

BIP3063

ENGLISH FOR SPECIFIC PURPOSES

TITLE

ENGLISH FOR JOURNALISM

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SUBMISSION DATE: 6TH MAY 2019

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1.0 INTRODUCTION

English for Specific Purpose (ESP) is an approach to course design and teaching for target groups of learners who have a common goal or purpose in learning English. This means that English language serves to variety types of discipline for example English for Medical Purposes in which the learners will learn terms used in medical field. The learners of ESP discipline usually are well-equipped with the general knowledge of English language such as grammar and vocabulary. Therefore, they only learn the skills acquired in the discipline that they have chosen. This led us to the purpose of this paper, in which this paper is prepared to discuss in depth about the activities designed for the target learners according to the skills that they needed.

Vision 2020 is the inspiration dreamed for Malaysians. Therefore, the challenges that come with the dreams are unavoidable. After reading the vision 2020 and its challenges, we have come to a conclusion that English for Journalism is needed to serve the challenges outlined. We will further explain the reasons of choosing English for Journalism in the next section of this paper. This paper consists of four sections which are the introduction of English for Journalism followed by the pre-listening activity, while-writing activity and post-speaking activity. As for the last section of the paper, which is concluding section, a comprehensive summary will be provided.

The first section of this paper will explain in detail about ESP discipline we have decided to work with which is English for Journalism. The underlying reasons of choosing English for Journalism as our discipline will be included. The target learner's level of proficiency will also be explained along with the main skills of the activities designed and the integrated skills that have been implemented in the activities that has been designed.

The activity designed for pre-stage will be described in detail in the second section of the paper. In this stage, the focused skill is listening skills as the learners are required to watch and listen to a video and answer the work sheet that will be provided. This section goes into detail about the flow of the activity, primarily on the steps and actions taken by the facilitator in order to introduce the topic of the lesson to the learners. Along with the descriptions of the activity, we have also provided the explanations for materials used in the pre-stage activity. The rationale of each action will also be clarified.

Following the pre-stage is the while-stage hence the third section of this paper will describe the activity designed for while-stage. In this section, the explanation will focus on how the facilitator deliver the teaching point and how the learners apply and practice the teaching point. Along with the explanation, the rationale will be provided as a support as to why the facilitator decided to conduct the activity in such a way. The focused skills for the activity in this section are writing skills which will be different from the previous section as it requires the learners to change a website post to a documentary script.

The next section will provide us with the description of the post-stage activity. In this stage, the learners are expected to produce a studio weather forecast video using the news phrases that they have learnt hence the focused skills in this section will be speaking skills. The activity designed in this stage requires learners to produce and apply their knowledge that they have gained. Again, steps and actions taken by facilitator will be explicitly explained in the said section. Also, the use of teaching materials will be included along with the explanations of the steps and actions of the facilitator. The rationale is once again will be provided as all steps and actions must be supported by an establish resources.

2.0 ENGLISH FOR JOURNALISM

The epitome of vision 2020 is Malaysia can be a united, and fully develop nation infused by a society that has strong moral and ethical values with a freedom to speak. However, it is impossible to achieve that as long as Malaysians cannot overcome the challenges that come with the vision. Following the nine challenges that needed to be confronted by Malaysians to achieve the vision that had been outlined, we have decided to choose English for Journalism as our ESP discipline. English for Journalism caters to the challenge number seven out of nine challenges of vision 2020. The seventh challenge is to establish a fully caring society and a caring culture, a social system in which society will come before self, in which the welfare of the people will revolve not around the state or the individual but around a strong and resilient family system.

The reasons of choosing English for Journalism are because the purpose of journalism is to provide citizen with the right information that they need in order for them to make decision about their lives, communities, societies and government. The role of journalism in society is to serve the citizen with information and offer advices and voice to the voiceless ones in society. Journalism and society have a deeper connection as society depends on journalism to provide them with information that they needed. With journalism, we can actually raise society's awareness to a lot of issues that are currently happening in our country. Hence, we move a bit towards creating a caring society and culture.

One of the characteristics of ESP discipline is, it is designed for adult learners. Therefore, the level of proficiency for our target audience to teach English for Journalism ranges from intermediate to advanced learners.

The course is designed to meet learners' needs. In our case, we strive to design the course that will provide our target learners with knowledge and skills that they need in order for them to excel in journalism. Therefore, to define the features of English for Journalism, we administered needs analysis to 30 target learners. Based on the needs analysis, 32% of the target learners choose speaking skills as an important skill in English for Journalism. Hence, based on the percentage that had been synthesised from needs analysis, our focused skill for English for Journalism is speaking skills.

Besides speaking skills, other skills that are integrated to the journalism are writing skills (26%), and listening skills (11%). Again, the number of percentage is based on the needs analysis that was administered to the target learners.

