

OPEN THE DOOR TO THE WORLD  
WHERE HUMANITY CONNECTS WITH US

# TEACHING LANGUAGE SKILLS with the theme of **HUMANITY**

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CEFR A2 LEVEL | Practical Theories & Meaningful Exercises

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# **PREFACE**

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Praise and gratitude be to the Almighty God for His blessings and grace, which have enabled the writers to complete this book successfully. Every stage of the writing process has been guided by His goodness, allowing this work to be finished as planned.

The writers would like to express sincere appreciation to all individuals and parties who have contributed to the development of this book—through their thoughtful feedback, insightful ideas, constructive input, and continuous support. This book is dedicated to all Indonesian teachers who faithfully and responsibly devote themselves to educating the nation’s young generation.

This book is designed as a practical and theoretical guide for English teachers who teach students at the A2 level of the CEFR. It aims to support teachers in enhancing students’ reading, writing, listening, and speaking skills through clear explanations, structured lesson plans, and engaging classroom activities. Moreover, the book emphasizes creating an interactive

and student-centered learning environment where teachers and students can actively collaborate and communicate using English.

The content is presented in simple and accessible language while still integrating meaningful values within each learning theme. In this way, learning English is expected to become not only more understandable but also more meaningful and enjoyable for students.

The book begins with Chapter I, which focuses on key theories of teaching integrated language skills, particularly reading, writing, listening, and speaking as proposed by leading researchers in the field. This theoretical foundation aims to strengthen teachers' understanding of the approaches and principles that underlie effective English language instruction. The following chapters elaborate on these theories and demonstrate their practical applications. Teachers will find sample lesson plans, teaching procedures, short reading passages, guided writing tasks, listening materials, and speaking activities that can be adapted to their classroom needs. Each section is designed to support teachers in planning, conducting, and evaluating lessons that help students gradually build their language skills in an integrated manner.

The writers sincerely hope that this book will serve as a useful resource for teachers across Indonesia. It is our wish that this work can contribute to improving the quality of English language teaching, inspiring both

teachers and students to engage more deeply with the four language skills.

Finally, the writers warmly welcome constructive criticism and suggestions from readers for future improvements. May this book be a meaningful contribution to the education of Indonesia's young generation and support them in becoming more confident and capable English users.

Surabaya, 15 June 2026

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# ***INTRODUCTION***

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Language is one of the most fundamental tools that enables humans to build relationships and connect with one another. It functions not only as a means of communication but also as a symbol of culture, a medium of expression, and a vehicle for transmitting values across generations. The process of mastering a language does not occur instantly; rather, it is a continuous and meaningful journey of learning, recognizing, and internalizing what learners encounter through interaction and experience.

The same principle applies to learning English as a foreign language. To achieve language proficiency, learners need to develop four essential language skills: reading, writing, listening, and speaking. These skills work together to support effective communication and meaningful language use. In the classroom context, the integration of these skills allows students not only to develop their linguistic competence but also to explore,

understand, and internalize humanitarian values through language learning activities.

This book is designed for elementary to pre-intermediate EFL learners at the A2 level of the CEFR. It adopts human values with sub-themes that highlight essential humanitarian values such as Friendship, Honesty, Empathy, and Tolerance. These values are closely related to students' daily experiences in personal, family, social, and broader global contexts. By integrating humanitarian values into reading, writing, listening, and speaking activities, students are encouraged not only to improve their English skills but also to develop attitudes of respect, openness, and understanding toward others. Language learning thus becomes both a linguistic and moral journey, shaping students into more empathetic and thoughtful individuals.

The primary goal of the materials in this book is to improve students' integrated language skills through meaningful and value-based content. The reading component helps students read texts fluently, comprehend main ideas and details, and reflect on the humanitarian values embedded in the texts. Meanwhile, the writing component supports students in expressing their thoughts, feelings, and personal experiences through guided writing tasks. Writing activities are supported by vocabulary development, grammar practice, and pronunciation awareness, enabling students

to articulate their ideas clearly and thoughtfully while strengthening overall language accuracy. Furthermore, the listening and speaking components aim to help students understand spoken texts, participate in discussions, and express their ideas orally through interactive activities such as group discussions, question-and-answer sessions, short presentations, and role plays. These activities encourage students to communicate actively, share opinions, and respond to real-life situations related to humanitarian themes.

To support teachers, this book provides clear theoretical explanations of teaching integrated language skills at the A2 level, presented in a practical and accessible manner. It includes short stories and listening texts centered on humanitarian themes, followed by a variety of classroom activities such as discussions, role plays, comprehension tasks, and guided writing exercises. These activities are designed to increase student engagement and provide teachers with interactive and flexible teaching strategies. Through these materials, students not only practice all four language skills but also build moral awareness and personal growth alongside their language development.

Additionally, this book offers ready-to-use mini lesson plans that help teachers design effective and time-efficient lessons. These mini lesson plans are adaptable to different classroom contexts, allowing teachers to focus more on interaction, communication, and value



formation while maintaining systematic and meaningful English instruction.

It is our hope that this book can serve as a practical and inspiring resource for English teachers. Beyond language development, it seeks to foster the formation of humanitarian values in students, so that the process of learning English becomes not only an intellectual endeavor but also a means of humanizing learners. By integrating language and values, teachers can create a learning environment that leaves a meaningful impact on both students and the broader educational landscape.

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# **CHAPTER 1**

## **A GLIMPSE OF THEORETICAL FOUNDATIONS**

In this chapter, the authors discuss the theoretical foundations underlying the teaching of integrated English language skills, namely reading writing, listening, and speaking. These theories provide essential insights into how learners develop communicative competence through the interaction of receptive and productive skills. Understanding these theoretical perspectives is important for teachers, as it helps them recognize the interconnected nature of language skills in the learning process.

## 1.1 Reading as Meaning Construction

Reading is far more than the mechanical act of recognizing letters and words. It is an active and purposeful process of constructing meaning from written texts. Birch (2007) defines reading as a meaning-making activity in which readers actively engage with a text by drawing on their linguistic knowledge, cultural background, and personal experiences. Rather than passively receiving information, readers interact with the text to interpret messages and achieve specific goals, such as learning new information, gaining enjoyment, or communicating ideas.

In the context of second language learning, reading plays a vital role in language development, critical thinking, and academic success. Through reading, learners are exposed to a wide range of vocabulary, grammatical structures, and discourse patterns that may not always appear in spoken interaction. Birch (2007) emphasizes that reading provides learners with opportunities to encounter language in meaningful contexts, allowing them to deepen their understanding of how language is used. Moreover, reading enables learners to explore perspectives beyond their immediate environment, fostering empathy, cultural awareness, and a broader worldview.

Reading comprehension is strongly influenced by the interaction between the reader and the text. Anderson and Pearson's (1984) schema theory explains that readers rely on prior knowledge, or schemata, to interpret and understand new information. These mental frameworks help readers predict content, make inferences, and connect ideas within a text. For this reason, pre-reading activities that activate learners' background knowledge are essential in the EFL classroom as they prepare learners to engage more effectively with the text.

Reading also serves as an important source of comprehensible input in second language acquisition. Krashen (1982) argues that language acquisition occurs when learners are exposed to input that is slightly above their current level of proficiency, referred to as  $i+1$ . Through extensive reading of meaningful and level-appropriate texts, learners can internalize vocabulary, sentence structures, and discourse features in a natural and subconscious manner. This process supports the development of reading fluency, accuracy, and overall language competence over time.

Effective reading instruction encourages learners to use various strategies to support comprehension. These strategies include predicting content before reading, identifying main ideas and supporting details, making inferences, and summarizing information after reading. Such strategies highlight that reading is both a

cognitive and social process, involving interaction with the text as well as reflection on its meaning. Therefore, reading is a central component of language learning that contributes not only to linguistic development but also to learners' personal growth and understanding of the world.

## **1.2 Writing as a Process of Thinking, Creating, and Communicating**

Writing, as described by Nation (2009), is a dynamic and recursive process that involves goal setting, idea generation, organization, text production, reviewing, and editing. Writing is not merely a mechanical activity but a meaningful process through which learners communicate ideas, develop cognitive skills, and strengthen language competence. From a process-based perspective, writing encourages learners to focus on both the development of ideas and the effective use of language forms.

Effective writing instruction, according to Nation (2009), should engage learners in three key strands: meaning-focused input, language-focused learning, and fluency development. These strands should be designed based on careful needs analysis to ensure that writing tasks are appropriate to learners' proficiency levels and communicative needs. Through writing activities,



learners consolidate vocabulary and grammar while learning to express ideas with clear purposes and intended audiences.

Nation (2009) proposes four types of writing tasks to scaffold learners' development: experience tasks, shared tasks, guided tasks, and independent tasks. Experience tasks allow learners to write based on personal experiences, helping them generate ideas easily. Shared tasks involve collaborative writing with peers or teachers, providing support through interaction. Guided tasks offer structured support through prompts or models, while independent tasks encourage learners to write autonomously. These task types help bridge the gap between learners' current proficiency and the demands of real-world writing.

Writing plays a significant role in reinforcing linguistic knowledge and developing fluency. By engaging in message-focused writing, learners use vocabulary, grammar, and sentence structures meaningfully to communicate ideas to a reader. Nation (2009) emphasizes that writing tasks should have clear communicative purposes, as this enhances learners' motivation and helps them develop clarity and coherence in their texts. Writing also supports fluency development by encouraging learners to produce language confidently, particularly when tasks are familiar, interest-based, and repeated over time.

In EFL contexts, especially for learners at the A2 level, writing instruction should provide gradual scaffolding and positive feedback. By engaging learners in varied writing tasks ranging from supported to independent practice, teachers can help learners develop confidence and accuracy while maintaining a focus on meaning. In this way, writing becomes a cornerstone of effective language education, offering learners opportunities for self-expression, communicative competence, and long-term language development.

## **1.3 Listening as an Active Cognitive Process**

Listening is often misunderstood as a passive skill that merely involves hearing sounds. In reality, listening is an active and complex cognitive process in which learners construct meaning from spoken language. Hearing refers to the physiological ability to perceive sounds, whereas listening involves interpreting, processing, and responding to spoken input. Rost (2011) emphasizes that listening requires learners to actively engage their background knowledge, linguistic competence, and contextual understanding in order to comprehend spoken messages.

In second language learning, listening plays a crucial role as a primary source of language input. Through listening, learners are exposed to pronunciation,

vocabulary, grammatical structures, and patterns of discourse used in real communication. Vandergrift and Goh (2012) explain that effective listening involves mental processes such as predicting content, identifying key information, monitoring comprehension, and evaluating meaning. These processes demonstrate that listening is not a passive reception of sounds but an active construction of meaning.

