Applying Communicative Language Teaching in Classroom English Language Lesson Curriculum

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Abstract: This article provides us a specific classroom English language lesson curriculum designed for CLT, attached with a brief lesson plan and some relevant teaching materials. In the introduction, this article first explains the different English teaching methods coming through the last century and the conception and burgeoning of the CLT approach in language teaching, followed by its primary principles as presented by different scholars. Thereafter, the rationales for each activity and the reasons for the choices within the lesson plan are elaborated in detail. Last but not least, the article further evaluates the strengths and weaknesses of the lesson plan, including the method used, activity types, choice of text, *etc*.

Keywords: Communicative language teaching; English language education; Curriculum design

1. Introduction

There has been much debate in the realm of English language teaching about the choice of teaching method. Plenty of methods have come and go in the past century in pursuit of the "best method." Richards [1] has clarified several distinct methods appearing at different times, including grammar translation (1800–1900), direct method (1890–1930), structural method (1930–1960), and reading method (1920–1950). In the middle of last century, in view of the rapid development of science and technology, the role of English as an international communicating tool became more apparent. People began to realize the importance of learning English with the increasing amount of cross-continental journey for trade and travel, and those precious methods that focus on grammar and vocabulary but little on communicative skills seemed to be out-of-date. Accordingly, the audiolingual method and situational method were introduced one after another. Later, with the appearance of English as specific purposes (ESA) and the demand of a communicative approach for language teaching, communicative language teaching (CLT) emerged in the late 1960s–1970s as a substitute for both the audiolingual and situational method [1].

CLT appeared at a period when British language teaching was ready to experience a paradigmatic shift [1]. It is regarded as "a more humanistic approach" [2] as it gives priority to interactive communication in language teaching. The communicative methodology in language teaching stems from a statement that communication serves as the basic function of language. Richards and Rodgers [2] have stated that the aim of language teaching is to cultivate learners' communicative competence [3]. Later, Canale and Swain [4] further divided communicative competence into four dimensions: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. This is similar to Bachman's [5] "communicative language ability," but with a replacement of grammatical competence with linguistic competence and fluency being appended as the fifth dimension. Another linguistic theory concerning

communication applied in CLT is Halliday's "functions of language" [6]. In his view, linguistics is associated with the description of speech acts or texts because the function of language can only be investigated by the language in use; hence, all components of meaning should be concerned. When it comes to the tenet of CLT, a consensus has been reached in the educational world, with opinions varying slightly different from person to person. The first principle of CLT, as demonstrated by Harmer [7], is that language is not mere grammar patterns embedded with vocabulary, but it involves language functions. The second one, as he has pointed out, is that by providing learners ample L2 exposure and opportunities to apply it in daily life, language learning will take care of itself. Similar to Harmer's first principle, Richards [1] defines CLT as a broad approach of teaching, which regard communication as the purpose instead of focusing on the grammatical system of language.

According to Howatt [8], CLT can be divided into a "strong" and "weak" version. The strong version stresses that "language is acquired though communication," which means that the language system must be developed in addition to activating an existing knowledge of language followed by inserting new knowledge. The weak version, on the other hand, similar to Harmer's "language will take care itself" theory, highlights the necessity of providing students enough opportunities to use the language for communicative purposes. For some people, CLT represents a little more than a combination of grammatical and functional teaching. As Litterwood [9] has claimed, one of the most distinct features of CLT is that it considers language function as important as structural aspects. For other people, CLT is seen as learners using available language resources and working in pairs or groups to solve problems [10].

To sum up, based on the aforementioned theories, CLT emphasizes interaction and communication as the fundamental function of language and that language is a linguistic system to convey meaning. Therefore, teachers should not merely focus on its linguistic characteristic, but also pay attention to the functional and communicative aspects. However, as time goes on, the enthusiasm toward CLT is gradually declining, and people are starting to view it with increasing skepticism [11]. Critics cast doubt on whether this communicative approach could be applied to all second language learners who have different communicative competence, whether it entails the complete abandonment of existing grammar-based syllabus or merely a slight amendment about it, whether it is suitable for non-native teachers, and to what extend can CLT be accepted by students who are still required to sit for grammar-based tests. The development of CLT is still underway; that is to say, researchers need to invest more time and effort in carrying out further research on the aforementioned concerns [2].

