

Teaching Receptive and Productive Skills in an English Lesson Using Digital Learning Resources

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Abstract. This paper discusses how to implement teaching stages that cover receptive and productive skills in an English lesson using digital learning resources. Throughout this paper, the authors elaborate on the teaching stages which include *brainstorming*, *highlighting vocabulary*, *predicting text*, *rearranging jumbled paragraphs*, *listening to the right order*, *reading comprehension*, and *acting out the story*. It is expected that English teachers would find the teaching stages useful and applicable to assist their students to achieve the lesson objectives. Here, the teaching-learning process can be maximized by using ubiquitous audio-visual learning materials such as online images and YouTube videos downloadable from the internet. This can prove useful for students as these materials can easily trigger or further propel their imaginative ability to later construct virtual environments that are helpful for their own understanding of the texts or materials given in class.

Keywords: digital learning resources, productive skills, receptive skills, reading.

1 Introduction

Most English teachers in Indonesia know the concept of receptive skills (reading and listening) and productive skills (speaking and writing). However, whether they know the importance of integrating receptive and productive skills in an English lesson is another matter. Integrating productive and receptive skills into the classroom is fundamental and beneficial for learning success as they play an important role in communication [1], [2], [3]. Considering the importance of integrating productive and receptive skills in language teaching, this paper focuses on how to implement teaching stages that cover these skills in a reading lesson. Reading is selected for this article because Indonesia's reading literacy level was quite low, ranking 74th out of 79 countries surveyed by the Programme for International Student Assessment (PISA) in 2018 [4]. This fact emphasises that developing reading literacy among Indonesian learners should be one of the top priorities in Indonesia's education system.

Teaching receptive and productive skills in an English lesson can be optimised by using digital learning resources such as ready-at-hand audio-visual products such as images on Google

Search and videos from YouTube channels. Digital learning resources are becoming more popular and increasingly important at every level of education for diverse purposes [5], [6]. Churchill [7] refers to digital learning materials as multimedia content that is created specifically for educational and training purposes. He suggests that there is a wide array of digital resources available on the web and other platforms, serving different functions like delivering news, marketing, or entertainment. However, digital learning materials are designed exclusively to facilitate learning and not for any other informational needs. Consequently, their design is focuses on enhancing the learning experience and optimizing the use of multimedia in educational activities, as well as the development and management of these resources for this specific purpose.

In the era of digitalisation, the integration of technology and digital resources into teaching materials and classroom activities is inevitable. In Indonesia, the use of digital information and technology is stipulated in the national curriculum and should be integrated into all subjects including English [8], [9]. This policy was made considering the benefits of using digital resources and technology in education. Digital learning resources are extremely beneficial for students because these materials can easily trigger or further promote students' imaginative abilities to later construct virtual environments that are helpful for their own understanding of the texts or given materials in class, create a more interactive classroom atmosphere, and increase students' engagement, motivation, and autonomous learning [10], [11], [12], [13], [14]. In addition, NAEYC and the Fred Rogers Center [15] and the Council on Communications and Media [16] have reported that the use of educational technology and interactive media has a positive impact on traditional educational materials when used appropriately as a supplemental resource.

This article provides an overview of some theories of digital learning resources and receptive and productive skills, complemented by examples of how they are taught in classroom practice. The authors then elaborate on teaching stages that cover receptive and productive skills and digital learning resources in an English lesson. Here, the authors expect the audience to recognise that integrating receptive and productive skills using digital learning resources in an English lesson is manageable and important for their students in order to achieve the lesson objectives.

Digital learning resources generally refer to multimedia content that utilizes technology and is specifically designed to meet educational and training objectives [7]. In addition to disseminating information, promoting products, or providing entertainment, the Internet and other platforms offer a wide range of digital resources that serve diverse purposes. In contrast, digital learning resources are exclusively designed to facilitate learning and do not serve any other educational or informational purposes. The most effective digital resources for learning are those intended for use and reuse within the context of learning-centered activities. Learning-centered activities are meticulously crafted to actively engage students in tasks and foster the processes of knowledge construction and utilization. Examples of such activities include troubleshooting tasks, design tasks, or case studies. Therefore, there exists a need for a practical framework and a guiding model for teachers on how to effectively utilize digital resources for learning and achieve the desired learning outcomes within the multidimensional curriculum.