Listening comprehension involves two complementary processing mechanisms: bottom-up and top-down processing. Bottom-up processing refers to decoding sounds into words, phrases, and sentences by focusing on linguistic elements such as phonemes, stress, intonation, vocabulary, and grammar. This process helps learners recognize spoken forms and understand the literal meaning of utterances. Top-down processing, on the other hand, involves using prior knowledge, context, topic familiarity, and expectations to interpret meaning beyond individual words. Learners draw on their world knowledge and situational context to make sense of spoken texts (Brown, 2007).

Effective listening instruction requires a balance between bottom-up and top-down processes. Learners need sufficient linguistic knowledge to decode spoken input accurately, while also being encouraged to activate background knowledge and make predictions. This balance is especially important at the A2 level, where learners are still developing basic listening competence

but are increasingly able to understand meaning from context. The interaction between these two processes closely parallels reading comprehension, reinforcing the idea that listening and reading are interconnected receptive skills.

To support learners' listening development, listening instruction is commonly organized into three stages: pre-listening, while-listening, and post-listening. The pre-listening stage aims to prepare learners for the listening task by activating prior knowledge, introducing key vocabulary, and setting a clear purpose for listening. Activities at this stage may include discussing the topic, predicting content, or answering guiding questions. These activities help reduce learners' anxiety and build expectations about the listening text.

The while-listening stage focuses on comprehension and active processing of the spoken input. During this stage, learners listen to the text and complete tasks that guide their attention to specific information, such as identifying main ideas, listening for details, or sequencing events. Tasks may be repeated with different focuses to support deeper understanding and encourage strategic listening.

The post-listening stage allows learners to reflect on and respond to what they have heard. Activities in this stage often integrate speaking and writing, such as discussing opinions, summarizing the content, role-playing situations from the listening text, or connecting

the topic to personal experiences. This stage reinforces comprehension and supports the integration of listening with other language skills, promoting meaningful communication.

In conclusion, listening is an active cognitive process that involves both linguistic decoding and meaning construction. By balancing bottom-up and top-down processing and organizing instruction through pre-listening, while-listening, and post-listening stages, teachers can support learners in developing effective listening strategies. This structured and integrated approach helps learners improve listening comprehension while preparing them to use language confidently in real communicative contexts.

## **1.4 Speaking as a Tool for Communication and Meaning Negotiation**

Speaking is a productive language skill that plays a central role in communication and interaction. Unlike receptive skills, speaking requires learners to actively produce language in real time in order to express ideas, convey meanings, and respond to others. Brown (2007) describes speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. This interactional nature

makes speaking a crucial component of communicative language use.

From a communicative perspective, the goal of speaking instruction is not merely grammatical accuracy but communicative competence. Hymes (1972) introduced the concept of communicative competence to emphasize that effective communication involves knowing how to use language appropriately in different social contexts. Building on this idea, Canale and Swain (1980) explain that communicative competence consists of grammatical, sociolinguistic, discourse, and strategic competence. In speaking activities, learners must draw on all these components simultaneously, selecting appropriate language forms while considering context, purpose, and audience.

Speaking also serves as an important means of meaning negotiation in second language learning. Through interaction, learners are given opportunities to clarify meaning, ask for repetition, confirm understanding, and repair communication breakdowns. Long (1996) argues that interaction facilitates language acquisition because it makes input more comprehensible and encourages learners to notice gaps between what they want to say and what they are able to say. These moments of negotiation help learners refine their language use and develop greater communicative accuracy.

In addition, speaking supports language development through output. Swain (2005) emphasizes that producing language pushes learners to process language more deeply than passive exposure alone. When learners attempt to express ideas orally, they become more aware of their linguistic limitations and are motivated to improve their accuracy and clarity. Speaking tasks such as discussions, role plays, interviews, and problem-solving activities encourage learners to use language meaningfully while developing confidence and fluency.

For EFL learners, especially at the A2 level, speaking instruction should provide a supportive environment that reduces anxiety and encourages participation. Structured speaking activities, clear models, and meaningful topics help learners engage in interaction without fear of making mistakes. By integrating speaking with listening, reading, and writing activities, learners are able to practice language holistically and apply what they have learned in authentic communicative situations.

In conclusion, speaking is a vital tool for communication and meaning negotiation in language learning. Through interaction and purposeful language use, learners develop communicative competence and gain confidence in expressing themselves. Effective speaking instruction, grounded in communicative and interactionist theories, supports learners in becoming

active and competent users of English in real-world contexts.

## **1.5 Language, Communication, and Integrated Language Skills**

Language is a fundamental tool for human communication and social interaction. It enables individuals to express ideas, share meanings, and build relationships within specific social and cultural contexts. Language is not merely a system of grammatical rules but a dynamic resource used to achieve communicative purposes. According to Hymes (1972), effective language use requires not only linguistic knowledge but also communicative competence, which includes knowing when, how, and for what purpose language is used in real-life situations.

In the context of English as a Foreign Language (EFL), language learning is most effective when it reflects authentic communication. Learners develop language competence not by mastering isolated structures but by using language meaningfully. Canale and Swain (1980) emphasize that communicative competence consists of grammatical, sociolinguistic, discourse, and strategic competence, all of which interact during communication. This perspective highlights that language skills cannot function



independently, as real communication always involves the integration of multiple skills.

Traditionally, language skills have often been taught separately, with reading, writing, listening, and speaking treated as distinct components. However, research in second language acquisition suggests that separating skills does not reflect how language is naturally acquired or used. Brown (2007) states that listening and speaking are closely connected in oral communication, while reading and writing are interconnected in written discourse. Moreover, receptive skills such as listening and reading provide essential input, while productive skills such as speaking and writing allow learners to process and express that input actively.

The integration of language skills is also strongly supported by input-based theories of language learning. Krashen (1985) argues that comprehensible input plays a crucial role in language acquisition, as learners acquire language when they are exposed to meaningful input slightly above their current proficiency level. Listening and reading serve as primary sources of this input, while speaking and writing allow learners to test hypotheses about language use and negotiate meaning. Therefore, teaching language skills in an integrated manner supports a natural and meaningful learning process.

Integrated language skills instruction emphasizes the interconnected use of listening, speaking, reading,

and writing within a single lesson or learning sequence. Richards (2006) explains that integrated-skills approaches promote communicative language use by engaging learners in tasks that mirror real-life language use, such as discussing a text after listening to it or writing a response based on a reading passage. Through such activities, learners are encouraged to use language holistically rather than in isolated fragments.

In conclusion, language learning is most effective when it focuses on communication and meaningful interaction. Teaching reading, writing, listening, and speaking as integrated skills allows learners to develop communicative competence more naturally and effectively. This integrated approach not only enhances linguistic development but also prepares learners to use English confidently in real-world contexts. For this reason, integrated language skills form a strong theoretical foundation for English language teaching, particularly for EFL learners at the A2 level.

## **1.6 Putting Theory into Practice: Principles of Integrated Language Teaching**

The theoretical foundations discussed in this chapter highlight that language learning is a complex, dynamic, and integrated process. Reading, writing,

listening, and speaking develop interdependently through meaningful exposure, interaction, and supported production. To translate these theories into effective classroom practice, teachers must design instruction and materials that reflect the interconnected nature of language skills and prioritize communication over isolated form of practice.

One key implication of integrated language teaching is the need for meaningful contexts. Drawing on Communicative Language Teaching (CLT), language instruction should focus on real-life communication where learners use language to express meaning, negotiate understanding, and achieve specific purposes (Richards, 2006). Listening and reading activities should therefore present authentic or semi-authentic texts, while speaking and writing tasks should encourage learners to respond, interact, and create messages relevant to their lives.

Another important principle is task sequencing from receptive to productive skills. As discussed earlier, comprehensible input serves as the foundation for language acquisition (Krashen, 1982), but learners also require opportunities for output to develop accuracy and fluency (Swain, 1985). In practice, this means that teachers should design lessons that move gradually from input-based activities, such as listening to dialogues or reading short texts, toward output-based tasks, including discussions, role plays, summaries, or short written

responses. This progression reduces learner anxiety and supports confidence, particularly for EFL learners at lower proficiency levels.

Scaffolding plays a central role in implementing integrated instruction. Teachers can provide linguistic support through models, guided questions, vocabulary lists, sentence frames, and collaborative work. These supports align with Vygotsky's (1978) Zone of Proximal Development, allowing learners to perform tasks that would otherwise be beyond their independent ability. Over time, scaffolding should be gradually reduced to promote learner autonomy.

Balance between fluency and accuracy is also essential in classroom practice. While communicative tasks emphasize meaning and interaction, learners still need focused attention on language forms to improve clarity and correctness. Long's (1991) concept of focus on form suggests that attention to grammar and vocabulary should emerge naturally within communicative activities rather than through isolated drills. For example, teachers may address recurring errors after a speaking task or highlight useful language patterns found in a reading text.

Finally, effective integrated language teaching requires sensitivity to learners' proficiency levels, needs, and learning contexts. For A2-level learners, tasks should be achievable, clearly structured, and supported with sufficient input. Activities that combine skills, such

as listening to a short text and responding orally, or reading a passage and writing a guided response, help learners see language as a unified system rather than fragmented skills.

In conclusion, putting theory into practice involves designing integrated, communicative, and scaffolded learning experiences. By grounding instructional decisions in theories of input, output, interaction, and sociocultural learning, teachers can create classrooms that support holistic language development and prepare learners for authentic communication beyond the classroom.



## **CHAPTER 2**

# **INTEGRATING HUMANITY INTO ENGLISH LANGUAGE TEACHING**

This chapter discusses how human values can be meaningfully integrated into English language teaching to support both linguistic and character development. Language learning is not merely a process of mastering grammar and vocabulary; it is also an avenue for shaping moral awareness and nurturing students' emotional and social growth. The English classroom offers a unique opportunity to embed universal human values through engaging texts and communicative activities.

In this chapter, four key human values like friendship, honesty, empathy, and tolerance are explored in relation to English language teaching. Each section presents examples of reading passages and corresponding writing activities, as well as listening and speaking activities that embody these values. The discussion aims to illustrate how English lessons can

promote meaningful moral reflection while enhancing students' reading, writing, listening, and speaking skills in line with the principles of the *Merdeka* Curriculum in Indonesia, which emphasizes the importance of holistic education and character formation

## 2.1 The Role of Humanity in Language Education

In recent years, there has been growing recognition that language education is not only about developing linguistic competence but also about shaping learners' moral and social character. Integrating human values into English language teaching (ELT) offers opportunities to promote ethical awareness, intercultural understanding, and empathy through meaningful interaction with texts and classroom activities. Language is inherently social and reflects the beliefs, behaviors, and values of its speakers; therefore, language learning can serve as a vehicle for nurturing values that contribute to students' holistic development (Kramsch, 1993; Tomlinson, 2013).