2. Rationale

Geddes and White [12] have made a two-way definition of authentic discourse; one of which is language that is primarily written or spoken for a non-pedagogical purpose, within its initial context, and a real behavior of communication. From the perspective of CLT, learners need to have access to cope with authentic language of the real world, and CLT methodology has manifested an escalating trend of using authentic materials to develop listening and reading skills. In the lesson plan, the authentic listening material is the victory speech by American President Obama when he won the 2008 presidential election. It is necessary to build up students' confidence in getting exposure from authentic speech if we want them to be able to successfully apply English language in the real-word listening environment [13], and that is the reason why this authentic material was chosen. Apart from that, this particular speech, "Obama: Victory Speech on Election Night," is a good material to be operated in class because of its specific theme, clear structure, inspiring content, and moderate difficulty level. Such an encouraging speech would attract learners to participate and master the art of public speaking at a preliminary level.

The students are divided into six groups, with each group consisting of five students. At the end of the last class, the teacher assigns two pieces of homework. The first homework stimulates the students to reflect

on two questions, "What are the important factors that contribute to a good speech?" and "In your opinion, what is the distinguishing feature of American people?". The second homework functions to prepare the students when they encounter new words in the speech video. Each student is assigned six new words that are considered important and thus selected by the teacher. Words with high frequency in English language usage are the most useful [14]; thus, they are picked and assigned to learners first.

Based on the homework, the pre-listening stage consists of two activities. In the first activity, students are encouraged to share their opinions concerning the two questions with their group members, and each group will compile any insightful opinions from its group members. According to a study [13], when learners carry out a listening task in class without contextualizing the text or preparing the topic by evoking their previous knowledge, their tension increases. Pre-listening provides teachers access to introducing useful schematic knowledge and relevant information that students may encounter while listening.

Students are required to use English in all classroom activities so as to practice their communicative skills and strategies. According to Richards and Rodgers [2], an element of communication principle is that "activities that involve real communication promote learning." In the second activity, students will introduce the vocabularies that they are responsible for to the rest of the group members, explaining primary meanings of the words and showing examples of how the words can be used in sentences or contexts. Based on Hedge's [13] statement, making associations, learning words in groups, and searching the range of meaning serve as feasible examples of cognitive strategies for vocabulary learning. Apart from that, contrary to the traditional deductive teaching method, learning vocabulary through group discussion aims to create a learner-centered classroom for the reason that CLT requires teachers to carry out less teacher-centered classroom management [2]. It is the learner that selects what to teach and how to teach vocabulary to his or her groupmates. In response to Hedge's [13] statement, the ultimate purpose of the pre-listening stage is to contextualize the text and supply any information that can facilitate learners to be familiar with the setting.

Following the preparation work, the third activity begins, where learners watch the speech video. Before listening to the speech, students must be prepared to look for useful presentation skills from President Obama, consider if those skills share some similarities with what they have discussed in the first activity, and pay attention to the new words that have been discussed in the previous activity. English subtitles will be provided to ensure an explicit learning process by reminding students of new vocabulary and the context where the vocabulary occurs. In the following activity, a vocabulary quiz will be conducted through a handout, on which the selected vocabulary has been removed from the sentence. Learners would have to choose one word from the box to fill in the blank, using each word once. It has been concluded in a study that inferring the meaning of a word from its context will promote the retention of that word, especially when the meaning in the context entails more careful thinking [15]. Moreover, "consciously collecting words from authentic context," according to Hedge [13], is one of the metacognitive strategies in vocabulary learning, which is not a direct mental process but rather indirect strategies that boost learning by conscious efforts to memorize unfamiliar vocabulary. After watching the video, in the follow-up session, students will discuss the advantages of President Obama's presentation in groups and determine if there are any merits that correspond with what they have concluded in the previous activity. Thereafter, the teacher and the entire class will share their opinions on how to deliver a good speech.