Teachers should assume a pivotal role in the design of learning-centered activities and the facilitation of learning instead of merely transmitting pre-packaged knowledge to passive learners. Various types of digital learning resources are utilized in the field of education by both

teachers and students, including slides, recordings, online lectures, e-books, digital images, drawings, photographs, videos, and posters [17], [18], [19], [20], [21].

Currently, teachers commonly utilize electronic resources in their classroom instruction due to the conviction that they can enhance students' learning. The flexibility of accessing and utilizing digital learning resources has been proven to stimulate both educators and students to utilize these resources [19], [22]. Furthermore, high-quality digital learning resources can enhance productivity by refining practices and accommodating students' needs [23]. There are, however, certain challenges associated with the utilization of digital learning resources. [21] and [23] discovered that employing digital resources can be time-consuming. Additionally, teachers may encounter difficulties in locating pertinent learning resources, lacking the necessary knowledge to effectively use these resources, facing a shortage of information and communication technology infrastructure, and grappling with unreliable internet connections [24], [25].

Taking into account all aspects of digital learning resources, the authors recommend that educators carefully select materials that align with their learning objectives. Teachers can also collaborate with one another to identify suitable digital learning resources and design lessons incorporating these resources.

Receptive skills or sometimes called passive skills are skills that learners only receive and understand without producing them. They are listening and reading. When learners are studying a new language, they usually start with a receptive understanding of the new elements and then move on to productive use of the language. The relation between receptive and productive skills is complicated, with a set of skills supporting the other skills naturally. For example, the development of reading skills can contribute to the development of other skills such as writing skills [1], [26].

To give a clear example of teaching receptive skills, the authors give an example of a lesson taken from [27]. The topic is '*Things at Home*' and the aim of the lesson is to help students become better at using '*there isn't/aren't*' and asking questions using '*is/are there*' in relation to things at home. He began the lesson by setting up a listening activity and asking students to fill in the gaps using the expressions '*There isn't/aren't and Is/Are there*'. This opening activity indirectly gave the students some examples of how to use the target tenses. In this way, the teacher allowed the students to learn the pattern inductively and naturally, rather than introducing it at the beginning. Such inductive learning is believed to enable students to store the rules in their long-term memory [287]. The teacher then continued the lesson by highlighting the form found in the listening scripts and asking the students to practise using the expressions '*is/are there*' and '*yes, there is/are and no, there isn't/aren't*' in pairs, asking and answering questions about what is in their partner's bag. In this way, the teacher encourages the students not only to practise the rules they have learnt but also to exchange information communicatively in a real situation.

There are, of course, other alternatives for developing students' receptive skills, and in fact, some alternatives are simply more effective than others, depending on the different situations the learners have at the moment of learning (facilities, materials, etc.) Therefore, unlike the discussion above, what we are going to discuss in the next part of this article is more of a suggestive learning scenario rather than an actual practice. Nevertheless, we think that it is very important that such scenarios are told or discussed, as they are always applicable to many classes and/or generate more practical and effective teaching ideas.

One of the best ways to acquire and develop receptive skills more quickly is to use audio-visual materials to support whatever text material the class is currently using. Learners can use audio files of the texts available on the Internet to help them understand the text or stories they are reading. This leads to the fact that multimodality can improve learners' autonomous learning, enhance their comprehension and improve students' English receptive skills [29], [30], [31]. In practice, teachers often find that some, if not many, students often have great difficulty understanding text-only materials simply because they do not know what kind of object they are reading, let alone how the object works or functions. For example, all students will know what a door is and what it looks like, but probably only one or even none of them will know what or where the jamb, hinge, hinge bar, door tracks (top, lock, and bottom), threshold, head, and mullion are. This difficulty can easily be overcome by adding relevant audiovisual material. With this type of media, students can not only hear or listen to the sounds of words, but they can also actually see or look at the things that are being used as a learning topic. These auditory and visual elements add a significant effect to the learning process as students can mentally perceive and process how things look and are pronounced at the same time as they learn something new. However, the higher the level or ability of the students, the more complex the use of audio-visual media as learning materials should be, and it can sometimes be a bit difficult to find relevant audio-visual materials that match the topic of the reading lesson, especially if the materials have been previously prepared or developed to be used for learning a particular topic.