The *Merdeka* Curriculum in Indonesia also emphasizes character education as an integral part of learning, encouraging teachers to foster values such as empathy, respect, tolerance, and honesty through subject content. English classrooms, in particular, provide an authentic space to explore human values because they involve exposure to diverse cultural perspectives and



narratives. By engaging with stories, dialogues, and real-life scenarios in English, students can reflect on universal human experiences and cultivate values that support harmonious living in multicultural societies (Liddicoat & Scarino, 2013).

Teaching human values can be achieved by integrating them across multiple skill areas, including reading, writing, speaking, and listening. For example, reading passages can expose students to narratives about friendship, tolerance, or social responsibility, while writing tasks can encourage them to express personal reflections related to these values. According to Richards and Rodgers (2014), meaningful content that connects language and values can enhance students' motivation and deepen their engagement with texts. Moreover, classroom discussions around moral themes can foster critical thinking and intercultural dialogue (Byram, 1997; Noddings, 2005).

Integrating these values not only aligns with educational goals but also reflects the broader purpose of learning English as a bridge to global citizenship and cultural understanding. By designing tasks that highlight friendship, honesty, empathy, and tolerance, teachers help students see language as a tool for connection and compassion. This approach fosters the development of both communicative competence and moral intelligence.

## 2.2 Teaching Humanity through Reading and Writing

### 2.2.1 Friendship

#### *a. Definition and Significance*

Friendship is one of the most fundamental human values that nurtures empathy, cooperation, and mutual respect among learners. In the context of education, friendship provides an emotional foundation for students to feel accepted, supported, and motivated to learn. For language learning in particular, friendly relationships foster a positive classroom atmosphere where communication feels natural and meaningful. Students who feel connected to peers are more willing to take linguistic risks, engage in dialogue, and express their ideas freely—key conditions for language acquisition.

From a pedagogical perspective, friendship aligns with Vygotsky's sociocultural theory (1978), which highlights learning as a social process constructed through interaction. In the English classroom, tasks that involve pair work, storytelling, or peer feedback can help students develop both language skills and interpersonal awareness. When teachers highlight friendship as a thematic focus, students are encouraged not only to learn English but also to reflect on the importance of kindness, acceptance, and collaboration in daily life.

### ***b. Reading Activities***

Read the story below carefully.

#### **The Caring Friend**

Every morning, Joko walks to school. One day, he saw his classmate, Bima, standing alone. He looked sad because his pencil case was lost. Joko said, “Don’t worry, Bima. You can use my pencils today.” Bima smiled and felt better.

At break time, the children played outside. Some kids ran too fast, and Bima almost fell. Andi held his hand and said, “Be careful.” They both laughed and kept playing.

After class, the teacher asked the students to clean the classroom. Some students did not want to help. But Joko and Bima worked together. They picked up the papers, swept the floor, and put the chairs in order. The teacher said, “Good job! You two show kind hands and warm smiles. That makes our class happy.”

On the way home, Bima said, “Thank you, Joko. You are a good friend.” Joko answered, “We are stronger when we are together.”

That day, Bima learned that having a caring friend is very special. It is not only about playing, but also about helping, sharing, and making others happy.

**Exercise 1:** Match the picture and the sentence.

Draw lines to match each sentence with the correct picture below.

|                                                                                   |  |                                                  |
|-----------------------------------------------------------------------------------|--|--------------------------------------------------|
|  |  | Joko and Bima walk home happily.                 |
|  |  | The teacher is proud because the class is clean. |
|  |  | Bima almost fell, but Joko helped him.           |
|  |  | Joko lent his pencils to Bima.                   |
|  |  | The children played happily during break time.   |

## Exercise 2: Fill in the blanks.

Complete the sentences with the correct words.

1. Bima felt sad because his \_\_\_\_\_ case was lost.
2. Joko said, “Don’t worry, Bima. You can use my \_\_\_\_\_ today.”
3. After class, Joko and Bima \_\_\_\_\_ the classroom together.
4. The teacher said, “You show kind and warm hands \_\_\_\_\_.”

5. Bima learned that having a caring \_\_\_\_\_ is very special.

**c. Writing Activities**

1. **Guided Writing:** Write a short recount text (about 80–100 words) about a time you made or helped a friend.
2. **Descriptive Writing:** Write a short paragraph describing your best friend using adjectives for personality (e.g., *kind*, *funny*, *honest*, *helpful*).
3. **Peer Review:** In pairs, exchange your paragraphs, give compliments, and correct small mistakes. This reinforces the social and collaborative spirit of friendship.

## 2.2.2 Honesty

**a. Definition and Significance**

Honesty means telling the truth, keeping promises, and doing what is right even when no one is watching. It builds trust and strengthens relationships among people. As Benjamin Franklin wisely said, “Honesty is the best policy.” This simple truth reminds us that being honest helps create peace of mind and respect from others. In teaching human values through reading and writing, honesty encourages students to express themselves truthfully, take responsibility for their actions, and understand that sincerity is an essential part of good character and strong communities.

## **b. Reading Activities**

Read the story below carefully.

### **The Lost Wallet**

One day, a boy named Ardi was walking home from school. On the street, he saw a wallet. He picked it up and opened it. Inside the wallet, there was money and an ID card.

Ardi thought for a moment. He also needed money to buy new shoes. But then he remembered what his teacher always said, “Telling the truth is important. Returning what is not yours shows respect for others.”

So, Ardi decided to do the right thing. He looked at the ID card and went to the address. When he arrived, a woman opened the door. Ardi gave her the wallet and said, “I found this on the street. It belongs to you.”

The woman smiled and said, “Thank you for showing a truthful heart. You could have kept the money, but you chose to give it back.”

Ardi felt happy inside. He knew that being truthful and fair is part of our shared human values. When we choose to return what belongs to others, we make the world a better place for everyone.

**Exercise 1:** Read each statement carefully. Write **True** if the statement is correct and **False** if the statement is not correct.

1. Ardi found a wallet on the street. (\_\_\_)
2. The wallet only had money inside. (\_\_\_)
3. Ardi needed money to buy new shoes. (\_\_\_)

4. Ardi decided to keep the wallet for himself. (\_\_\_\_)
5. The woman was happy because Ardi gave the wallet back. (\_\_\_\_)

**Exercise 2:** Answer the questions with a short sentence.

1. What did Ardi find on the street?

\_\_\_\_\_

2. What was inside the wallet?

\_\_\_\_\_

3. Something is important. What is important according to the teacher?

\_\_\_\_\_

4. Who did Ardi give the wallet to?

\_\_\_\_\_

5. How did Ardi feel after he returned the wallet?

\_\_\_\_\_

**c. Writing Activities**

1. **Guided Writing:** Write a short recount text (about 80–100 words) about a time you told the truth, even when it was difficult.
2. **Descriptive Writing:** Write a short paragraph describing an honest person you know (a friend, family member, or community helper).
3. **Peer Review:** In pairs, exchange your writing pieces, read each other's work, and give positive comments. You can also share how honesty was shown in your partner's story. This activity builds

appreciation for truthfulness and respect for others' efforts.

## 2.2.3 Empathy

### *a. Definition and Significance*

Empathy means understanding how other people feel and caring about their feelings. It allows us to connect with others by imagining what they might be going through. As writer Mohsin Hamid beautifully said, “Empathy is about finding echoes of another person in yourself.” This means that when we try to understand someone else, we often discover that we share the same hopes, fears, and feelings. In teaching human values through reading and writing, empathy helps students learn kindness, respect, and compassion by seeing the world through different eyes and realizing that everyone’s story matters.

### *b. Reading Activities*

Read the story below carefully.

#### **The Banana Trouble**

Yogi loved bananas. One day, he brought two bananas to school. He wanted to eat both during break. When the bell rang, he sat down and took the first bite. Suddenly—*splat!*—his friend Aldi slipped on a puddle of water and fell right next to him.

Everyone laughed a little, even Aldi, but then Aldi saw his lunchbox had opened. His noodles were all



over the floor! “Oh no, now I don’t have lunch,” Aldi said sadly.

Yogi looked at his two bananas. He wanted to keep them both, but then he thought, “If I were Aldi, I would also be hungry.” So, he gave one banana to Aldi and said, “Here, share with me.”

Aldi’s eyes lit up. “Thanks, Yogi! You’re the best.” They ate together, and soon both boys were laughing again, pretending the banana was a “banana phone.” The other kids giggled too.

When we imagine the world through someone else’s eyes, we understand their feelings. Sharing or helping, even with something small, shows a heart that cares for others.

That day, Yogi learned that bananas taste even better when shared with a friend.

### **Exercise 1:** Sentence order activity.

The sentences below are mixed up. Arrange them in the correct order to retell the story ***The Banana Trouble***.

Sentences (jumbled):

- a. Aldi’s eyes lit up, and he thanked Yogi.
- b. Everyone laughed, even Aldi, but then his lunchbox opened and his noodles spilled.
- c. Yogi gave one banana to Aldi and said, “Here, share with me.”
- d. Yogi wanted to eat both bananas during break.
- e. Aldi felt sad because he didn’t have lunch anymore.

- f. That day, he discovered bananas taste even better when shared with a friend.
- g. Yogi looked at his two bananas and thought about Aldi's feelings.
- h. Yogi loved bananas, so he brought two to school.
- i. The other kids giggled too.
- j. Aldi slipped on a puddle of water and fell.
- k. Yogi learned that sharing, even something small, shows a caring heart.
- l. They ate together, laughing and pretending the banana was a "banana phone."

### **Exercise 2: Summary completion.**

Fill in the blanks using the words from the Word Bank.

Word Bank: hungry, banana phone, lunchbox, shared, eyes, break, puddle of water, sad, share, bananas

1. Yogi loved \_\_\_\_\_, so he brought two to school.
2. He planned to eat them both during \_\_\_\_\_.
3. Suddenly, Aldi slipped on a \_\_\_\_\_ and fell.
4. When Aldi fell, his \_\_\_\_\_ opened and his noodles spilled everywhere.
5. Aldi felt \_\_\_\_\_ because he didn't have lunch anymore.
6. Yogi looked at his two bananas and thought, "If I were Aldi, I would also be \_\_\_\_\_."
7. Yogi decided to give one banana and said, "Here, \_\_\_\_\_ with me."
8. Aldi's \_\_\_\_\_ lit up when he received the banana.

9. The boys laughed together, pretending the banana was a \_\_\_\_\_.
10. Yogi learned that bananas taste even better when they are \_\_\_\_\_ with a friend.