Activity 4, "If I Were President Obama," is a recreation based on one typical CLT activity titled "Rescue" from Klippel [16]. Prabhu [17] has classified activities into three types according to their different "gap" of information. One of them is opinion-gap activity, which includes identifying and demonstrating a personal preference, emotion, or attitude as a response for a given phenomenon. Some examples of opinion-gap activity are story completion and discussion on social issues. Nevertheless, there is no requirement to force students demonstrating right or wrong, and no expectation of the same result from different

individuals [17]. The main idea here is that learners are able to practice spoken English language through a specific activity. In this activity, supposing the students are empowered with presidential privilege, they have to formulate five new policies in the United States within 15 min. Students are allowed to lay down any policy they want as long as they have rational reasoning. Before carrying out the task, a recorder is provided to each group to record the conversation. Thereafter, each group will have to choose a representative to present the group's ideas and the reasons why those five policies have been chosen.

3. Evaluation
3.1. Fluency versus grammatical accuracy
The goals of Activity 4 ("If I Were President Obama") are that in accomplishing this task, learners would focus their attention on the meanings and opinions that they are trying to convey, while thinking of the list of criteria, and they would use the language knowledge they have acquired without much thoughts about using particular structures. Each student would make his or her own contribution to the group and select appropriate words for expressing his or her views and ideas. They would attempt to negotiate opinions while discussing, absorb other people's suggestions, cross-check if they have understood the task instructions, and ask for confirmation and support. The most important thing is that they would apply communication strategies, such as paraphrasing and restructuring, when they talk to each other.

Students are required to complete the task strictly within 10 min. This rule is made because in executing a task under time pressure, people are likely to concentrate on communicating information in order to accomplish the task quickly rather than the correctness and integrity of language form [18]. In this way, students are given the opportunity to respond orally to questions raised by other group members, thus gaining plenty of speaking practice as well.

Although the negotiation of meaning in such activities provides learners the chance to develop their strategic competence and fluency, it is limited in terms of comprehensible output production and language accuracy guarantee [13]. Therefore, in order to help students to be more accurate language users, a recorder is given to each group so that the students can replay their conversations to compare their spoken language and identify any errors that may not occur in written form. It is evident that opinions vary from person to person when it comes to the role of grammar in a communicative classroom, but it has been suggested that linguistic competence serves as a basic component of communicative language ability [19]. It is a misunderstanding that the communicative approach prevents teachers and students from developing high level of accuracy in linguistic competence (grammar, vocabulary, and pronunciation). As Hedge [13] has pointed out, the big issue that deserves people's consideration is how do we improve learners' communicative language ability through classroom practice and at the same time ensure that they are using the language system correctly, accurately, and appropriately.

3.2. Group discussion
A potential disadvantage both in Activity 1 and 5 is whether students are willing to contribute to groupwork or not and how equally can they accomplish the task within a group. It goes without saying that each person has his or her own unique characteristic; thus, different learners would prefer different learning strategies. According to Hedge [13], in ensuring group efficiency while performing a task, it entails at least one person to be active and keep the group focused on the task and one person who is focused on maintaining harmonious interpersonal relationships within the group to gain the best outcome. It is anticipated that introverted students and those who have low L2 proficiency may not participate actively in group discussions. On the contrary, fast learners are likely to build up more confidence as they attribute constructive ideas during group discussions. According to Dornyei and Ushioda [20], the motivation of students can be weakened by negative influences in the learning process, such as specific learning-related

events and experiences, performance anxiety, public humiliation, and peer pressure. Slow learners may have difficulty in following compared to fast learners, which could lead to failures and inadequacy. Hence, in this case, learners with high L2 proficiency would become better while those with lower level of L2 proficiency may worsen. In addition, within groups, some learners may contribute less to the task since it is a groupwork. As a result, there may be a trend where these learners remain indifferent and rely on others to do more of the task [21]. In order to reduce the possibility of polarization and unequal participation, the teacher has to monitor the discussion process of each group, be aware of each learner's behavior, perceive whether the learner feels that he or she has a constructive role to the group or not, and make adjustments or intervention under appropriate circumstances.