It is not impossible to find relevant - or even better, interesting - audio-visual materials to use as alternative learning media in any reading subject. One of the easily available audio-visual media is the videos made and uploaded by YouTube users. There are really many advantages that this kind of material offers both teachers and students when learning certain (or even different) aspects of receptive skills. One of the obvious advantages is that most of these videos are immediately usable since they can be played without first having to be downloaded. Most of the videos are also free, and they offer a wide variety of topics, from the most common, such as family activities, to more specific ones, such as political and/or scientific discussions.

The next best thing about using YouTube videos is that not only are most of them made by native English speakers, but often these videos are made in the context of English culture. In other words, watching these videos is almost the same as experiencing English firsthand, as the language is spoken directly by the native speakers in their (almost) natural habitat to discuss current issues. The catch, of course, is that although these YouTube videos allow learners to experience English first-hand, they can only do so virtually. Still, virtual be they may, the learning experience and process with YouTube videos can offer many variations and beneficial advantages only these materials can give. It is in this very light that we propose some samples of how beneficial exposing students to more diverse sources such as YouTube videos can be.

If, for example, our reading topic is cooking, we can choose two simple videos: one showing a family having a barbecue in the garden and the other showing the family cooking in the kitchen. Teachers are suggested to watch the videos first and list or note down anything useful from the videos to use as discussion material in class. They could also adapt their notes according to the students' ability or grade level and later combine simple "is/are there" questions with more varied, complex, or abstract topics from the videos. Here, for basic-level students, teachers could use identification, listing, or matching methods to find out what students can see or recognise in the video. We also advise teachers to note that we refer to and freely use Bloom's Low and later High Orders of Thinking Skills [32], [33]. The importance of this is that teachers

are always free to be as creative as possible to have, build and use their own scenarios, methods, and even strategies using the same Bloom's HOTS and LOTs concepts.

In the *indoor cooking* video, teachers can start with questions such as "Are there any kitchen utensils that you cannot find in your own kitchen?" or for a more challenging question, "Are there any ingredients (or more specific items such as vegetables, fruit, etc.) that you cannot find in your kitchen?" Of course, teachers can encourage students to take the learning process further by asking them to form groups or pairs to practise discussing and answering questions such as "Do you know the names of fruits, utensils, etc.?" or "Can you describe how to use the utensils, or where to buy the fruits, or how much they cost in your area?" and so on. In this way, the students can actively practise their receptive skills and have a more immediate chance to use the receptive knowledge in productive skills, even if it is very short or limited.

The next outdoor or backyard video can probably provide even more opportunities for teachers to use it as a learning material and to develop or train students' receptive skills more effectively. For the basic level, teachers can use the same strategy as in the above scenario, i.e., focusing on identifying more concrete or physical objects. But for higher levels, such as intermediate, they can have a bit of variation, requiring a mix of identification and substitution. Questions still using is/are can be such as "Is/are there any cooking utensils (ingredients) that you are seeing for the first time or are unfamiliar with?" or "Is/are there, to the best of your knowledge, any local utensils that have the same functions as those in the video?" or "Is/are there any local ingredients that can be used as alternatives to make the same dish?" Teachers can also use comparative methods to challenge students' receptive skills as they acquire new knowledge from the video or reading materials by asking questions such as "Are there any similarities (or differences) between how the family cooks in their backyard and how your family cooks in your kitchen?"