3.0 PRE LISTENING STAGE

This section of the report talks about the activity that is conducted in the pre listening stage. Pre listening stage activity is crucial in engaging learners in a lesson. That being said, the activity that will be conducted in the pre listening activity needs to be interesting. This activity will take 5 minutes to be completed. The teaching materials that will be used for this activity are a broadcast video titled *News Anchor's Mistake* and a worksheet named Worksheet 1 and a golden badge. The duration of the broadcast video is 53 seconds and the video is about a live broadcast of a news anchor who said a wrong word due to a typo in his teleprompter. Worksheet 1 consists of a word search puzzle in which the clues are given in the worksheet and the clues are actually questions that are related to the video that the learners will have to watch. The answers are in the word search puzzle. Clues are given for the learners so they would be able to find the answers in the word search puzzle. Golden badge is a reward for the

learners who managed to get all answers correctly in this activity. It is in the form of a sticker to show the learners' performances in class.

At the beginning of the activity, the facilitator gives Worksheet 1 to the learners. The learners are told to read through the clues at the bottom section of Worksheet 1. The facilitator informs the learners that the clues are actually questions and the answers are in the word search puzzle. In order to find the answers, the learners will have to watch the video titled *News Anchor's Mistake*. The facilitator informs the learners that they will watch the video soon and to make sure that the learners know what information to listen to when they watch the video later. Then, the facilitator shows the broadcast video to the whole class. The learners find the answers in the word search puzzle after watching the video. After completing the task, the learners discuss the correct answer in the class. The learners who managed to get all answers correctly will be given a golden badge. The use of the golden badge is to give a reward for the learners for their hard work in solving the problems.

The rationale of having pre-speaking activities is to motivate the learners to get engaged into the lesson. It increases the learners' anticipation with the topic. According to Jeremy Harmer(2007) in his book titled *The Practice of English Language Teaching*, adult learners are notable for many characteristics and one of them is the fact that they come to the classroom having a wide range of experiences which allows the teachers to use a variety of activities with them. By involving their own life experiences in the learning process, the learners will definitely get engaged to the lesson as not only it motivates them to learn as they can recall of what they are capable of but they can also make use of their experience to solve problems as they are given a chance to voice out their opinions to others in the class.

There are reasons as to why the activity is conducted as stated. Having gamification element in language learning activity plays a role in the learners' learning progress. This is because it gives them motivation to solve a problem. Fogg(2002) as cited in Boyinbode(2018) indicated that learners who are highly motivated will find a way to solve a problem or a challenge when there is a source of motivation given in their learning experience. That being said, having gamification elements, be it traditional or digital allow learners to get engaged in or outside of the classroom. Also, playing games for educational purpose is used to evaluate the learners' skills and abilities for certain information that they have acquired before(O'Halloran and Deale, 2010).

Burguillo(2009) mentioned that the tolerance in education such as in playing board and online games help in promoting learner's interest in educational learning materials. Another reason why we decided to have a worksheet in the form of word search puzzle is because we want the learners to do their own self-study to solve the problems or questions. Rhoads and deHann(2013) as mentioned in Hwang(2018) stated that using a self-study method allow the learners to take control of their own learning and it is significant as it allows the learners to discover their own personal English acquisition process.

There are many types of gaming elements. However, we have decided to add another element of gamification in this activity which is giving reward to the learners who get all answers correctly. The said reward is in the form of golden badge. Flores(2015) mentioned that badges are visual representation of achievements for the learners. Giving badges is just another reward system just like giving prizes. It is said to promote an additional commitment and engagement by the players, or in this case, the learners(Glover, Campbell, Latif, Norris, Toner & Tse, 2012).

4.0 WHILE WRITING STAGE

There are various types of materials utilised in each activity. The use of appropriate materials in the while-activity is essential because this is where the facilitator enhances the prior knowledge of the learners on what they have been taught on and preparing relevant platforms to provide opportunities for students to practice and learn from peers and surrounding. Learners are expected to be able to write a documentary script for television programmes in this lesson. The focused skill is writing skills.

The facilitator starts off the while speaking activity by distributing comprised notes on the 5W's technique. The learners are equipped with the prior knowledge on the method in identifying main ideas using the 5W's technique. Learners are given the comprised notes to help them execute the activity better. Later, facilitator projects the template of a documentary script. Facilitator explains about the important components to be focused on when writing a documentary script. Templates are prepared in order to instill the required knowledge in producing written media scripts from the foundation as a whole. Moreover, templates help learners understand the format of a written material better. In addition, the learners are divided in groups. This is to promote idea sharing, give benefits from collaborative learning and encourage participation of all learners.

Next, facilitator projects a post taken from a travel website. The post centers about the top destinations in Cameron Highlands. The locations are explained explicitly and is believed sufficient to help the learners produce an adequate quality of a script template. Learners are expected to write a documentary script for television programme based on their own creativity and in their respective groups. The main ideas of the documentary script are to be extracted

from the post using the 5W's technique as per required of the activity. Facilitator monitors the progress of each group and demands clarification on the main ideas chosen by the learners and the accuracy on the composition of their written documentary script. Consequently, facilitator will discuss the correct answers regarding the main ideas of the website post towards the end of the activity.

The use of documentary script template enhances learners' understanding on how the article should be constructed and provides a clear guidance on how to go about it. The main advantage is that templates significantly simplify the generation of good company documentation, which allows you to invest valuable time in the content and review of these documents (Tom Fagerhaug, 2017). Documentary script template prepared in the while activity is to give exposure and help learners understand the absolute format of how a documentary script should be composed and organized.