**c. Writing Activities**

1. **Guided Writing:** Write a short recount text (about 80–100 words) about a time you showed empathy to someone—for example, comforting a sad friend or helping a classmate who was struggling.
2. **Descriptive Writing:** Write a short paragraph describing a situation where someone showed empathy.
3. **Peer Review:** In pairs, exchange your paragraphs, give positive feedback, and share how the story made you feel. This helps you understand empathy through others' experiences and reinforces respectful communication.

## 2.2.4 Tolerance

**a. Definition and Significance**

Tolerance means accepting and respecting people who are different from us—in their opinions, beliefs, or ways of life. It helps us live peacefully and work together even when we do not always agree. As Mahatma Gandhi simply said, *“Tolerance is the only thing that will enable persons belonging to different*

*religions to live as good neighbors and friends.”* In teaching human values through reading and writing, tolerance encourages students to listen with understanding, appreciate diversity in stories and people, and practice kindness and fairness in their daily interactions.

### ***b. Reading Activities***

Please read this text and answer the questions based on the text.

#### **A Class of Friends**

In our school, there are many students from different places. Some friends speak Javanese at home, some speak Madurese, and some speak Sundanese. Even though our languages are different, we always show respect for each other's ways. We listen and value what our friends say.

One day, our teacher gave us a group project. I worked with Andi, Siti, and Rina. Andi is Muslim, Siti is Christian, and Rina is Hindu. At first, I worried because our habits were not the same. But in the project, we all worked together. We shared ideas, divided the jobs, and helped one another with kind hands and open hearts.

When Siti could not come on Friday, Andi explained that he had to go to the mosque. We understood and continued the project without making her feel left out. Later, Siti also helped us by writing the report neatly.

In the end, our teacher was very happy with our work. She said, “You showed working together as a team, and that is what humanity means.”

From that day, I learned that living peacefully with differences is not difficult. It means accepting who we are and being a friend to everyone. Small actions like listening, sharing, and helping can make a big change.

**Exercise 1:** Choose the best answer.

1. What languages do the students in the story speak at home?
  - a) Javanese, Sundanese, and English.
  - b) Javanese, Madurese, and Sundanese.
  - c) Madurese, Arabic, and Javanese.
  - d) Sundanese, English, and Javanese.
2. Why was the narrator worried about the group project?
  - a) The project was too difficult for them.
  - b) The students had different habits and beliefs.
  - c) The group did not have enough time to finish.
  - d) The group did not have the needed materials.
3. What did Andi explain about Siti on Friday?
  - a) She was not feeling well that morning.
  - b) She had to visit her grandmother at home.
  - c) She could not join because of his mosque duty.
  - d) She was busy preparing another school project.
4. How did Siti later help in the group project?
  - a) She bought new books for the assignment.

- b) She wrote the project report very neatly.
  - c) She presented the whole project by herself.
  - d) She made a large picture for the project.
5. What lesson did the narrator learn from the story?
- a) It is hard to work with many different people.
  - b) Small acts of kindness are not important at all.
  - c) Living peacefully with differences is important.
  - d) Only similar habits can make people good friends.

**Exercise 2:** Read and rewrite.

Read each paragraph carefully. Then, rewrite the tolerance values from each paragraph in your own words. After that, choose your favorite phrases or sentences and create a colorful poster about Tolerance values. Make sure your poster shows what tolerance means in real life.

(Number 1 has been done as an example for you.)

| 1 | Part of the Text                                                                                                                                                                                                                                                                                                               |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p><b><i>First paragraph</i></b></p> <p>In our school, there are many students from different places. Some friends speak Javanese at home, some speak Madurese, and some speak Sundanese. Even though our languages are different, we always show respect for each other's ways. We listen and value what our friends say.</p> |
|   | <p><b>Tolerance values:</b></p> <p><i>Respect: "We listen and value what our friends say."</i></p>                                                                                                                                                                                                                             |

|   |                                                                                                                                                                                                                                                                  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | <p><b>Second paragraph</b></p> <p>When Siti could not come on Friday, Andi explained that he had to go to the mosque. We understood and continued the project without making her feel left out. Later, Siti also helped us by writing the report neatly.</p>     |
|   | <p><b>Tolerance values:</b></p> <hr/> <hr/>                                                                                                                                                                                                                      |
| 3 | <p><b>Third paragraph</b></p> <p>In the end, our teacher was very happy with our work. She said, “You showed working together as a team, and that is what humanity means.”</p>                                                                                   |
|   | <p><b>Tolerance values:</b></p> <hr/> <hr/>                                                                                                                                                                                                                      |
| 4 | <p><b>Fourth paragraph</b></p> <p>From that day, I learned that living peacefully with differences is not difficult. It means accepting who we are and being a friend to everyone. Small actions like listening, sharing, and helping can make a big change.</p> |
|   | <p><b>Tolerance values:</b></p> <hr/> <hr/>                                                                                                                                                                                                                      |

### c. Writing Activities

1. **Guided Writing:** Write a short recount text (about 80–100 words) about a time you accepted or respected someone who was different from you—for

example, a classmate with a different culture, belief, or opinion.

2. **Descriptive Writing:** Write a short paragraph describing a situation where people showed tolerance and understanding. Use adjectives like *patient*, *open-minded*, *respectful*, and *peaceful*, and linking words such as *but*, *because*, and *so*. Example: “My friend and I like different sports, but we still support each other because we respect our differences.”
3. **Peer Review:** In pairs, exchange your paragraphs, give positive feedback, and share what you learned about tolerance from your partner’s writing. This promotes both cooperation and appreciation of diverse viewpoints.

## 2.3 Teaching Humanity through Listening and Speaking

### 2.3.1 Friendship

#### a. *Definition and Significance*

Friendship is one of the most fundamental human values that nurtures empathy, cooperation, and mutual respect among learners. In the educational context, friendship creates an emotional foundation where students feel accepted, supported, and confident to participate. This sense of belonging is especially important in listening and speaking activities, as students



are more willing to engage in conversations, share ideas, and ask questions when they feel comfortable with their peers.

In language learning, a friendly classroom atmosphere encourages learners to take risks in communication, make mistakes without fear, and collaborate meaningfully. These conditions are essential for developing oral proficiency, as listening and speaking require interaction, negotiation of meaning, and active engagement. Friendship also promotes attentive listening, as learners naturally pay more attention to people they trust and feel connected to.

From a pedagogical perspective, friendship aligns with Vygotsky's sociocultural theory (1978), which views learning as a socially constructed process. Activities such as pair discussions, role-plays, storytelling, and peer feedback create opportunities for meaningful interaction, allowing students to co-construct understanding while practicing linguistic forms. When teachers intentionally integrate friendship as a thematic focus—through dialogues about helping friends, listening to personal stories, or discussing positive social interactions—students not only develop their speaking and listening skills but also deepen their appreciation of kindness, acceptance, and collaboration in everyday life.

## **b. Listening Activities**

### **Pre-Listening**

Listen to the story of “Helping Dika.”

### **While-Listening**

**Exercise:** Fill in the blanks

Complete the sentences with the correct words.

1. Dika sat on a \_\_\_\_\_.
2. Sinta asked, “What’s wrong, \_\_\_\_\_?”
3. Dika forgot to do his \_\_\_\_\_ homework.
4. They did the homework during \_\_\_\_\_ time.
5. Dika said, “Thank you, \_\_\_\_\_.”

### **Post-Listening**

#### **Retelling**

Work in pairs:

- a. Retell the story in your own words using 3–5 sentences.
- b. Draw a scene from the story and explain it orally.

## **c. Speaking Activities**

### **1. Guided Speaking Practice – Expression Bank**

Practice with your partner. Take turns using these expressions with different emotions (sad, worried, stressed).

- Checking on Someone:  
“You seem quiet today. Is everything okay?”

“Do you want to talk about it?”

- Showing Support:

“I’m here for you.”

“You’re not alone.”

- Offering Help:

“What can I do to help?”

“Do you want me to stay with you for a while?”

## **2. Controlled Role-Play**

Create a 10–12 line conversation showing good friendship by referring to the following scenarios:

- a. Your friend failed a test and felt embarrassed.
  - b. Your friend had a misunderstanding with someone.
  - c. Your friend is nervous about a competition tomorrow.
  - d. Your friend feels excluded by a group of classmates.
- Each pair performs for the class in about 2 minutes each.

## **3. Open-Ended Speaking Task**

“Advice Corner” Mini Talk

Take turns giving a 1-minute talk referring to the prompt  
“Describe a time when you supported a friend or when a friend supported you. What happened? What did you learn?”

- Share a personal example
- Explain feelings
- Mention how friendship helped you

## 2.3.2 Honesty

### *a. Definition and Significance*

**Honesty** is the value of telling the truth, keeping promises, and doing what is right even when no one is watching. It helps build trust and creates a safe environment where people can rely on each other. As Benjamin Franklin famously stated, “Honesty is the best policy,” reminding us that sincerity leads to peace of mind and stronger relationships.

In the context of English language teaching, integrating honesty into listening and speaking activities encourages students to express ideas truthfully, take responsibility for their choices, and reflect on the importance of integrity in daily life. This value not only supports character development but also aligns with the Merdeka Curriculum’s emphasis on nurturing responsible, reflective learners.

### *b. Listening Activities*

#### **Pre-Listening**

Listen to the story of “Lila and the Broken Vase.”

#### **While-Listening**

##### **Exercise:** True or False

Listen carefully to the story being read. Write **True** if the statement is correct and **False** if the statement is not correct.

1. Lila accidentally broke the vase. (\_\_\_\_)

2. Lila felt scared after the vase broke. (\_\_\_)
3. Lila decided to lie to her mother. (\_\_\_)
4. Her mother was proud of Lila's honesty. (\_\_\_)
5. Lila learned that honesty is difficult but the right thing to do. (\_\_\_)

## **Post-Listening**

### **Retelling**

Work in pairs:

- a. Retell the story in your own words using 3–5 sentences.
- b. Draw a scene from the story and explain it orally.

### ***c. Speaking Activities***

#### **1. Guided Speaking Practice – Expression Bank**

Share a short personal story about a moment when you chose to tell the truth, even if it was difficult. Some guiding questions for you to practice narrative speaking while reflecting on moral choices:

- What happened?
- Why was honesty important in that situation?
- How did you feel after telling the truth?

#### **2. Role-Play Activity: “The Honest Choice”**

Choose one of the following scenarios where honesty is tested:

- a. Accidentally breaking a friend's item
- b. Forgetting homework

- c. Finding lost money
- d. Seeing someone cheat

Act out two versions:

- A situation where the character is honest
- A situation where the character hides the truth

After performing, explain which version you felt better and why.