For high-level students, the simple *Is/Are there* questions can be tallied to trigger even more complex knowledge by asking conceptual things or ideas related to the topic. Teachers need only to remember that concepts may involve both ideas and behaviours, hence the teachers could start asking the students some concrete things or matters before moving on to something more abstract. For instance, students may be asked to notify concrete things with questions such as "Is/are there any flags or ornaments you find interesting?" or "Is/are there any items or products you would call strange or unfamiliar?" or better, "Is/are there any behaviours (including expressions, dressing ups, etc.) you think are funny or challenging?"

From these questions, teachers can continue with the (pair or group) discussions to stimulate the students' productive-receptive skills, as they will be doing the speaking and listening process intermittently. Alternatively, teachers can continue with more complex questions to stimulate the students' imaginative thinking. These questions might be like, "Is/are there any cultural practices that are different or similar to yours?" or "Is/are there any ideas (including intentions or purposes) that you can infer and explain as to why these people do such-and-such?". The most important thing about this level of questioning is that students must be able to make inferences by reading (i.e., watching and observing attentively) the audio-visual materials given to them. From this point on, it is up to the teacher to decide how to lead the class in the discussions, as the students can work in pairs, groups, or even in whole-class presentations, in order to continuously train their receptive/productive skills.

When designing classroom activities and questions, teachers can use Bloom's lower-order thinking strategy of observation and combine it with the higher-order strategy of imaginative

or critical thinking to stimulate students' cognitive construction, starting from the receptive skills of reading and listening to audio-visual materials. It is suggested that teachers should be creative in constructing questions that can help to build students' knowledge much more effectively and efficiently based on their own specific challenges in their classrooms.

The reason for our appeal in the last part of the previous paragraph is that we would like to kindly remind all teachers that all those questions are just samples. that the teachers can always change or suit with whatever reading text-materials they are using in their class. What we really want to point out is that those videos can function both as great learning alternatives and as resources to build or generate further questions to help stimulate or enhance the students' receptive skills quicker or better while they have their reading sessions.

2 Productive Skills

Productive skills, known as active skills, include speaking and writing. They are called active skills because learners produce the target language after receiving and understanding it. For example, in a poetry course, learners acquire receptive skills by listening to and reading a poem. To acquire productive skills, learners can be asked to write down their own poems as a group project. To illustrate how productive skills can be taught, the authors use one of the authors' earlier lessons published in [34]. The lesson aimed to help students understand and use determiners: *this/that/these/those* in relation to '*Things around Campus*'. The lesson started with a listening activity where students had to circle the correct answer based on conversations in a campus library they heard. This activity gives students the opportunity to see how these words are used in a real dialogue. Then, the teacher played another audio focusing on the pronunciation of *this/that/these/those*, What's that?, What's this?, What are these? and What are those? around campus. The students then practise pronouncing these expressions correctly.

Moving on to productive skills, the teacher set up a pair-talk activity in which the students practised What's that?, What's this?, What are these? and What are those?. They were asked to work in pairs where one student would find the objects in the pictures on the left and test his/her partner about the objects. Finally, the teacher asked the students about the things around their classroom and asked the students in pairs to take turns in asking about the things. By giving them various productive activities, it is expected that the learners would be able to accurately produce the targeted expressions in real communication.

2.1 Alternatives for developing students' productive skills with digital learning resources.

As in the previous receptive part of our paper, the practice of students in pairs can be done by integrating different techniques and/or strategies that involve digital learning resources and virtual environments, using the available YouTube videos and/or other visual products such as images or portraits. Once again, it is up to the teachers to find the appropriate or relevant audiovisual materials that best suit their specific topic at that particular time of the lesson. It is also suggested that teachers use their most creative efforts by combining different levels of Bloom's hierarchy of thinking skills to create necessary situations that are most conducive to classroom learning. Such efforts may include but are not limited to, creating brainstorming and/or ice-breaking activities (whenever necessary), creating triggers for follow-up questions, providing more image or video samples as additional references, and so on.