The 5W's technique is generally applied to the whole stories, as Jeremy Porter notes on the Journalistics blog but they are also a key to fact-checking, especially when reporting on statistics dropped into speeches or such (Kroll, 2018). The principle of the 5W's technique is the essence of most written journal reports and writings. Journalists and reporters are taught to utilise the 5W's technique in order to avoid any misreported information and to ensure that every fact is jotted and relayed in detail. The technique aids authors in classifying the right details into the right elements to ensure the validity and consistency of a report is and highly trustable.

According to Costley (2014) technology causes students to be more engaged, thus, students often retain more information because of the arrival of new technologies rapidly occurring globally, technology is relevant to the students. The use of online website post

implemented is to ensure that the students stay engaged to the lesson and is motivated to practice the language element taught in the previous stage. A website post is something learners are familiar of thus, it helps them to understand and stimulate on what is required of the task better. The topic chosen is also trendy and is well-known. Learners who do not have the experience on visiting the place of the subject matter would be more driven due to the curiosity built up on the material.

5.0 POST SPEAKING STAGE

This post activity focuses on the speaking skills. The time allocated for this activity is 25 minutes. By the end of this activity the learners are expected to produce a studio weather forecast video using the news phrases that they have learnt.

First, the facilitator distributes Task sheet 1 to each of the learners. The task sheet contains all the instructions for this activity. The facilitator starts of the activity by assigning one type of weather and its description to each group shown from a *Padlet* page. The facilitator will prepare the *Padlet* page in advanced. A hardcopy of the pictures and descriptions will be provided to the learners. The pictures will be of different types of weathers which are extreme snow, el-nino, flood and tornadoes. Then, the facilitator distributes the cue cards to the learners. The learners are equipped with the knowledge on the usage of cue cards. The learners may write the description of the weather on the cue cards to assist them in delivering the weather forecast. Other than that, the facilitator will provide mah-jong papers and markers to the learners to aid their weather forecast presentation. The learners may use the mah-jong papers to create a background for their weather broadcast video.

10 minutes will be given to the learners to brainstorm their idea that they want to deliver in the weather forecast and prepare for their presentation. The learners are expected to use at least 4 news phrases that they have learnt. After that, the learners start recording their weather forecast. The facilitator asks the learners to present the weather forecast in front of the class. In the meantime, the learners record the entire presentation of their respective groups for the purpose of further feedback and reference. Each group must upload the video of their presentation on a *Padlet* page prepared by the facilitator so the other groups could provide more opinions later. After the presentation, the facilitator gives feedbacks to each group. The learners give their opinions and briefly share their thoughts on classmates' presentations.

Facilitator shows a question in the *Padlet*. Each student is required to answer the question using one word. Group leader assemble their words and create a word cloud using Word Clouds.com. Then, the students upload their word cloud on *Padlet* for others to see and give feedback. The learners are given extra task in which they need to record a video on weather forecast in their hometown individually. Learners are required to upload the video on *YouTube* and share the link in *Padlet* under their respective group.

According to an article entitled ' Being strategic: Adult Learners and Speaking' written by Adrian Doff and Craig Thaine, oral practice can vary between very controlled to much freer activities. We chose to create a controlled activity with a discussion element as we are focusing on the production of the language function that we have introduced to the learners. This activity will help the facilitator to assess the learners understanding of the language function. Meanwhile, the element of discussion will provide the students with a platform to share their ideas. For this post speaking activity, we are taking into consideration the 6th approach suggested in the article which is to 'provide learners with role play/ discussion scenarios where

they can produce this language themselves'. Other than that, Raju Shrestha (2014) also mentioned that the teacher needs to create a context where the learners can practise using the language function as they need to be able to use the language function in a proper situation.

6.0 CONCLUSION

The activities prepared for all the three stages are coherent to the targeted field of discipline that we have chosen which is English for Journalism. The focused skills in each activity designed in the stages are different as to show that the targeted learners will actually acquire main skills along with integrated skills if they decided to pursue journalism. In the pre-activity, the focused skill is listening skills. Utilizing a video and a work sheet that consists of word puzzles as teaching aids, the facilitator enhances students listening skills and grasp their attention towards the topic of the lesson.

Writing skills is the focused skills in the while-activity. Materials used in while-activity include a set of notes that contain comprehensive explanations about the teaching point. The facilitator also used a template to help students to practice the activity that has been designed.

The last activity focused on speaking skills as speaking skills is undeniably important in the field of journalism. The learners are required to apply their knowledge in the activity in order to complete the task given. Materials such as cue cards were being used as it will further make the learners familiarize themselves using the cue cards. Facilitator also makes use of technology, for example website such as *Padlet and WordCloud*. *Padlet* enables learners to share their ideas, opinions and also feedback towards their friends' works whereas *WordCloud* is used to summarise the lesson.

The activity designed focused on different skills as it provides us with the insight that along with main skill that we have synthesise from the need analysis that had been administered to the target learners, there are integrated skills that learners need to acquire in order to excel in the field of journalism. Journalism has a deep connection with the society as society depends on journalism for any information hence it is important for the targeted learners to acquire variety of skills to deliver information in variety of way.