In fact, the issue of how to select group members and maintain learner's enthusiasm is a challenge for teachers. It is tricky to solve the aforementioned issues with equality in mind because if students with similar L2 proficiency (either fast learners or slow learners) are grouped together, most learners in the high-level proficiency group would probably be eager to speak up, whereas on the other side, the outcome would be inferior for slow learners due to their low L2 proficiency. However, if the teacher mixes both fast and slow learners in a group, the former may shoulder more responsibility while the latter may contribute lesser during group discussion, which perhaps would lead to polarization and demotivation.

3.3. Real world communication

As mentioned earlier, one element that is considered a principle of CLT is that "activities that involve real communication promote learning." It has been suggested that there is a distinction between L2 acquisition and the learning process [22]. From Krashen's perspective, acquisition is a fundamental process of language proficiency development. It is an unconscious progress of the second language system as a result of using the language in real conversations. On the contrary, learning is a conscious result of grammatical knowledge, accumulated by learners from explicit instruction, which essentially cannot be regarded as acquisition [22]. In this lesson, activities are designed as close as possible to real communicative situation. However, owing to the limitation of objective conditions, such as the teacher and the group members who are Chinese and the lack of exposure to L2 outside classroom, learners are unlikely to converse and discuss in a completely real communicative situation as authentic as native-speakers do. Therefore, rather than learning a language via conversational use, it is more likely that learners learn through the practice of language skills.

Nevertheless, on another side of the coin, there are different opinions. For instance, Littlewood [23] has pointed out that the acquisition of communicative competence involves both cognitive and behavioral aspects, with the former containing grammatical rules, steps for choosing vocabulary, and social regulations for speech monitoring, while the latter stressing that converting these plans into fluent performance in real situation requires a considerable amount of practice to actualize. Hence, practicing communicative skills is encouraged as a communicative approach to develop language proficiency. Moreover, since it is impossible to completely change those objective conditions to be as close as real second language environment, activities that boost learning and in which language is used for performing meaningful tasks have been accepted [24].

As Richards and Rodgers [2] have concluded, there is no limit to the scope of practice and activity type in CLT as long as it can involve students in communication and facilitate students to meet the communicative objectives. One main activity type is social interaction activities [9], comprising conversation and discussion, role play, dialogues, debates, and so on. Those activities in the lesson plan are designed to fulfil the task through information sharing and actual negotiation, which can be considered as appropriate social interaction activities.

3.4. Student-centered class and student error

Another potential disadvantage is the uncertainty about the degree to which CLT approach's outcome would be achieved in a Chinese education context. As previously mentioned, a well-acknowledged principle of CLT is transforming the teacher-centered classroom into a learner-centered one. In such a case, learners, on the one hand, have more opportunities to act on their own and thus actively absorb knowledge; on the other hand, error correction may be lacking since learners are encouraged to interact with their peers rather than the teacher [2]; additionally, students themselves may be aware of this disadvantage. Dornyei and Ushioda [20] have elucidated that teachers' behavior and attitude are directly associated with both the autocratic approach and laissez-faire approach. Similarly, Oxford [25] claims that both excessive or insufficient teacher control may have a negative influence on learners' feelings. There may be a handful of students who still prefer the spoon-feeding education approach, with teachers' authority being much higher than learners' responsibility. The reason for this is simply that they feel safer to be directly taught by a teacher. Taking Activity 1 for example, such learners are more willing to be spoon-fed with fixed answers from the teacher and prefer memorizing those skills at home and applying them in their own presentation rather than spending a significant amount of time on group discussion. Similarly, the same case may also occur when it comes to Activity 2, which involves learning vocabulary from group members.

In addition, considering the exam-oriented education background, the extent to which parents, school, and even learners themselves accept CLT remains uncertain. According to Dornyei and Ushioda [20], a learner's "motivational autonomy" is extremely difficult to build up when the learner's own motivational objectives and preference are strongly inconsistent with the teacher's instructional objectives and methods. There are certainly some students whose aim is merely to pass examinations and who prefer the deductive teaching method, such as grammar-translation and presentation, practice, and production (PPP). The same is true for learners who consider English no more than a compulsory subject and who anticipate having no further use for it when they graduate from school.