### **3. Honesty Circle: “Would You Tell the Truth If...?”**

Listen to the situational prompts given by your teacher and respond with:

- “Yes, I would tell the truth because...”
- “I might feel nervous because...”
  - Share a personal example
  - Explain ethical reasoning.
  - Mention how they felt after being honest or dishonest

## **2.3.3 Empathy**

### ***a. Definition and Significance***

Empathy means understanding how other people feel and caring about their feelings. It allows us to connect with others by imagining what they might be going through. As writer Mohsin Hamid beautifully said, *“Empathy is about finding echoes of another person in yourself.”* This means that when we try to understand someone else, we often discover that we share the same hopes, fears, and feelings. In teaching human values through listening and speaking, empathy helps students

learn kindness, respect, and compassion by seeing the world through different eyes and realizing that everyone's story matters.

## ***b. Listening Activities***

### **Pre-Listening**

Do the preparation task first. Then listen to the audio and do the exercises.

### ***Preparation task***

Match the words that correspond to each other.

| <b>Terms</b>           | <b>Activities</b>                                                                      |
|------------------------|----------------------------------------------------------------------------------------|
| Physical exercise      | <i>Drawing, Painting, Writing Poetry, Building blocks.</i>                             |
| Creative activities    | <i>Requesting assistance from teachers, siblings, counsellors, friends or parents.</i> |
| Journaling             | <i>Having a picnic, trail hiking, sightseeing, trekking.</i>                           |
| Guided meditation      | <i>Running, Dancing, Jogging, Hiking, Swimming</i>                                     |
| Asking people for help | <i>Practicing Yoga, Playing instrumental audio, having a moment of silence.</i>        |
| Connecting with Nature | <i>Writing Diary, Keeping notes, writing a journal</i>                                 |

## **Whilst-Listening**

### **Exercise:** True or False

Listen to the conversation again and decide if it is true (T) or false (F). If you circle 'F', why is it false?

1. The teacher listened to the younger brother when he explained his frustration.  
(T/F), Reason if it is false: .....
2. The older brother gives advice about how to stay calm with breathing techniques.  
(T/F), Reason if it is false: .....
3. The younger brother thinks that the breathing technique is a good idea at first.  
(T/F), Reason if it is false: .....
4. The younger brother decides not to try the breathing technique.  
(T/F), Reason if it is false: .....
5. The younger brother says that school sometimes makes him very angry.  
(T/F), Reason if it is false: .....
6. The older brother says it's OK to feel angry sometimes.  
(T/F), Reason if it is false: .....
7. The older brother thinks it's a bad idea to talk to the teacher again.  
(T/F), Reason if it is false: .....



## Post-Listening

### Exercise: Ranking

These techniques can help us manage emotions. Read them, then write a number indicating the most/the least helpful (6 = helps the most; 1 = helps the least).

|                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Physical exercise</i></b></p> <p>Sports like running and activities like dancing can help us reduce stress. When we exercise, we release chemicals, like endorphins, in our brains. They make us feel happier. Even a short walk helps! ○</p>                                   | <p><b><i>Creative activities</i></b></p> <p>Activities like drawing, painting, playing a musical instrument, writing poetry and building things can help us relax and focus. They can also help us express how we feel when it's hard to explain in words. ○</p>                                |
| <p><b><i>Journaling</i></b></p> <p>Writing down our thoughts and emotions can help us understand how we feel and why we feel it. It's also good for relaxing. The great thing about writing a journal is that it's private so no one else needs to see it (or know about it!). ○</p>     | <p><b><i>Guided meditation</i></b></p> <p>There are lots of apps and YouTube videos that we can use to help us relax through guided meditation. We find a quiet place and listen to instructions from someone who guides us to feel calm. It only takes five minutes! ○</p>                     |
| <p><b><i>Asking people for help</i></b></p> <p>Sometimes our emotions can be too much for us to cope alone. This is when we can reach out to someone trusted (a teacher, a parent, a sibling, a school counselor, or a friend). People can offer advice we didn't think of before. ○</p> | <p><b><i>Connecting with nature</i></b></p> <p>Find a tree, a park, or a place in nature to connect with. Take some deep breaths! This can help us relax and focus on what is important because fresh air and being out-doors helps us think about things differently and feel refreshed. ○</p> |

### ***c. Speaking Activities***

#### **1. Guided Speaking Practice – Expression Bank**

Practice with your partner. Take turns using these expressions. Use them with different emotions (sad, worried, stressed, embarrassed).

Checking on Someone

- “You seem quiet today. Is everything okay?”
- “Do you want to talk about it?”

Showing Support

- “I’m here for you.”
- “You’re not alone.”

Offering Help

- “What can I do to help?”
- “Do you want me to stay with you for a while?”

#### **Student Tasks:**

Take turns acting out simple situations.

Example of emotion words: sad, worried, tired, angry, scared, nervous.

#### **2. Controlled Role-Play (10–12 lines)**

Create a short conversation showing kindness and empathy by referring to the following scenarios:

1. Your friend failed a test and feels embarrassed.
2. Your friend had a misunderstanding with someone.
3. Your friend is nervous about a competition tomorrow.
4. Your friend feels excluded by a group of classmates.

### **Student Tasks:**

- Make a 10–12 line dialogue.
- Use at least three expressions from the Expression Bank.
- Perform for the class (1–2 minutes).

### **3. Open-Ended Speaking Task – “Advice Corner”**

#### **Mini Talk**

Take turns giving a 1-minute talk referring to the prompt “Describe a time when you supported a friend or when a friend supported you. What happened? What did you learn?”

- Share a personal example
- Explain feelings
- Mention how friendship helped you

## **2.3.4 Tolerance**

### **a. Definition and Significance**

**Tolerance** means accepting and respecting people who are different from us—in their opinions, beliefs, or ways of life. It helps us live peacefully and work together even when we do not always agree. As Mahatma Gandhi simply said, “*Tolerance is the only thing that will enable persons belonging to different religions to live as good neighbors and friends.*” In teaching human values through listening and speaking, tolerance encourages students to listen with understanding, appreciate diversity in stories and people,

and practice kindness and fairness in their daily interactions.

***b. Listening Activities***

**Pre-Listening**

Do the preparation task first. Then listen to the audio and do the exercises.

**Preparation task**

Write the words in the correct group.

|         |           |        |
|---------|-----------|--------|
| Biology | Chemistry | French |
| German  | History   | Maths  |

| Arts | Sciences |
|------|----------|
|      |          |

**Whilst-Listening**

Listen to a group of new students meeting for the first time to practice your listening skills.

**Task 1**

Put the following phrases in the correct group.

From Glasgow; From London; From Manchester  
Mother is from Scotland; Studies history and French  
Studies history and German; Studies history and Maths

| Cara | Robert | Selim |
|------|--------|-------|
|      |        |       |

## Task 2

Write a number (1–6) to put the sentences in the correct order.

- \_\_\_\_\_ I'm Cara. And you are?
- \_\_\_\_\_ Nice to meet you!
- \_\_\_\_\_ I grew up near London.
- \_\_\_\_\_ Where are you from?
- \_\_\_\_\_ Are you doing history on its own?
- \_\_\_\_\_ Do you live in Scotland?

## Post-Listening

After you listen, please discuss with your classmates this question “What subjects do you like to study?”

*Materials adapted from:*

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/meeting-other-students>

## c. Speaking Activities

### 1. Guided Speaking Practice – Expression Bank

Practice with your partner.

Take turns using these expressions about respecting differences and showing tolerance:

Noticing Differences (Checking politely):

- “I noticed we do things differently. Can you tell me more about it?”
- “Your idea is different from mine. Why do you think that?”

Showing Respect:

- “I respect your way.”
- “That’s different, but that’s okay.”
- “I like learning about other people’s habits.”

Being Open-Minded:

- “I want to understand your culture.”
- “Can you teach me how you do it?”
- “We can have different opinions and still be friends.”

Practice each expression using different topics: food, school habits, celebrations, clothing, languages, and hobbies

## **2. Controlled Speaking Task – “Understanding Differences Dialogue”**

Create a 10–12 line conversation showing tolerance and respect by referring to the following scenarios:

1. Your friend brings a lunch you have never seen before.
2. Your friend celebrates a holiday you don’t know.
3. Your friend follows a different school routine (e.g., prays, eats differently).

4. Your friend has a hobby you find unusual.
5. Your friend speaks another language at home.

Each pair performs for the class (1–2 minutes). Focus on using respectful expressions from the Expression Bank.

### **3. Open-Ended Speaking Task – “Tolerance Talk” (1-minute mini talk)**

Take turns giving a 1-minute talk referring to the prompt “Describe a time when you met someone who was different from you. What did you learn? How did you show tolerance?”

- Share a real example
- Describe the difference (food, habit, culture, hobby, etc.)
- Explain how you responded
- Tell what you learned about tolerance





# CHAPTER 3

## MATERIALS DEVELOPMENT

Developing reading materials is not only about teaching words and grammar but also about helping students grow emotionally and socially. According to Tomlinson (2012), good materials should give students experiences that make them think, feel, and reflect—not just memorize. Harmer (2007) also explains that reading materials should motivate students to read for a purpose by connecting lessons to real-life values and situations. When we include themes like friendship, honesty, empathy, and tolerance, students learn English while also learning how to understand and care for others. This idea fits well with the *Merdeka* Curriculum, which focuses on character building and social awareness. In short, materials that teach human values help students use English to communicate and become better human beings.

### 3.1 Developing Reading and Writing Materials for Humanity Theme

According to Jeremy Harmer (2007), *The Practice of English Language Teaching*), effective reading materials should do more than develop linguistic skills; they should engage students' emotions and beliefs, connecting classroom language with real-world values. Harmer emphasizes that meaningful materials “motivate learners to read for a purpose” and must provide “a reason for reading beyond comprehension checks.”

In the context of teaching humanity, reading materials can be designed to help students understand values such as empathy, kindness, and respect. Harmer suggests that teachers should select or design texts that learners can identify with — stories about everyday people, relatable contexts, and emotional situations. These texts activate students' schemata (background knowledge), a concept also discussed by Grabe and Stoller (2011) who highlight that comprehension is deeper when learners connect new ideas to personal experiences.

In Indonesia's EFL classrooms, students often come from diverse cultural and linguistic backgrounds. Therefore, using humanity-themed reading texts helps bridge language learning and character education. When learners engage with stories about compassion and

understanding, they not only improve their reading skills but also reflect on moral lessons — an approach supported by Harmer’s view of affective engagement, where learning occurs best when students feel involved emotionally and intellectually.

Thus, developing reading materials around the theme of humanity serves two purposes: it enhances literacy and fosters social awareness. In Harmer’s framework, this aligns with his three reading principles:

- Engagement before reading – motivating learners through relatable themes.
- Active involvement during reading – encouraging prediction, comprehension, and emotional reaction.
- Reflection after reading – letting students’ express opinions and personal connections.