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APPENDICES

WORKSHEET 1

WORD SEARCH PUZZLE

NEWS ANCHOR'S MISTAKES

Instructions: Read the clues given. Based on the video that you have watched titled News Anchor's Mistake, find the correct answers using the clues given in the word search puzzle. Some answers might be more than one word.

Locate the given words in the grid.

U	Y	I	I	A	A	S	S	A	L	J	T	R	E	D	F
E	A	P	N	A	O	K	L	R	H	P	U	U	E	L	L
C	L	O	O	T	F	T	O	T	I	P	E	H	E	Y	E
T	L	H	F	T	R	H	W	R	N	N	R	S	B	G	S
T	T	E	L	H	A	T	C	R	A	L	M	X	S	S	M
P	Y	H	E	H	E	S	O	P	N	I	R	O	O	A	I
K	B	H	T	Y	P	O	O	N	S	C	R	I	P	T	H
N	R	O	T	O	H	E	K	D	M	Z	A	O	A	E	D
T	F	E	O	O	I	A	E	R	G	O	G	H	L	T	E
N	V	P	P	A	N	T	R	I	E	S	B	I	S	C	T
O	Y	T	S	C	C	C	R	K	B	T	C	L	N	N	C
T	E	A	N	E	R	C	E	R	S	M	L	N	I	S	E
U	W	H	R	U	G	E	C	L	Y	F	I	H	A	E	R
C	N	L	E	E	S	H	A	R	K	S	E	E	S	N	R
I	O	S	O	P	S	D	L	I	L	D	S	F	D	L	O
C	L	T	E	I	E	Z	L	B	L	I	R	C	L	N	C

1. The correct word that the news anchor said wrong. (P_____)
2. The title of the news that was reported by the news anchor. (S____ C_____ R_____)
3. The cause for the mistake committed by the news anchor. (T____ O_ S_____)
4. The action taken by the news anchor after he realised his mistake. (C_____ H_____)
5. Name of the Inside Edition's anchor. (L__ S_____)

WORKSHEET 1 (ANSWER KEY)

WORD SEARCH PUZZLE

NEWS ANCHOR'S MISTAKES

Instructions: Read the clues given. Based on the video that you have watched titled News Anchor's Mistake, find the correct answers using the clues given in the word search puzzle. Some answers might be more than one word.

Locate the given words in the grid.

U	Y	I	I	A	A	S	S	A	L	J	T	R	E	D	F
E	A	P	N	A	O	K	L	R	H	P	U	U	E	L	L
C	L	O	O	T	F	T	O	T	I	P	E	H	E	Y	E
T	L	H	F	T	R	H	W	R	N	N	R	S	B	G	S
T	T	E	L	H	A	T	C	R	A	L	M	X	S	S	M
P	Y	H	E	H	E	S	O	P	N	I	R	O	O	A	I
K	B	H	T	Y	P	O	O	N	S	C	R	I	P	T	H
N	R	O	T	O	H	E	K	D	M	Z	A	O	A	E	D
T	F	E	O	O	I	A	E	R	G	O	G	H	L	T	E
N	V	P	P	A	N	T	R	I	E	S	B	I	S	C	T
O	Y	T	S	C	C	C	R	K	B	T	C	L	N	N	C
T	E	A	N	E	R	C	E	R	S	M	L	N	I	S	E
U	W	H	R	U	G	E	C	L	Y	F	I	H	A	E	R
C	N	L	E	E	S	H	A	R	K	S	E	E	S	N	R
I	O	S	O	P	S	D	L	I	L	D	S	F	D	L	O
C	L	T	E	I	E	Z	L	B	L	I	R	C	L	N	C

1. The correct word that the news anchor said wrong. (P_____)
2. The title of the news that was reported by the news anchor. (S___ C_____ R_____)
3. The cause for the mistake committed by the news anchor. (T___ O_ S_____)
4. The action taken by the news anchor after he realised his mistake. (C_____ H_____)
5. Name of the Inside Edition's anchor. (L___ S_____)