Similar to the exercises for developing students' receptive skills, teachers can always adapt their level of visual images or YouTube videos to best suit their learning ability. For example, the

teacher can prepare specific vocabulary, even specific or unique jargon used only by certain fields of science, if he/she thinks that such specific terms will help the students, especially those at higher levels, to read the given text material and the additional audio-visual material more effectively, so that they could understand the contextual meanings of these materials much better. Alternatively, the teacher can first look for visual or video materials that discuss or contain abstract nouns or concepts, if the class needs such topics. Otherwise, the teacher can always opt for more varied images and/or videos, preferably short or simple ones, as either brainstorming or ice-breaking materials to start a class discussion before pairing the students afterward.

The above concern, if not conscience, can be particularly important if teachers really want to emphasise the fact that there are more and more acceptable ways of speaking or pronouncing English, and that non-native speakers (especially content creators) are no longer shunned just because they speak 'personal' accents, sometimes barely recognisable, when communicating their video content. Perhaps even more importantly, such a concern can contribute to the learning of English under more diverse conditions, especially when teachers believe that students need not always try to imitate either British or American accents as the "standard way of speaking English", which can sometimes lead to great difficulties, if not humiliating or traumatic experiences, for students learning their English. Needless to say, this very issue of multiculturalism in English language learning can always be brought up as reading material in more serious teacher-to-teacher discussions or in any classroom discussion level with those dealing with the power relations of English as an "international language".

With regard to the practical use of images or YouTube video material for the subject of reading, we suggest that teachers start simply by optimising Bloom's low level of recall or remembering. They can formulate questions that ask students to notice or list things in the pictures or videos, such as "What are these things called?" or "What are these products used for?" Even at this point, teachers can increase the challenge by using what we call 'negative recall', which can help teachers to notice or target what is actually partially or fully stated, even if unstated in the sentences, as a logical consequence of the inference process [34]. Similarly, 'negative recall' can challenge students' imaginative abilities even at this simple stage of recall, by asking questions such as, "What are those items that were not present in the videos but that you think the speaker should have included?" or "What are the other functions of these products (items) that you can think of but are not shown in the video?"

The next step for teachers to maximise the potential of digital learning materials is what we call the 'environment broadening' strategy. This is basically a structural concept of relating items, which is also paired with Bloom's middle order of constructive or comparative thinking. This is still somewhat relevant to our previous 'negative recall' strategy, as here teachers only need to realise that their classroom is not the only environment that is present at the moment learning takes place. Therefore, teachers can always take the discussion of such materials and apply it to larger environments, such as starting from outside the classroom, turning to the whole school complex, the school's neighbourhood or block, and or even further up to the city, states, countries or the world. What is important in this strategy is that students are always asked to think of or use their imagination to construct different virtual environments as necessary settings for any objects, people, or events.

Teachers can also link the wording of the question to any topics or learning elements the class has now or has had in the past. For example, if the discussion is about nature, teachers can ask, "What are the flowers or plants you see outside your classroom or school garden?" after

watching any kind of landscape video. Alternatively, if the class has just learned or is watching videos about directions or prepositions, teachers can formulate questions such as "What is the building on the far left of our classroom?" or "What are the buildings across from our school complex called or used for? For example, when teachers are using audio-visual materials such as pictures and videos of geographical locations, they can always start with questions such as "What is this island down in Kalimantan?" or "What is the country in the far north of Turkey?" or the like, depending on the teachers' creativity and the needs of the class.

We believe that this strategy of 'virtual construction' can be particularly effective with middle to high-level students, although lower-level students can always benefit from the method. This is especially true when the class needs to discuss more abstract concepts such as manners or cultures in general. The simple "*what is/is this* " questions can be very effective to start the discussion if they are used to asking, for example, "What, as the video shows, are those things that people usually buy to celebrate the New Year?" or "What are those activities that people often do when they prepare to celebrate Independence Day, as you can see in the video?" From these questions, teachers can move on to asking students to compare or even analyse the topic by asking them questions such as "What are those things people like to do when they celebrate New Year here? or "What activities do people in our country usually do to celebrate our Independence Day?" After these questions, teachers can continue to encourage students to talk about abstract or ideal concepts, such as "What do people try to achieve by doing such and such things? or by celebrating an occasion in one way and not in another?"