## **3.2 Developing Listening and Speaking Materials for Humanity Theme**

According to recent studies on authentic listening and speaking instruction, effective oral communication materials should do more than train learners to decode sounds or produce grammatically correct sentences. They should engage students emotionally, provide meaningful contexts, and allow learners to connect language use with real-world values and experiences.

Research on authentic listening materials (Mallapiang, 2014) shows that when students listen to real-life stories or conversations, they develop deeper comprehension because the input feels relevant and purposeful. Similarly, in the Task-Based Language Teaching framework, Ellis (2003) argues that speaking tasks must involve meaningful communication rather than mechanical drills, giving learners a clear purpose for speaking and a reason to engage with moral or social themes.

When integrated with humanity themes, listening and speaking materials can help students explore values such as empathy, kindness, honesty, and respect through real-life conversations, dialogues, and interactive tasks. Meaningful listening input, such as stories, personal experiences, or situational dialogues, allows students to hear how values are expressed through tone, word choice, and behavior. This aligns with Nunan's (2004) principle that listening tasks should provide comprehensible yet authentic input that helps learners connect language with social interaction.

Speaking activities, on the other hand, give students opportunities to negotiate meaning, express opinions, share experiences, and collaborate with others. These communicative tasks reflect the principles of Communicative Language Teaching (CLT), where language learning develops through meaningful interaction rather than memorization. When students

discuss real issues—such as helping others, respecting differences, or resolving conflicts, they practice not only linguistic skills but also social-emotional competencies.

In Indonesian EFL classrooms, students come from diverse backgrounds and may have limited exposure to English outside school. Humanity-themed listening and speaking materials help create relatable contexts so learners can understand and express values in a culturally meaningful way. For example, listening activities about friendship or honesty can activate students' prior experiences, while pair-work or group discussions encourage them to express their viewpoints using English.

Developing listening and speaking materials around humanity themes therefore serves two key purposes:

- Enhancing oral communicative competence through purposeful, meaningful input and interaction.
- Fostering moral and social awareness by engaging learners with values that matter in real life.

In Harmer's framework, this aligns with three principles for effective oral communication tasks:

- Engagement before listening/speaking: activating interest through a topic students care about.
- Active involvement during listening/speaking: encouraging prediction, negotiation of meaning, and genuine response.

- Reflection after listening/speaking – allowing students to share insights, reactions, and personal connections to the value discussed.

### 3.3 Practical Application: Mini Lesson Plans

The mini lesson plans provided in this sub-chapter follow the principles of *active, reflective, and humanistic learning* inspired by Harmer's (2007) communicative approach, where learners engage with authentic topics that encourage emotional response and personal connection. Students not only read and understand the text but also discuss its meaning, reflect on their own experiences, and express ideas through writing and creative group activities such as *Humanity Bingo*, *Wall of Humanity*, and *Humanity Journals*.

For detailed lesson plans, please download using this QR-code:



# 3.3.1 Mini Lesson Plan for Vocabulary Building Activities

## a. Vocabulary Activity: “Words that Show Humanity”

### **Objective:**

Students can identify, understand, and use key vocabulary related to friendship, honesty, empathy and tolerance found in the reading material.

### **Target Vocabulary:**

- Respect
- Donate
- Help
- Friend
- Share
- Care
- Listen
- Smile

*(These words are taken from the reading text “A Class of Friends” in [2.2.4])*

### **Step 1 – Matching Meaning (Warm-Up)**

Match each word to its meaning.

| Word       | Meaning                                           |
|------------|---------------------------------------------------|
| 1. Respect | A. To give something you have to another person   |
| 2. Donate  | B. To show good manners and treat people well     |
| 3. Help    | C. To use your ears to understand what others say |
| 4. Friend  |                                                   |
| 5. Share   |                                                   |
| 6. Care    |                                                   |

|                       |                                                                                                                                                                                                                                                             |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Listen<br>8. Smile | D. To give (money or goods) for a good cause or for a charity.<br>E. To do something nice for another person<br>F. To think about and look after others<br>G. To do something that makes life easier for someone<br>H. To move your mouth to show happiness |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### ***Step 2 – Finding Context (While-Reading Task)***

Underline or highlight these words (or similar ideas) in the story: *respect, kind, sharing*. Then, complete the table (an example has been provided)

| <b>Word</b>    | <b>Sentence from the Story</b>       | <b>What it shows about Humanity</b>  |
|----------------|--------------------------------------|--------------------------------------|
| <i>Respect</i> | <i>We listened to her carefully.</i> | <i>Valuing other people's ideas.</i> |
| <i>Kind</i>    |                                      |                                      |
| <i>Sharing</i> |                                      |                                      |

### ***Step 3 – Personal Use (Post-Reading Production)***

Pair Work: Write two short sentences using any two of the words to describe real situations (e.g., “I help my friend carry books.” or “We share our snacks at break time.”)

Class Poster: In the poster of a “Humanity Word Wall.”, write one word on colorful paper with a sentence that shows its meaning. Post it around the classroom.



### **Step 4 – Reflection**

*Which word shows how you can be a better friend?*

*Which word do you want to practice more in your daily life?*

### **b. Vocabulary Bingo: “Humanity in Action!”**

#### **Objective:**

Students can recognize and recall vocabulary that expresses positive human values such as *kindness*, *cooperation*, and *respect*.

Choose one or two words from the Word Pool below:

help – listen – share – smile – respect – friend –  
care – talk – together – kind – welcome –  
teamwork – support – peaceful – understanding

Then see if you understand its meaning. Which word is the easiest for you to remember?

#### **Variation Ideas**

- Action Bingo: Instead of saying the words, mime the action (*smile*, *help*, *share*). Your peers will guess it.
- Group Challenge: Create your own Bingo cards using words from the story.
- Peer Definition Round: Take turns in giving the clues.

### 3.3.2 Mini Lesson Plan for a Suggested 4-Week Enrichment Program

Topic: Act of Kindness

#### ***Week 1 – Building Awareness***

Focus: Recognizing acts of kindness and learning related vocabulary.

Humanity Word Bank: Pay attention to the Word Bank corner. Brainstorm and add 5–7 initial words (e.g. help, smile, respect, share, care, support, kindness).

Humanity Bingo: Play in pairs or groups. As you read a short text or hear your classmates' stories, mark off the relevant kindness actions.

Reflection Prompt: Write 2–3 sentences about one act of kindness you saw this week.

#### ***Week 2 – Sharing Experiences***

Focus: Connecting personal experiences with classroom activities.

Wall of Humanity: Pay attention to the classroom bulletin board. In groups, write or draw one kindness story (from real life or a text) and post it to the magazine wall.

Guided Discussion: Each group explains their contribution in 2–3 sentences. (The teacher will highlight common values, e.g., helping, empathy, respect.

Reflection Prompt: Write 3–4 sentences about how kindness makes people feel.

### ***Week 3 – Practicing Kindness in Action***

Focus: Using language in real or simulated contexts.

Role Play: “Be Kind”: In pairs, act out short kindness scenarios (e.g., helping a friend, guiding someone, sharing food).

Feedback Round: Discuss what expressions were useful (e.g., Can I help you? Don’t worry. Let me carry that.).

Wall of Humanity Update: Add new entries from role plays.

Reflection Prompt: Write 4–5 sentences about which role play you liked and why.

### ***Week 4 – Deepening Reflection & Independence***

Focus: Moving from guided to independent expression.

Humanity Journal: Begin keeping your weekly journals, recording 1 act of kindness you did or saw (3–5 sentences).

Sharing Circle: Read one journal entry aloud. .

Review Activity: Quick round of “Pass the Message of Kindness” to revisit vocabulary and teamwork.

Reflection Prompt: Write 5–7 sentences about why small acts of kindness are important in our community.

## 3.4 Pedagogical Reflection

The materials development in this book follows Harmer (2007) framework of engagement–study–activation (ESA) while embedding human values relevant to Indonesian learners. The story and tasks encourage students to connect reading comprehension with emotional literacy. Through vocabulary noticing and reflective writing, students practice English as a living language — one used for understanding others, not just passing exams.

Such integration of moral and linguistic goals creates a humanistic classroom, where reading becomes an act of empathy. When learners read something that touches them, they remember the language longer.” This principle captures the essence of teaching humanity through reading.

# CHAPTER 4

## CLOSING

As this book comes to an end, this chapter presents the overall reflection on how the materials, approaches, and values explored throughout the previous chapters contribute to developing both language proficiency and character education. It revisits the key insights gained from the integration of moral values in English language learning and highlights the potential impact of value-based instruction on students' personal growth and communicative competence.

### 4.1 Summary

This book has explored how English language teaching at the A2 level can go beyond linguistic mastery to include moral and social development through the theme of *Humanity*. Beginning with theoretical foundations, we reviewed essential principles of teaching reading, writing, listening, and speaking (Chapter 1) and how these skills interact within

communicative, sociocultural, and humanistic frameworks.

Chapter 2 demonstrated how values such as friendship, honesty, empathy, and tolerance can be meaningfully integrated into reading, writing, listening, and speaking lessons. Each value was illustrated through simple A2-level texts, accompanied by structured classroom activities designed to support comprehension, reflection, and expression.

Chapter 3 then translated these principles into practical materials, lesson plans, and vocabulary activities grounded in Harmer's engagement-study-activation model. Through interactive and reflective tasks—such as *Humanity Bingo*, *Wall of Humanity*, and *Humanity Journals*—teachers are guided to foster emotional connection, ethical awareness, and collaborative learning.

Together, the three chapters offer a holistic approach to EFL instruction—one that connects language, values, and real-life experience. Students learn English not as a set of grammatical rules, but as a means of expressing care, empathy, and respect for others. Teachers, in turn, are empowered to make every reading and writing lesson a bridge between knowledge and kindness.

## 4.2 Pedagogical Implications

Integrating human values into English teaching aligns with Indonesia's *Merdeka* Curriculum, which emphasizes character education and student-centered learning. The model presented in this book supports the following four elements:

- **Linguistic growth**, through structured reading and writing practice at A2 level.
- **Affective engagement**, through themes that resonate with students' emotions and experiences.
- **Social competence**, through activities that promote cooperation, empathy, and reflection.
- **Critical awareness**, through exploration of moral choices and cultural diversity presented in the texts.

Teachers are encouraged to adapt and expand these materials according to their students' needs and classroom realities. The framework is flexible—teachers can replace or modify stories, tasks, and reflection prompts while maintaining the core focus on integrating values with literacy learning.