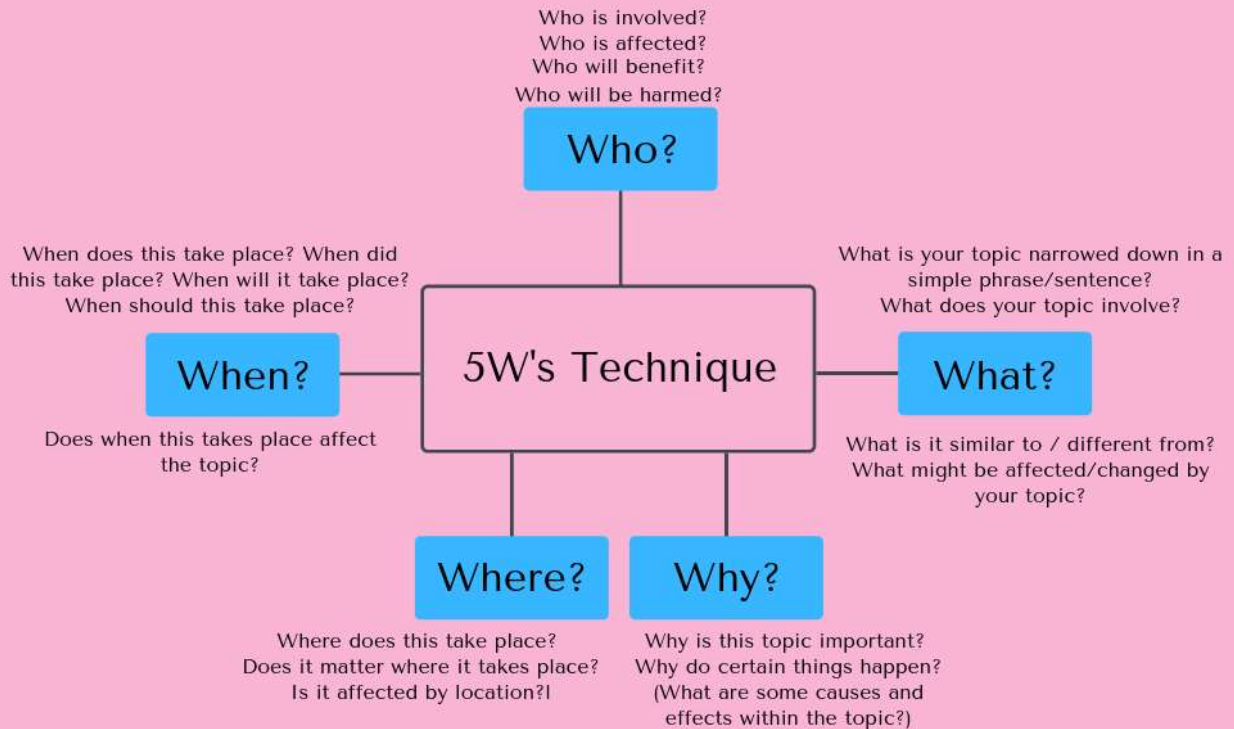
GOLDEN BADGE



NOTES ON 5W'S TECHNIQUE

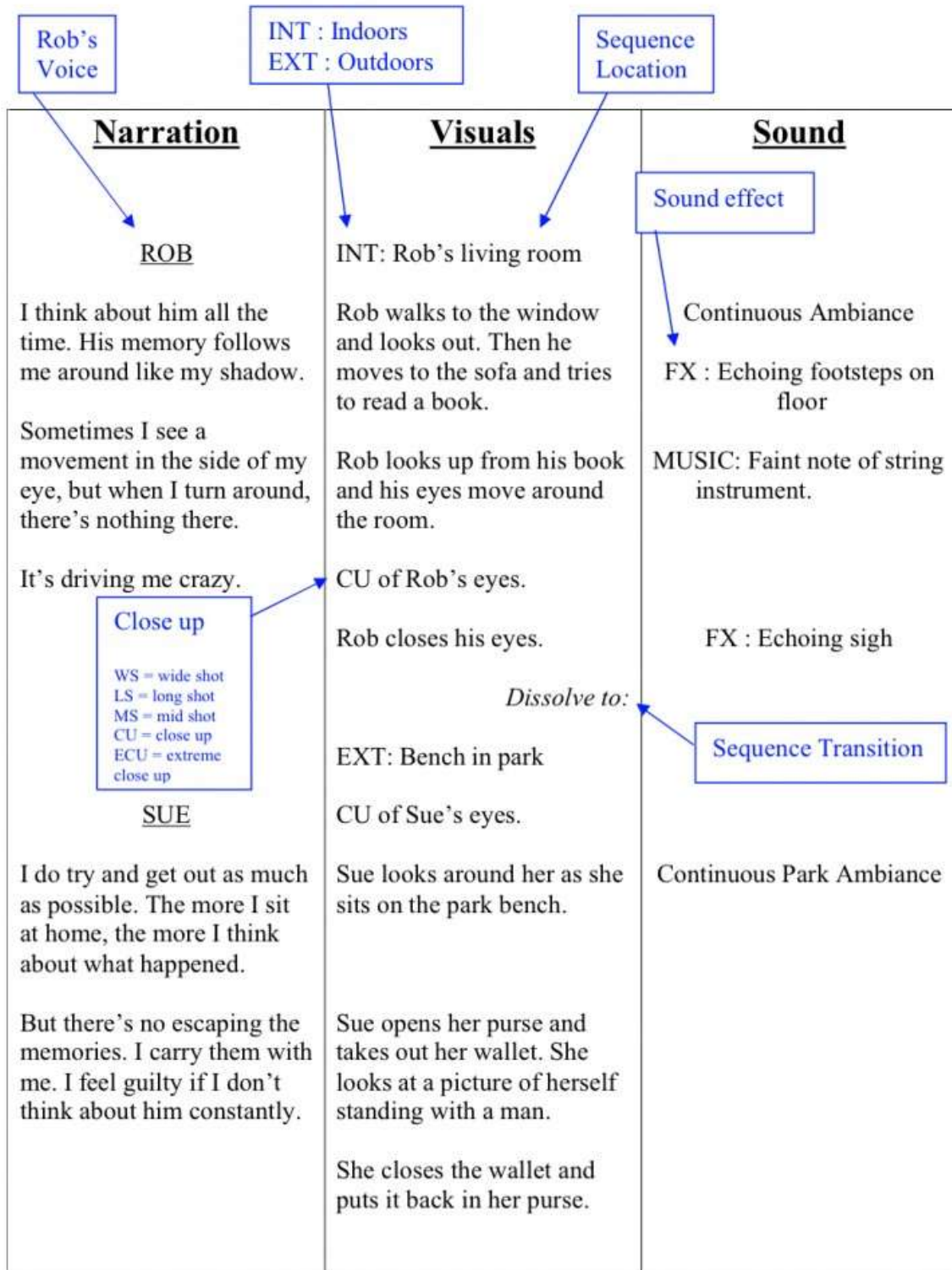
THE PRINCIPLE OF 5W'S

The 5 W's refers to the five questions that a reporter should answer in the lead paragraph of a news story (as long as they are relevant and make sense).



DOCUMENT SCRIPT TEMPLATE

SCRIPT FORMAT



SITUATIONS FOR POST SPEAKING ACTIVITY

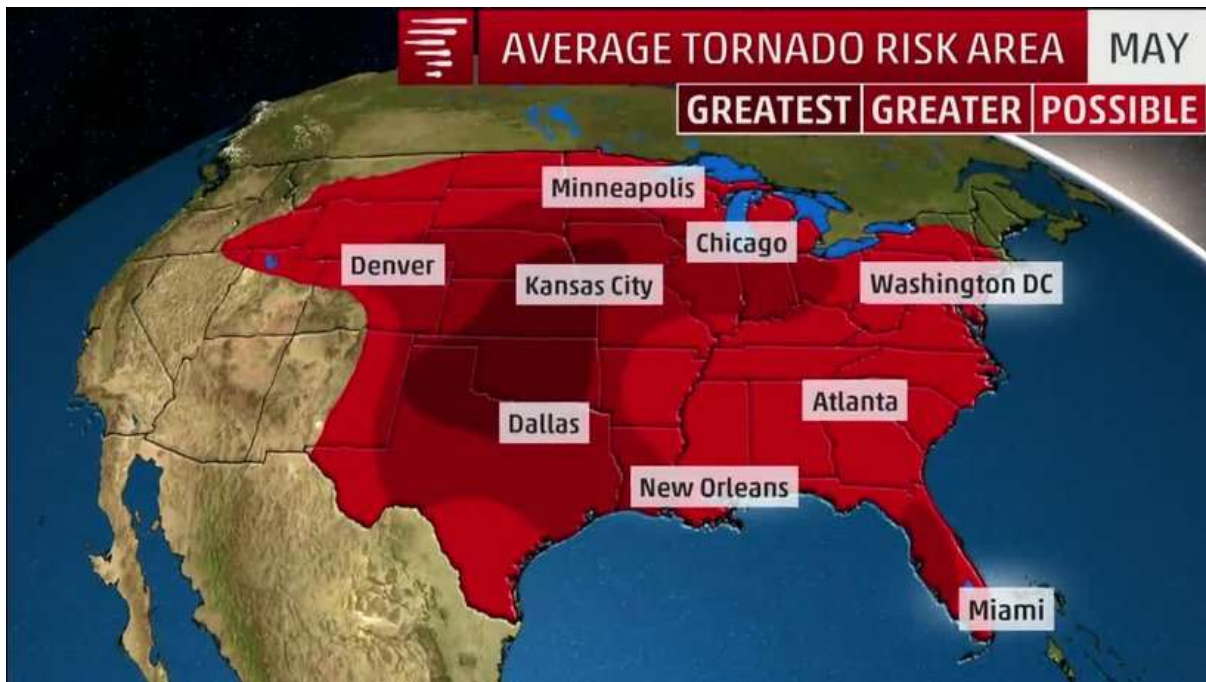
1. EXTREME SNOW



2019 kicks off with extreme weather as heavy snow blankets large parts of Europe

- Article dated on January 1 2019 by Euronews
- 'Beast from the East' is throwing its weight around, delivering heavy snowfalls across Europe.
- the army were drafted in to help out in Alpine villages
- in the Tyrol province some ski slopes were closed.
- Germany - unusually heavy snowfall in several areas has caused traffic chaos, and some schools weren't able to open.
- Norway - A number of flights were cancelled at one airport, school bus was blown off the road.
- Expected to last several days
- Serbia and Greece - are also affected

2. TORNADOES



Tornadoes, Tropical Cyclones and Temperature Jumps: Here's What May's Weather Is Known For

Description:

- The article is dated on April 30 2019
- The risk of tornadoes increases in the Plains in May.
- The eastern Pacific hurricane season - begins on May 15.
- Temperatures continue to increase
- making it feel more like summer in some areas.
- The chance for snow and freezing temperatures decreases.
- Alabama has already sees more tornadoes this year than its yearly average.
- The South has already seen several rounds of severe weather this spring including a record-tying outbreak of 44 tornadoes in Mississippi on April 18