Last but not least, the adoption of CLT also poses a threat to teachers. According to Medyges [26], in view of the heavy linguistic demand for knowledge and skills in teachers, non-native teachers tend to expend a significant amount of energy in the struggle of their own target language deficiency, thereby leaving little room for concern about the problems faced by students. In conclusion, implementing CLT is not only a question of whether it can be accepted by students, parents, or educational institutions, but also a huge challenge for non-native teachers, especially novice teachers. The lack of practical teaching experience may trigger anxiety, which may leave a negative impact on both teachers and learners.

4. Conclusion

This article offers a classroom English language lesson curriculum designed for CLT, attached with a brief lesson plan and some teaching materials. In the introduction, the article first explains the different English teaching methods arising from the last century and the conception and burgeoning of the CLT in language teaching, followed by its primary principles as presented by different scholars. Thereafter, the rationales for each activity and reasons for the choices within the lesson plan are elaborated in detail. The article further evaluates the strengths and weaknesses of the lesson plan, including the method used, activity types, choice of text, *etc*. The detailed lesson plan and relevant teaching materials are attached in the **Appendix**. The activities in the lesson plan are designed in such a way to push learners to use language creatively outside the classroom by providing meaningful tasks embedded in authentic context. Most activities are conducted in group discussion, aiming to train students' oral competence in a learner-centered manner. The aim of the lesson is to enhance learners' listening and speaking skills; therefore, priority is given to simultaneous interactive communication between students instead of grammatical accuracy. However, as mentioned in the introduction, there has been a debate on the adoption of CLT with the increasing public

awareness of critical thinking. The most controversial issue appears to be how to enable learners achieve communicative competence without sacrificing linguistic competence. Therefore, after-class practice, which guarantees the role of grammar or formal accuracy to a certain extent, is a requirement for each student.

Disclosure statement

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Appendix

Lesson plan
Duration: 100 min

Class profile
A 2nd year university class, which includes 30 students majoring in English, with different learning background and L2 proficiency. Learners' characteristics vary from person to person (introverted, extraverted, active, and passive). The students have different learning strategies and learning styles.

Level of learners
The learners are generally at an intermediate level, ranging from weak-intermediate to advanced L2 proficiency.

Previous learning
Students have already mastered the four basic skills (listening, reading, writing, and speaking) of English language at an intermediate level. Students have been introduced and familiarized with different communicative strategies.

Lesson aims
(1) To introduce certain presentation skills to students (be confident, use eye-contact and proper body language, use strength to emphasize key points, pay attention to intonation, speak at an appropriate speed, *etc*.).
(2) To practice and familiarize with conversation strategies from previous lessons and enhance oracy.
(3) To master frequently used vocabulary in speech and raise students' awareness of autonomous learning and responsibility in groupwork.

Lesson objectives
Activity 1
(1) To raise students' awareness of autonomous learning.
(2) To come up with some presentation skills before teacher's deductive instruction.
(3) To practice English speaking ability (state a point and think independently).

Activity 2
(1) To learn new words explicitly.
(2) To raise students' awareness of autonomous learning.
(3) To practice speaking ability.

Activity 3
(1) To retain input while it is being processed.
(2) To distinguish facts from opinions.
(3) To recognize the function of word stress and intonation in sentences.

Activity 4
(1) To develop speaking language skills (state an opinion, give and ask for reasons, agreeing or disagreeing, and compare different ideas).

(2) To carry out conversation strategies in group discussion and take responsibility for controlling and maintaining discussion.

(3) To create a spirit of teamwork (be patient, and respect and accept different opinions from others).

Activity 5
(1) To be aware of key words in utterances.
(2) To recognize grammatical relations between key elements in sentences.