## 4.3 Recommendations for Teachers

1. Model the values you teach. Demonstrate friendship, honesty, empathy, and tolerance in classroom interactions.
2. Encourage reflection after reading, writing, listening, and speaking tasks. Let students connect the text to their lives.
3. Use cooperative learning to strengthen friendship and tolerance through authentic communication.
4. Differentiate tasks to ensure that all learners—regardless of proficiency—can participate meaningfully.
5. Celebrate progress, not perfection. Praise both linguistic and moral growth.

By adopting these practices, teachers can cultivate classrooms that are linguistically rich, emotionally supportive, and ethically grounded.

## 4.4 Final Reflection

Language is humanity in action. Every word we read, write, listen, and speak carries the potential to connect, comfort, and inspire. Through this book, teachers are invited to see English not merely as a subject, but as a space where learners grow in understanding—of themselves and of others.



As educators, our task is not only to teach English effectively but also to nurture compassionate, reflective individuals who use language to build bridges rather than walls. When students learn to read with empathy, write with sincerity, or listen with a friendly ear, and speak with tolerance, they practice both literacy and humanity—four skills the world will always need.



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# APPENDIX

## TEACHER'S MANUAL

### A) FOR CHAPTER 2

#### Extension, Reflection, and Further Notes

##### Part 2.2.1 Friendship

1. **Discussion Prompt:** Question students such as:  
“What makes a good friend? What can we do if someone feels left out?”
2. **Class Project:** Create a “Friendship Wall” where students post short notes or drawings about kind things their classmates have done.
3. **Reflection:** Observe how group work and peer collaboration support both language learning and value formation.
4. **For Guided Writing:** Provide sentence starters such as:
  - a. “Last year, I met a new friend named ...”
  - b. “We became friends because ...”
  - c. “I learned that being a good friend means ...”

- 5. For Descriptive Writing:** Encourage the use of linking words (e.g., *and*, *but*, *because*).

### Part 2.2.2 Honesty

- 1. Discussion Prompt:** Question students such as:  
“Why is it important to tell the truth? What happens when we are not honest?”
- 2. Class Project:** Create an “Honesty Pledge Board.” Each student writes one promise about how they will practice honesty (e.g., *I will tell the truth to my teacher, I will admit my mistakes, I will return what isn't mine*). Display the pledges around the classroom as reminders.
- 3. Reflection:** Observe how writing and role-play activities help students understand that honesty builds trust and self-respect. These activities not only improve communication and moral reasoning but also create a classroom culture where truthfulness is valued and practiced daily.
- 4. For Guided Writing:** Provide sentence starters such as:
  - a. “One time, I made a mistake when ...”
  - b. “I decided to tell the truth because ...”
  - c. “After I was honest, I felt ...”
- 5. For Descriptive Writing:** Encourage the use of adjectives (e.g., *truthful, trustworthy, sincere, fair*). Remind students to use linking words (e.g., *and, but*,



*because*).

Example: “My father is an honest man because he always tells the truth and keeps his promises.”

### Part 2.2.3 Empathy

1. **Discussion Prompt:** Question students such as: “What does it mean to ‘put yourself in someone else’s shoes’? How can we show empathy at school and at home?”
2. **Class Project:** Create an “Empathy Tree.” Each student writes or draws one leaf showing a time they showed or received empathy. Display the tree in class to remind everyone of the power of understanding and kindness.
3. **Reflection:** Observe how writing activities allow students to express emotions, recognize others’ feelings, and develop a caring classroom community where empathy supports both language growth and human values.
4. **For Guided Writing:** Provide sentence starters such as:
  - a. “One day, I noticed my friend was feeling ...”
  - b. “I decided to help by ...”
  - c. “After that, I felt ... because ...”
5. **For Descriptive Writing:** Encourage students to use feeling words (e.g., *sad*, *worried*, *happy*, *thankful*) and linking words (e.g., *because*, *so*, *when*).

Example: “When my classmate dropped her lunch, I helped her clean up because I knew she felt embarrassed.”

### Part 2.2.4 Tolerance

1. **Discussion Prompt:** Question students such as: “Why is it important to respect people who are different from us? What can we do when we disagree with someone?”
2. **Class Project:** Create a “Tolerance Garden.” Each student designs a paper flower with a word or phrase showing how they can practice tolerance (e.g., listen to others, respect differences, stay calm when we disagree). Display the flowers together to symbolize unity in diversity.
3. **Reflection:** Observe how writing and discussion activities help students develop respect for differences, patience in communication, and appreciation of diverse perspectives—strengthening both language skills and the value of living harmoniously with others.
4. **For Guided Writing:** Provide sentence starters such as:
  - a. “One day, I met someone who was different because ...”
  - b. “At first, I felt ... but then I realized ...”
  - c. “I learned that being tolerant means ...”
5. **For Descriptive Writing:** Encourage the use of adjectives (e.g., *truthful, trustworthy, sincere, fair*).

Remind students to use linking words (e.g. *and*, *but*, *because*).

Example: “My father is an honest man because he always tells the truth and keeps his promises.”

### **Part 2.3.1 Friendship**

1. **Discussion Prompt:** “Why is it important to listen to our friends when they are struggling? Students discuss in pairs, then share with the class.

2. **Class Project:**

Create a “Friendship Support Guide”

In groups of 3–4, students create a simple guide that includes:

- a. Examples of supportive expressions (e.g., “I’m here for you.”)
- b. Short dialogues showing how to comfort a friend
- c. Do’s and Don’ts when talking to someone who is upset
- d. One real story or example from the group

Students can present the guide to the class or display it on the classroom wall.

3. **Reflection:** Reflect on how students interacted during listening and speaking activities:

- a. Did students show active listening in pair discussions?
- b. Did they use supportive expressions naturally in role-plays?

- c. How did group collaboration contribute to both language learning and the development of friendship values?

Teachers can note which students showed improved empathy or communication skills and plan follow-up activities if needed.

**4. For Guided Speaking:** Provide sentence starters such as

- a. “You seem quiet today, is everything...?”
- b. “If you want to talk, I’m here...”
- c. “When I feel sad, I usually...”

These starters help lower-level learners express feelings and support more confidently.

**5. For Dialogue Building:** Encourage students to use linking words (e.g., *and*, *but*, *so*, *because*) in their spoken interactions to make their dialogues more natural and connected.

- a. “I was worried because my test result was bad.”
- b. “I want to help you, so you won’t feel alone.”

**6. For Further Reflection:** Observe how pair and group work promote both communication skills and the value of friendship. Look for signs such as:

- a. students listening attentively
- b. students responding with empathy
- c. students supporting each other during role-play or group discussions

Teachers may give short verbal feedback on how well students used supportive language.

### **Part 2.3.2 Honesty**

- 1. Discussion Prompt:** “Why is honesty sometimes difficult, even when we know it’s the right thing to do?”

Follow-up prompts:

- a. How do people feel when others lie to them?
- b. Does honesty always mean being harsh? How can we be honest and kind?

- 2. Class Project:** Create an “Honesty Pledge Board.” Students work in groups to create a class pledge board containing statements such as:

- a. “I will tell the truth even when it’s hard.”
- b. “I will admit my mistakes.”
- c. “I will respect others by being honest.”

Each student adds their own sentence. The board can be displayed in class as a reminder of the shared value.

- 3. For Reflection:** Consider the followings:
  - a. How students respond when discussing difficult honesty situations
  - b. Whether students show improved confidence in sharing personal experiences
  - c. How honesty-themed tasks strengthen trust and openness during speaking sessions

4. **For Guided Speaking:** Provide sentence starters to support lower-proficiency learners:
  - a. “One time I was honest when...”
  - b. “At first I felt...”
  - c. “But I decided to tell the truth because...”
  - d. “After that, I realized that...”
5. **For Role-Play:** Encourage the use of linking expressions (e.g., *because, so, however, in the end*)  
Remind students to focus on tone—honesty should be expressed respectfully.
6. **For Further Reflection:** Observe whether group work helps students openly discuss moral dilemmas.  
Encourage a supportive environment where students feel safe admitting mistakes or sharing real experiences.

### Part 2.3.3 Empathy

1. **Pair Discussion Prompt:** “*Why is it important to listen to our friends when they are struggling? Sharing an experience when listening helped strengthen a friendship.*”  
Students talk in pairs, then share with the whole class.
2. **Class Project – “Friendship Support Guide”:** In groups of 3–4, students create a simple guide that includes:
  - a. Examples of supportive expressions

- b. A short dialogue showing how to comfort a friend
- c. Do's and Don'ts when talking to someone who is upset
- d. One real story or example from the group

Students present their guide to the class or display it on the classroom wall.

3. **Reflection:** Consider the followings:

- a. Did students show active listening in pair discussions?
- b. Did they use supportive expressions naturally in role-plays?
- c. Did group work help develop both language and friendship values?
- d. Which students showed improved empathy or communication?
- e. What follow-up speaking tasks might they need?

4. **For Guided Speaking:** Help lower-level learners by commenting such as:

- a. "You seem quiet today, is everything...?"
- b. "If you want to talk, I'm here..."
- c. "When I feel sad, I usually..."
- d. "I understand because..."
- e. "Maybe I can help by..."

5. **For Dialog Building:** Encourage students to use linking words (e.g., *and*, *but*, *so*, *because*)

Examples:

- a. "I was worried because my test result was bad."

- b. “I want to help you, so you won’t feel alone.”
- 6. **For Further Reflection:** Observe signs of empathy and communication:
  - a. Students listening carefully.
  - b. Students responding kindly.
  - c. Students helping each other during discussions.
  - d. Students using supportive language confidently.

### **Part 2.3.4 Tolerance**

1. **Pair Discussion Prompt:** *“Why is it important to respect people who are different from us? Sharing a moment when respecting someone’s difference helps you become closer.”*

Students discuss in pairs, then share with the class.

2. **Class Project – “Tolerance Guidebook”**

In groups of 3–4, students create a simple guide that includes:

- a. Examples of respectful expressions (“I respect your way.” “That’s okay, we can be different.”)
- b. Short dialogues showing tolerance in daily situations
- c. A Do’s and Don’ts list for talking about differences
- d. One real story from the group about showing tolerance

Groups present their guide or display it on the classroom wall.



3. **Reflection:** Reflect on student interactions:
- a. Did students listen carefully when partners described differences?
  - b. Did they use respectful expressions (not judgmental ones)?
  - c. Did group work help them understand cultural or personal differences?
  - d. Which students showed growth in open-minded communication?
  - e. What follow-up tasks are needed (more vocabulary? more modeling?)

4. **For Guided Speaking:** Provide sentence starters such as:

- a. “Your tradition is..., and mine is..., but...”
- b. “Can you explain why...?”
- c. “That is new for me, and I want to learn more.”
- d. “We can do things differently because...”

These help lower-level learners express respect more easily.