We always like to remind teachers that all these questions are models or examples that they can easily modify, change, alter, delete, or even scrap altogether and formulate their own question constructions. What we really want to emphasise is the very purpose of using these specific images, YouTube videos, and other relevant digital learning resources as additional materials, i.e., to further stimulate class discussion, and thus promote productive skills, with a variety of materials, including those which are not directly shown in the videos or images, but which are always present as implied or clue-like materials. However, we still encourage teachers to use such strategies as they find appropriate for their class. This is because all texts, whether written, spoken, visualised, or audio-visualised, can provide more information if we care enough to look for it and pay more attention to the details of its content.

For a simple example, if there is a video showing people celebrating Christmas, the video should tell us more than what it actually shows. For example, the big tree that is often seen in many videos is usually already set up, even beautifully decorated, somewhere in the family room. Seeing this, teachers and students should only have to remind themselves that such a state cannot occur without other prior occasions. Hence the questions: "Where do they get the tree?", "How do they get such a big lump of a tree into their house?" With just these two questions, the teacher and the students can already deduce as much information as the details that are never shown directly but are always given indirectly. With the first question, they could talk about different ways of getting the tree, such as buying it in the shop in question, which would also lead to questions such as "What other items are sold in shops like this? "Do you have this kind of shop in your area or country?" and many others.

Even just seeing a tree placed in the family room can trigger different types of discussions, especially those related to family values or culture. For example, "Why did the family decide to put the tree there?" "Did they have a 'family meeting' to decide where to put the tree, or was there always an authoritative figure in the family who decided things?" "What happened or is happening in your own family?" All of these questions can be changed or modified as starting

points to look for other objects, products, behaviours, or even practices, such as lamps, ornaments, the way people dress at certain times of the year, the seasons themselves, etc.

All the above triggering questions can be very helpful if teachers want their students to have better practice in productive skills, including speaking and later even arguing. We believe that our strategy can help to stimulate students' productive skills by asking them to use their virtual faculty as imaginatively and critically as possible towards all kinds of texts they see or read.

3 Integrating Receptive and Productive Skills

The integration of receptive and productive skills in one lesson is an interesting issue that teachers discuss. [36] and [1] mention that students must be given the opportunity to use all language skills in meaningful, functional, and collaborative activities. In this approach, language is not only used to learn but also to communicate. Therefore, integrated teaching must emphasise the involvement of all four language skills associated with the supported skills, including vocabulary, syntax, meaning, structure and usage [36]. It also involves learning the language in natural contexts. Teachers should be able to choose topics that might interest students in order to motivate and engage them in the lesson. [38] states that by integrating receptive and productive skills, learners develop fluency in English by using English to communicate for a variety of purposes.

We would give an example of integrating both skills in a reading lesson because the authors are concerned about reading instruction at schools to improve students' literacy skills. In Indonesia, the development of reading in English has been a central issue because reading is prioritised in English language teaching at all levels of education [39]. Moreover, the integration of teaching four English skills can be done in reading lessons, as supported by [28] and [38], arguing that an integrated lesson can start with noticing language expressions in a text (reading), followed by doing various activities that cater the other three skills (listening/writing/speaking).