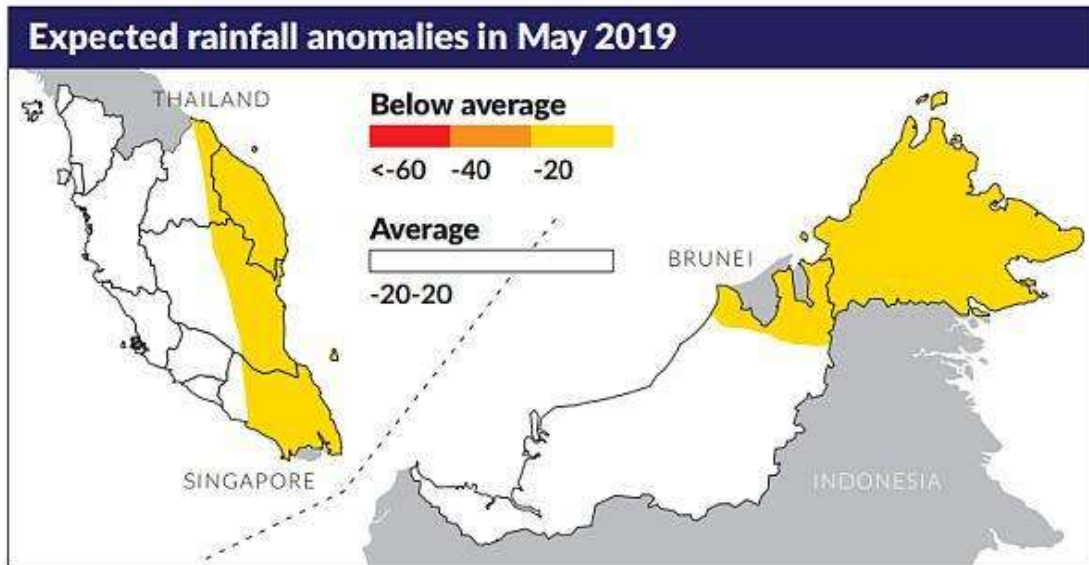
3. FLOOD



Floods: Australia, a country in the grip of extreme weather bingo

- The article dated on : February 9 2019 by Adam Morton and Ben Smee in Townsville
- Over the past fortnight, the northern Queensland city's 180,000 residents have been hit by a monsoon strengthened by a low-pressure front that dragged moist air south from the equator to Australia's top end.
- 1.4 metres of rain in less than two weeks – roughly double what falls on London in a year.
- has wrecked homes and caused hundreds of millions of dollars of damage to property.
- Two men have drowned
- in Hermit Park peaked at least two metres high on some homes
- he road was decorated with debris – furniture, white goods and children's toys – pulled from homes as the water receded