Stage of the lesson	Time	Teacher activity	Student activity	Interaction (Ss–Ss or T–Ss or Ss–T)	Materials
Review	1 min	*Review* Students have been instructed to think about the questions during the last class. Quickly review as follows: "What did we talk about last class?", "What do you think of American people?", and "How do you deliver an attractive speech?".	Students recall the last class and answer the questions.	Whole class	
Pre-communi--cative activities (pre-listening stage)	5–10 min	*Activity 1* Divide the students into six groups, with each group comprising five students. Ask the students to share their opinions within the group based on the following questions: "What do you think of American people?" and "How do you deliver an attractive speech?".	Students share their opinions within their groups.	Individual/ each group	
	5–10 min	*Feedback* Ask each group to select one representative to present in the class and write down all the key points presented by each group on the blackboard.	Each group selects one representative to present in the class.	Whole class	Blackboard
	25–30 min	*Activity 2* Ask each student to introduce the new vocabulary he or she is responsible for to the rest of the group members.	Each student introduces new vocabulary to his or her groupmates.	Individual/ each group	Selection and attribution of 36 words to the students
Communica--tive activities (listening stage)	20 min	*Activity 3* Explain that the students will watch a video: "Obama: Victory Speech on Election Night." Instruct the students to look for any useful presentation skills and observe how the selected vocabulary is used in the speech.	Students think of the two questions while watching the video and pay attention to the new vocabulary raised in Activity 2.	Individual	Video of Obama's victory speech and a classroom projector

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Stage of the lesson	Time	Teacher activity	Student activity	Interaction (Ss–Ss or T–Ss or Ss–T)	Materials
Communica- -tive activities (listening stage)	5–10 min	*Feedback* The teacher and students discuss about the merits of Obama's speech together, and the teacher then hands out the prepared presentation skills material to each student.	Students and teacher discuss together. Students can re-read the material carefully after class.	Whole class	Non-verbal communica- -tion presentation material
Communica- -tive activities (speaking stage)	10–15 min	*Activity 4* "If I Were President Obama" The teacher explains to the students as follows: "Suppose you are President Obama, formulate five new policies for America. You can formulate any policy you like as long as you provide sound reasons, such as how to improve the relationship between America and China when it comes to political issues." The teacher gives each group a recorder and asks the students to record their conversation during discussion.	Each group discusses and records the policy, making a list.	Individual/ group	Recorder
Grammar and vocabu- -lary activities (linguistic stage)	10–15 min	*Activity 5* The teacher distributes the vocabulary test to the students and asks each student to complete it.	Complete the test	Individual	Vocabulary test sheet

Note: Ss–Ss, students to students; T–Ss, teacher to students; Ss–T, students to teacher.

Vocabulary test (Teaching material 1)
Fill in the blanks using the words in the box below. You may need to change the form to the right answer. Use each word once.

parliaments   beacon   harbour   conquer   scorching   gracious   hatched   in peril   shores   cynical   unyielding
enormity   pitch in   alliance   endorsements   patriotism   apathy   temptation   mortgage   dismissed   prosperity
setbacks   huddled around   ballot   tyranny   harness   immaturity   campaign   preacher   democracy   porch
stretched   summon   poisoning   straight

(1) If there is anyone who still questions the power of our _____, tonight is your answer.
(2) It's the answer told by the lines that _____ around schools and churches in numbers this nation has never seen.
(3) A _____ line or edge continues in the same direction and does not bend or curve.
(4) If you describe someone as _____, you mean they believe that people always act selfishly.

(5) I just received a very _____ call from Senator McCain. He fought long and hard in this _____, and he's fought even longer and harder for the country he loves.

(6) I would not be standing here tonight without the _____ support of my best friend for the last 16 years, the rock of our family and the love of my life, our nation's next first lady, Michelle Obama.

(7) I was never the likeliest candidate for this office. We didn't start with much money or many _____. Our campaign was not _____ in the halls of Washington.

(8) A _____ is a sheltered area at the entrance to a building. It has a roof and sometimes has walls.

(9) They told me about isolation and public _____.

(10) Situated almost directly on the equator, the mountain endures _____ days and freezing nights.

(11) We know the challenges that tomorrow will bring are the greatest of our lifetime – two wars, a planet _____, the worst financial crisis in a century.

(12) There are mothers and fathers who will lie awake after their children fall asleep and wonder how they'll make the _____, or pay their doctor's bills, or save enough for college.