In integrating receptive and productive skills, we choose a story entitled *King Solomon and the Two Mothers* (also known as *King Solomon and a Baby*) as the reading material. In this lesson, the writers use digital resources in the form of videos, images, texts, and prompt questions. The videos can be accessed through the following links:

- <https://www.youtube.com/watch?v=Z9-6xS8zN8I>,
- <https://www.facebook.com/Newgenerations/videos/story-of-king-solomon-and-the-two-mothers/924395375137857/>

Other digital materials can be taken from the following links:

- <https://www.istockphoto.com/id/foto/solomon-mendengar-dari-dua-wanita-gm471863833-26822423>
- https://en.wikipedia.org/wiki/Judgement_of_Solomon

- https://www.google.com/search?rlz=1C1CHBD_enID1044ID1044&sxsrf=AB5stBhSkNtzuWKqoaH6UJI_NoZo68ERaQ:1688791464118&q=King+Solomon+and+the+Two+Mothers&tbm=isch&sa=X&ved=2ahUKEwjs28W6pv7_AhVwcWwGHYGpCkcQ0pQJegQIERAB&biw=1366&bih=625&dpr=1

Furthermore, we offer the following teaching stages that include *brainstorming*, *highlighting vocabulary*, *giving the title of the story*, *predicting the text*, *rearranging jumbled paragraphs*, *listening to the right order*, *reading comprehension*, and *acting out the story*:

1. The first teaching stage is in '**Brainstorming**', which aims to introduce students to the theme of the story so that they can more easily relate to the characters and plot of the text. This stage is carried out by:
 - a) Asking the students if there is a baby in their family. How would they feel if someone stole their baby? What would they do? Why do people steal babies?
 - b) Dictating words from the text about the king and the baby: woman, baby, dead, exchange, steal, insist, settle the matter, sword, divide, give.
 - c) Asking the students to look at pictures and/or videos of this story. Do they have the same ideas about royal attributes such as the king's robe, throne, crown, etc.? Do they have the same character descriptions of the two mothers or the baby? Did they think of any minor characters in the story before looking at the audio-visual materials?

2. The next stage is '**Highlighting Vocabulary**'. The purpose of this step is to highlight keywords in the story, to prepare students for the prediction task, and to check the meanings of keywords. In this stage, teachers can:
 - a) Check the meaning of any words that may cause difficulties, e.g.
 - sword/divide (show/draw a picture/symbol and ask what it is)
 - swap/steal (act out with another pupil by swapping pens or stealing something from someone when they are not looking)
 - settling the matter (describe a short situation where two people are angry about something and then find a solution)
 - b) Ask the students to look at the pictures or videos and see if they have similar or even different results in terms of objects, clothes, concepts, or ideas to those shown in the story.

3. The next activity is "**Giving the Title of the Story**".

The teacher tells the students the title of the story they are going to read: *The King and the Two Mothers*. This will prepare the pupils mentally for the prediction and virtual creative construction tasks.

4. After informing the students about the title, the teacher can start the next activity "**Predicting the Text**". This step should prepare students to read the text by first creating a version of the text in their minds. This version of the text is an important virtual construction as students learn to visualise the story based on their own (cultural) background. Therefore, it is recommended that teachers always encourage and never negatively criticise the 'virtual worlds' that students build, no matter how absurd they may seem at the moment. In this step, teachers can do the following activities:
 - a) Put students in pairs or small groups and ask them to predict the story based on the words given.
 - b) Ask a few students to share their ideas with the class.
 - c) Ask some of them to imagine what the 'kingdom' looks like using their own creativity (this can be partly based on what the throne room looks like, how the king dresses up in court, etc.)
 - d) Ask some of them to compare the representations of the kingdom in the story (texts, pictures, and videos) with any kingdoms, including their local ones, to find differences and similarities.
 - e) Use Bloom's substitution strategy to stimulate students' creative thinking such as by asking them what they would do if they were one of the characters in the story (the king, one of the servants, one of the mothers, etc.)

5. The next teaching stage is "**Ordering jumbled paragraphs/Skimming**" which is done in a group to practice how to negotiate meaning and to do skimming. Here are the activities for this step:
 - a) Hand out cut-up version of the text.
 - b) Ask the students to skim the story and order the paragraphs.
 - c) Ask them what they looked for to help them decide on the order of the paragraphs.
 - d) If the teachers have more pictures, they can also rearrange the pictures.
 - e) Teachers with video editing skills can deliberately cut the scenes of the video at random and ask the students to look at the scenes and rearrange them later.