4. EL-NINO

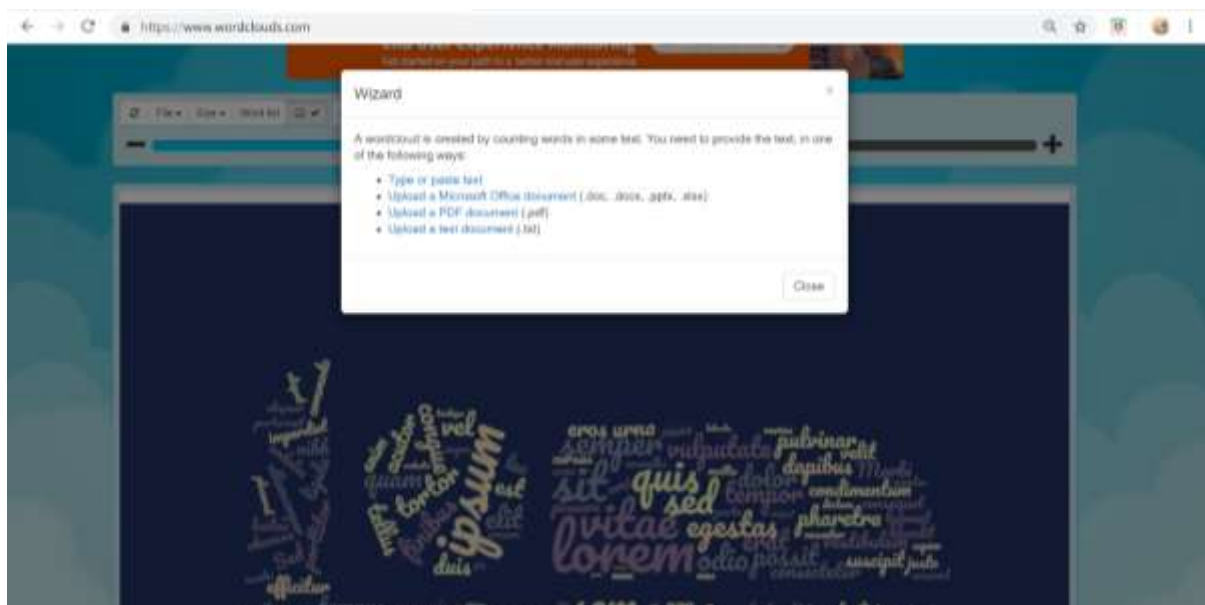


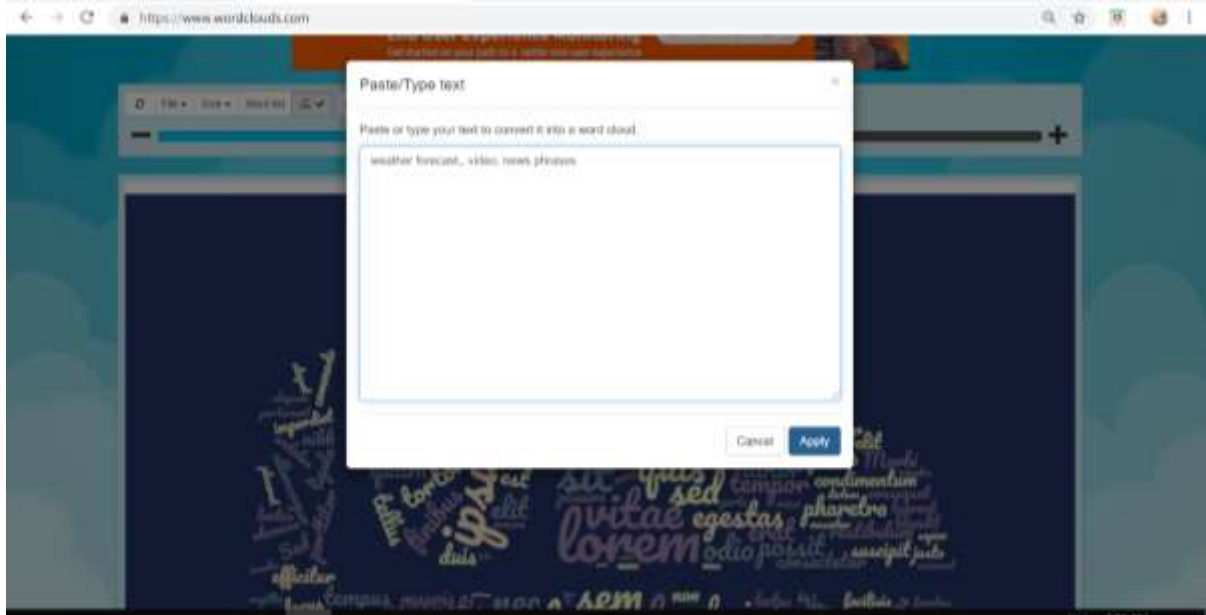
- The Star Online, dated on May 5 2019 by Clarissa Chung
- Thunderstorms are likely now especially in the evenings
- Malaysians should brace themselves for dry and hot weather - the southwest monsoon.
- The Malaysian Meteorological Department (MetMalaysia) said the southwest monsoon is due now and expected to last till September.
- would lead to a drier climate and less rain cloud formation,
- Johor, Melaka, Terengganu, Pahang and the coastal areas of Kelantan are expected to receive slightly less than average rainfall, - falls below 150mm.
- Areas in Sabah such as Sandakan, Kudat and Keningau - expected to experience rainfall amounts slightly below average.
- global climate models are forecasting that the El Nino phenomenon has about a 65% chance of taking place until August.
- However, it would be a weak one and would not impact the country's weather drastically, unlike in 1998 and 2016.

CUE CARDS

A grey rectangular area containing ten horizontal white lines, intended for writing notes or a forecast. The lines are evenly spaced and extend across the width of the area.

WORDCLOUD APPLICATION





PADLET PAGE FOR POST-SPEAKING STAGE

The screenshot shows a Padlet page titled "WEATHER". On the left, there is a black box with white text containing instructions for a group activity. The instructions are as follows:

1. This is a group work.
2. Based on the type of weather that has been assigned to your group, create a weather poster.
3. You are required to use at least 4 new phrases that you have learned in the weather lessons.
4. You will be given 10 minutes to brainstorm the idea and write the poster you wish to submit to the next week's lesson.
5. Each group is required to present the weather poster to the class.
6. You need to record your writing presentation.
7. Upload your presentation using the online assigned to you.

Below the instructions, there are seven cards labeled "GROUP 1" through "GROUP 7". Each card features a different weather-related image (such as a map of Indonesia, a storm, a sunset, and a person in a boat) and a title: "CLIMATE", "EXTREME WEATHER", "FLUKE", "TORNADO", "CLIMATE", and "CLIMATE".

The screenshot shows a Padlet page titled "Word Cloud". On the left, there is a purple box with white text containing a question and a blue box with white text containing instructions. The question is:

QUESTION
What you have learned from previous activity?

The instructions are:

1. Answer the given question in word individually.
2. Assemble the words.
3. Create Word Cloud using the words.
4. You can use <https://www.wordclouds.com/>
5. Upload your wordcloud in the Padlet for your friends to see.

Below the instructions, there are six cards labeled "GROUP 1" through "GROUP 6". The main area of the page is dominated by a word cloud containing various words related to journalism and media, such as "journalist", "editorial", "newspapers", "sources", "information", "magazines", "internet", "radio", "reporting", "papers", "profession", "reality", "style", "headline", and "journalist".

LINKS ON PADLET

Padlet links:

1. LINK TO STUDIO WEATHER FORECAST

<https://padlet.com/ummualias/ou89d3rk14sc>

2. [LINK TO WORDCLOUD](#)

<https://padlet.com/csivachan/n9af0j19pwh5>