeo and Juliet” (1592), “Hamlet”(1600-1601), “King Lear” (1605-1606) and “Othello”. He retired in 1611 and died in 1616.
2. This pop singer was famous throughout the world. He was born in 1940 in Liverpool. In 1956 he formed a pop group at school. In 1960 he became a member of “The Beatles”. In 1962 he married Cynthia Powell, an art student. Beatles' first record “Love me do” was made. In 1963 they had 3 number 1 records in British Top 20. “I want to hold your hand” was their number 1 record in US in 1964. In 1968 his wife divorced him. In 1969 he married Yoko Ono. In 1971 he made his most successful LP “Imagine”. On October 18th 1980 he was murdered by a fan. TV and radio programs were interrupted to give news. Records companies were on overtime to produce his records.

Appendix2:

LUCKY CHOICE



Who gives you a present ?

PLEASE CHOOSE !

Appendix3:

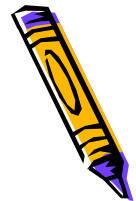


Homework

Write a profile of Trinh Cong Son.

Trinh Cong Son
(1939-2001)

- Composer and singer, most known for love songs and antiwar songs
- 1939: born in Dak Lak
- 1958: wrote Uot Mi-first song, soon became famous
- 1972: won the Japanese Golden Disc with Ngu Di Conc
- Died: 2001
- Left huge legacy of more than 500 songs: Noi Vong Tay Lon, Toi Se Di Tham, Ha Trang, Mot Coi Di Ve, Chiec La Thu Phai, Hay Yeu Nhau Di.



Chapter 4: Results

At the end of the school year that is after one year of applying the mentioned above solutions, I gave the students another questionnaire (see Appendix 2). The questionnaire was formulated with seven questions in Vietnamese focusing on students' opinions about the effects pair work and group work have on writing lessons. And the findings are as the following:

Questions	Number of students	Percentage
Question 1	43	100 %
Question 2	43	100 %
Question 3	35	81.4 %
Question 4	38	88.3 %
Question 5	43	100 %
Question 6	40	93 %
Question 7	36	83.7 %

Table 2

It can be seen from table 2 that pair work and group work have helped my students a lot. Students' writing has improved in several different ways. One remarkable area of progress is that now most of them can complete their writing on time (83.7%). At the beginning of the school year, when a writing assignment was carried out in silence, not many students could hand in their writing to me on time (41.9%). All students or most of them say that it is sharing ideas (100%); background knowledge (100%) and picking up vocabulary from each other (81.4%) that help them to make this progress. Also, writing in pairs or groups contributes to elimination students' anxiety and hesitation (88.3%). When students write or correct together, there is both cooperation and competition, additional psychological motivations. My students are always eager to practice writing in pairs, partly because they expect to understand their neighbors' insights as human being. This also gives students a chance to compare themselves (silently) with their peers in terms of writing ability. This is a great encouragement and a challenge for them to further learning.

Chapter 5: Conclusion

It is clear that my students have not only enjoyed themselves, but more importantly, have made much progress thanks to practicing writing in pairs and groups. My first steps on the path of teaching writing gave me priceless professional lessons. My students are always my focus, and I tried to make the best of the conditions for them. In my point of view, we should put ourselves into our students' mind and understand what their interests and motivations in learning are – then look at those interests and motivations with a teacher's eye and knowledge in order to adopt appropriate methods and approaches. As teachers, we must learn to treat our students both as language learners and as human beings by taking into account not only language functions but also interests and motivations.

In conclusion, pre-listening activities can not only motivate students and change them from passive listeners to active participants, but also increase language input efficiently if well designed. Language teachers should spare no effort to design and apply the pre-listening activities into full play in the hope that students will achieve more in listening comprehension.

I will always appreciate my colleagues' opinions to help me improve my teaching practice in the future.

Appendix

Questionnaire for students (At the end of the school year)

Các hoạt động cặp (pair work), nhóm (group work) đọc giáo viên tổ chức trong các giờ học kỹ năng viết (Writing) đã có hiệu quả đối với em nh thế nào?

(Em hãy khoanh tròn một hoặc nhiều trong số các phương án sau)

1. Giúp em có cơ hội đọc bạn chia sẻ những kiến thức về văn hoá, xã hội có liên quan đến bài viết trước khi em bắt đầu viết.
2. Giúp em chia sẻ cùng với bạn các ý tưởng cho bài viết từ đó tiết kiệm đọc thời gian viết.
3. Em có thể hỏi bạn một số từ vựng và cấu trúc ngữ pháp cần thiết cho bài viết một cách nhanh chóng.
4. Giúp em dần dần có được tâm lý thoải mái, tự tin, không sợ mắc lỗi khi viết.
5. Việc sửa lỗi theo cặp, nhóm sau khi viết xong bài giúp em có cơ hội đọc sửa tất cả các bài viết của mình.
6. Việc sửa lỗi theo cặp, nhóm giúp chính em tự nhận ra lỗi của mình và học hỏi đọc nhiều điều hay từ các bài viết của các bạn khác.
7. Em có thể hoàn thành bài viết trong khoảng thời gian cho phép.

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Van Giang, April 16, 2009

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Nguyen Thi Hong Ngan

Evaluation of the Scientific Councils

1. Professional Team:

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2. Van Giang High School:

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