6. Then, we do '**Listening and watching for the right order**'. Teachers play the video to tell the correct order of the story and ask students if their prediction is correct or not. The aim of this stage is to give the correct order and a reason for reading the gist. In this case, teachers are advised not to be too critical if they find that pupils' imaginations or virtual constructions are too far removed from the original version of the story.

7. The next stage is '**Reading Comprehension**'. The aim of this stage is to focus on the overall meaning or main ideas of the text. The procedures for this stage are detailed below.
- a) Ask some short questions based on the story. Teachers can use or modify any of the sample questions we have formulated above, or better come up with their own creations.
 - b) Teachers can continue with more probing questions that go between or beyond the story. For example, after the students have found the main message or the important idea(s) of the story, the teachers can initiate a more critical discussion because the story has a 'contradictory' element that is always good to discuss: the suggestion or the presence of 'violent' act in the story, that is the part where King Solomon suggested to cut the in half to solve the problem.
 - c) Teachers can assign pairs or divide the class into two parties (opponent and proponent) to discuss questions such as "Why did the wise king suggest such a seemingly violent act to solve the problem?" "Is this a 'necessary violence', since this act did settle the conflict?"
 - d) For higher or more advanced learners, the teachers can even ask more demanding or challenging questions such as "If you were the king, could you suggest an alternative solution that would either replace or eliminate the act of violence as shown in the story?" or "Do you have completely different alternatives that could replace the ending or outcome of the story?"

This stage is also crucial because teachers can choose to use the strategy of negative recall or the three levels of understanding at this stage, as shown in the examples above.

8. The last activity is '**Acting out the Story**'. The objective of this stage is to measure students' comprehension in a fun, non-verbal way and cater to their productive skills (speaking). As with the previous stage, this is also a crucial stage, especially if the teachers want to train students' creative and virtual skills through the integration of receptive and productive skills. Teachers can also always start or implement the concern of multiculturalism at this stage as it allows the discussion to go beyond what the texts say.
- a) Put the students into groups of three, one person for each main character in the story.
 - b) Ask them to create relevant dialogues based on what they perceive in the story.
 - c) Ask them to perform their dialogues in front of the class (such as in a mini-drama or role-play session).
 - d) Ask other students in the audience to comment or even criticize the performance or the dialogue. Teachers can either guide the observation or follow it up with questions that stimulate cultural diversity such as "Do you find any asynchronous elements when you consider that your friends are acting out scenes in or against a foreign culture?"

- e) Ask the students to find similar (counterpart) stories in their own local cultures that have either the same theme or message as the story of *The King and the Two Mothers*. This activity can be done as a follow-up task.

(Adapted from [34])

4 Conclusion

In this article, we have demonstrated the inherent value of digital learning resources, particularly YouTube videos, digital images, and texts as supplementary learning resources for a reading class. These materials potentially cultivate diverse virtual learning environments that students can readily access or directly engage with. Furthermore, the ubiquity of these materials, which are typically available free of charge, makes it highly unlikely that teachers would encounter significant challenges in locating suitable videos to enhance their current reading texts or materials.

Equally significant is the notion that all methodologies presented are mere suggestions and that teachers possess the freedom to utilize and adapt them to attain higher or superior outcomes in their own reading classes. By implementing the aforementioned instructional stages, the authors anticipate that the audience will come to recognize the feasibility and value of integrating receptive and productive skills in an English class, thereby facilitating the advancement of students' English language proficiency.

It is important to emphasise to educators that all these tasks cannot be deemed as simple endeavours. It is crucial that we ensure the integrated lesson is appropriately aligned with the students' level and needs. Then, we can strike a balance between receptive and productive skills, while diversifying the activities to facilitate interactive teaching that effectively accomplishes the lesson's objectives. It is worth noting that our examples may create the illusion of relative ease by disregarding numerous existing problems and conditions that may be present in any given class or among individual students. However, the underlying intention of this paper is to demonstrate that despite the inherent difficulty, the task at hand is not insurmountable.

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