(13) Turkey plans to _____ the waters of the Tigris and Euphrates rivers for big hydro-electric power projects.

(14) An _____ is a group of countries or political parties that are formally united and working together because they have similar aims.

(15) There will be _____ and false starts. There are many who won't agree with every decision or policy I make as president.

(16) So let us _____ a new spirit of _____; of service and responsibility where each of us resolves to _____ and work harder and look after not only ourselves, but each other.

(17) Will they be able to resist the _____ to buy?

(18) I am disgusted by the _____ and stupidity presented in this column.

(19) She was sentenced to twenty years' imprisonment for _____ and attempted murder.

(20) And to all those watching tonight from beyond our _____, from _____ and palaces to those who are _____ radios in the forgotten corners of our world – our stories are singular, but our destiny is shared, and a new dawn of American leadership is at hand.

(21) To all those who have wondered if America's _____ still burns as bright: Tonight, we proved the answer to you.

(22) At a time when women's voices were silenced and their hopes _____, she lived to see them stand up and speak out and reach for the _____. Yes, we can.

(23) When there was despair in the dust bowl and depression across the land, she saw a nation _____ fear itself with a New Deal, new jobs, and a new sense of common purpose. Yes, we can.

(24) A _____ is a sheltered port where ships can take on or discharge cargo.

(25) A _____ is a cruel, harsh, and unfair government in which a person or small group of people have power over everyone else.

(26) His father was a builder and a church _____.

(27) This is our time – to put our people back to work and open doors of opportunity for our kids; to restore _____ and promote the cause of peace.

(28) Many Chinese people _____ in the War of Resistance Against Japan.

(29) The second part goes on to generally discuss the _____ done to Northeast China during the War between Japan and Russia.

Non-verbal communication (Teaching material 2)

Posture	(1)	Stand straight but not stiff.
	(2)	Balance your weight evenly on both feet.
	(3)	Standing well allows your diaphragm to move more easily to control your breathing and voice production. You will feel better, sound better, and look better.
Movement and gestures	(1)	Excessive movement is distracting, while no movement at all is boring and uncommunicative.
	(2)	Use movements and gestures to signal transcription points or to stress points of importance.
	(3)	Avoid meaningless gestures and repetitive movements. Do not wave your left hand about in circles or wave the pointer aimlessly. Use the pointer only when necessary, and with a firm movement. If you have a laser pointer, keep your hand close to your body when using it; do not hold it at arm's length like a gun.
Facial expression	(1)	Match your facial expression with your message. If you claim something is interesting, look as if you find it so.
	(2)	Relax your facial muscles. If you look nervous, the audience will not be comfortable.
	(3)	Ten minutes before you start, make sure your tongue is relaxed and not raised tensely against the roof of your mouth. If you can discreetly yawn widely once or twice, this will help relax your facial and throat muscles, thus helping you to feel less tense.
Voice	(1)	Speak a little louder than you think is necessary. Project your voice to the back of the room. Use your diaphragm to do this, not the muscles of your throat. Keep the muscles of your throat and mouth relaxed; otherwise, your voice loses resonance and power, and is less pleasant to listen to.
	(2)	Speak a little slower than you normally do, especially if you feel nervous. This will help you to sound and feel more confident. A useful rule-of-thumb is the larger the audience, the slower you should speak.
	(3)	Use your voice as a communication tool. Vary the speed by speaking more slowly during the introduction and conclusion. Use stress for important points and contrasts. A short silence can also serve to emphasize a point or transition. All these techniques greatly contribute to making a presentation interesting for the listeners.
Eye contact	(1)	Eye contact creates a relationship between the speaker and the audience. It encourages the audience to listen and helps the speaker to relax. So, look at people.
	(2)	Start and end with direct eye contact, looking round the audience. During the talk, do not gaze over people's heads or out of the window. Look at your visual aids (and notes if you have them) as much as is necessary, but do not stare at them or talk to them. Look at the audience as much as you can.
	(3)	Do not constantly look at the same direction or even worse, at one "victim." Do not dart your eyes about quickly or sweep your gaze round like a searchlight. Focus on one person or a group for about 1–2 seconds, then look at another person or group.