5. **For Dialogue Building:** Encourage the use of linking (e.g., *and*, *but*, *so*, *because*)

Examples:

- a. “Your food looks different, and it smells good.”
- b. “I want to understand your celebration because it is new to me.”
- c. “We do it differently, but both ways are good.”

**6. For Further Reflection:** Observe whether students:

- a. listen attentively
- b. avoid negative comments
- c. respond with acceptance
- d. show interest in classmates' differences

Teachers may give short verbal feedback on how well students used tolerant language.

## **Listening Scripts**

### **Part 2.3.1**

#### **Helping Dika**

One day at school, Dika looked sad. He was sitting alone on a bench. His friend, Sinta, walked toward him and asked, “What’s wrong, Dika?”

Dika said softly, “I forgot my English homework. I don’t know what to do.”

Sinta sat beside him and smiled. “It’s okay. I can help you. Let’s do it together during break time.”

During the break, Sinta helped Dika understand the questions. They finished the homework before class started.

Dika felt happy and said, “Thank you, Sinta. You supported me when I needed help.”

Sinta replied, “Friends always help each other.”

## Part 2.3.2

### Lila and the Broken Vase

One morning, Lila was playing in the living room. She accidentally knocked over a vase, and it broke into pieces.

Lila felt scared. She thought, “If I tell my mom, she might be angry. But I know I should be honest.” Lila took a deep breath and said, “Mom, I broke the vase. I’m sorry.”

Her mom smiled and said, “Thank you for telling the truth, Lila. I’m proud of your honesty.”

Lila felt relieved. She learned that telling the truth can be hard, but it is always the right choice.

## Part 2.3.3

### Managing emotions.

Audio: [3.Emphaty\\_managingemotions.mp3](#)

Older brother : Hey, bro!  
Younger brother : Hey. Are you OK? I heard you got a bit angry at school today.  
Older brother : Yeah, it was so embarrassing. I lost control. Everyone was looking at me.  
Older brother : What happened? Don't worry, I won't tell Mum and Dad.  
Younger brother : I just ... urgh, it's so frustrating. I handed in a project to my teacher and I thought it was really good. I worked really hard on it. But today they gave it back, and my grade was really low. My friend, who didn't really work hard, got a really good grade. It's so unfair!

- Older brother : Oh, that's not cool. I mean, that must be really frustrating. Did you speak to the teacher about it?
- Younger brother : Yeah, I tried, but I felt like they didn't listen and so I got angry and started shouting.
- Older brother : OK, look, there's something that helps me to keep calm in situations like this. Don't laugh, but it's all about breathing.
- Younger brother : Are you joking? How will that help?
- Older brother : You need to find a quiet space and then breathe in and out slowly, like this [*inhales deeply through nose*]. In through your nose, hold your breath and [*exhales*] out through your mouth. [*Brother copies.*] When you're angry, you lose control, and it doesn't help. Your teacher won't listen when you're shouting.
- Younger brother : No, it just makes everything worse.
- Older brother : But if you breathe like this first, it helps you to keep calm. And when you're calm, your teacher will listen and take you seriously.
- Younger brother : Yeah, I'd like that. Breathing, huh? OK, I'll try it. School makes me really angry sometimes. But then, after, I feel bad.
- Older brother : Don't feel bad. Everyone gets angry – and it's OK to be angry. It's just about the way you control it.
- Younger brother : Yeah. Thanks.
- Older brother : No worries, and speak to your teacher – or me – if you are getting stressed about school ... but calmly, right?
- Younger brother : Yeah. Thanks. I got it.

## Part 2.3.4

### Meeting other students

Audio: 4.Tolerance\_meetingotherstudents.mp3

- Teacher : So, now you've got the important information, it's time to meet each other. Everyone turns to the people next to you and introduce yourselves.
- Cara : So, hi. I'm Cara. And you are?
- Robert : Robert.
- Selim : Selim.
- Cara : Nice to meet you!
- Robert & Selim : You too.
- Robert : Nice accent. Where are you from?
- Cara : I'm from Glasgow.
- Robert : Oh, really? My mum's from near Glasgow, so I'm half Scottish.
- Cara : Cool. Do you live in Scotland?
- Robert : No, we live in England, near Manchester. My dad's from there. What about you, Selim?
- Selim : I'm from Leeds originally but I grew up near London.
- Cara : Are you both doing history on its own?
- Selim : No. I'm doing history and German.
- Robert : I'm doing it with Maths, actually.
- Selim : History and Maths. That's different!
- Robert : Yeah, I couldn't decide between arts and sciences. Maths doesn't help with remembering dates, though! And you?
- Cara : I'm doing history and French.
- Selim : I wanted to do French, but German was easier, so I took that.
- Cara : German is so hard!

## **Prompts for Speaking Activities**

### **Part 2.3.1 Friendship**

#### **3. Open-Ended Speaking Task**

“Describe a time when you supported a friend or when a friend supported you. What happened? What did you learn?”

### **Part 2.3.2 Honesty**

#### **3. Honesty Circle: “Would You Tell the Truth If...?”**

- a. A friend asks if their presentation was good, but it wasn’t.
- b. A teacher assumes you submitted something, but you didn’t.
- c. You borrowed something and accidentally damaged it.

### **Part 2.3.3 Empathy**

#### **3. Open-Ended Speaking Task – “Advice Corner” Mini Talk**

“Describe a time when you supported a friend or when a friend supported you. What happened? What did you learn?”

### **Part 2.3.4 Tolerance**

#### **3. Open-Ended Speaking Task – “Tolerance Talk”**

“Describe a time when you met someone who was different from you. What did you learn? How did you show respect?”

**B) FOR CHAPTER 3**

**3.3.1 Mini Lesson Plan for Vocabulary Building Activities**

In Step 1 – Matching a word to its meaning

| Word       | Meaning                                                        |
|------------|----------------------------------------------------------------|
| 1. Respect | a. To give something you have to another person                |
| 2. Donate  | b. To show good manners and treat people well                  |
| 3. Help    | c. To use your ears to understand what others say              |
| 4. Friend  | d. To give (money or goods) for a good cause or for a charity. |
| 5. Share   | e. To do something nice for another person                     |
| 6. Care    | f. To think about and look after others                        |
| 7. Listen  | g. To do something that makes life easier for someone          |
| 8. Smile   | h. To move your mouth to show happiness                        |

Answers: 1-b, 2-e, 3-g, 4-d, 5-a, 6-f, 7-c, 8-h

In Step 2 – Finding Context (While-Reading Task), ask students to underline or highlight these words (or similar ideas) in the story. Then, have them complete the table.

Possible answers:

| <b>Word</b>    | <b>Sentence from the Story</b>                               | <b>What it shows about Humanity</b>        |
|----------------|--------------------------------------------------------------|--------------------------------------------|
| <i>Respect</i> | <i>We listened to her carefully.</i>                         | <i>Valuing other people’s ideas.</i>       |
| <i>Kind</i>    | <i>The room was filled with warm smiles and kind voices.</i> | <i>Creating a friendly atmosphere.</i>     |
| <i>Sharing</i> | <i>We shared snacks and talked about our favorite foods.</i> | <i>Building connection through giving.</i> |

This table can be copied or modified into personal use.

In Step 3 – Personal Use (Post-Reading Production), do the followings:

Pair Work: Ask students to write two short sentences using any two of the words to describe real situations (e.g., “I help my friend carry books.” or “We share our snacks at break time.”)

Class Poster: Create a “Humanity Word Wall.” Each student writes one word on colorful paper with a sentence that shows its meaning. Ask students to post it around the classroom.

In Step 4 – Reflection, ask these to students:

*Which word shows how you can be a better friend?*  
*Which word do you want to practice more in your daily life?*



For the section of Vocabulary Bingo: “Humanity in Action!”, some guides are provided below:

***Preparation:***

1. Prepare Bingo cards (3×3 or 4×4 grids).
2. Fill each square with a vocabulary word or short phrase from the story “A Class of Friends” and other related words.
3. Prepare at least a card which each student should have in a random sequence card or it is mixed on its sequence.

***Example Word Pool (mix and rotate across cards):***

help – listen – share – smile – respect – friend –  
care – talk – together – kind – welcome – teamwork  
– support – peaceful – understanding

**Sample 3×3 Card**

|         |        |          |
|---------|--------|----------|
| help    | friend | listen   |
| share   | smile  | care     |
| respect | kind   | together |

***Step-by-Step Procedure***

***Step 1 – Pre-Game Review (5 minutes)***

Review the vocabulary by asking simple questions: “What does ‘respect’ mean?”, “How do you help a friend?”, “Can you show me how to smile kindly?”

The purpose of this activity is to activate prior knowledge and pronunciation practice.

### ***Step 2 – Post-Game Reflection (5 minutes)***

Ask students “Which word was easiest to remember?”, “Which one can you use in real life today?”

Then, have them write one simple sentence using any new word they learned (e.g., “I help my friend when he is sad.”).

### **Variation Ideas**

- Action Bingo: Ask students to mime the action (*smile, help, share*) and let other students guess which one fits.
- Group Challenge: Have teams of groups create their own Bingo cards using words from the story.
- Peer Definition Round: Ask students to take turn in giving the clues

The purposes of this activity are to build word recognition, to support collaborative learning and affective engagement through play, and to reinforce human values (e.g., cooperation, empathy, inclusion) through repeated exposure in positive contexts.

## **C) ALTERNATIVE PROJECTS AND GAMES FOR VOCABULARY BUILDING**

### **1. Wall of Humanity**

Create a classroom bulletin board where students post short stories, drawings, or quotes about acts of kindness. Each week, groups contribute one new piece. This activity strengthens the expressive and directive functions of language (Tamah, 2003) while giving students a public space to showcase their work.

### **2. Humanity Word Bank**

Designate a corner of the classroom as a vocabulary bank. Each week, students add new words related to humanity, such as: *help*, *donate*, *respect*, *equality*. This supports language-focused learning (Nation, 2009) and helps students build a richer vocabulary set for reading and writing.

### **3. Humanity Journals**

Assign a weekly speaking project in which students deliver a short oral reflection (30–60 seconds) about an act of kindness they did or witnessed. Students speak from personal experience using their own words, without reading from a prepared script. Consistency is emphasized so that, over time, students can recognize how small acts of kindness accumulate into meaningful social change while also noticing growth in their speaking confidence and fluency.

This activity exemplifies an independent speaking task, as learners rely on their existing language resources to convey meaning rather than reproducing teacher-provided models. In line with Nation (2009), independent tasks encourage learners to take responsibility for language production and support fluency development through repeated, meaningful output. By drawing on real-life experiences, the task connects classroom speaking practice with learners' everyday social interactions, making oral communication purposeful and authentic.

# GLOSSARY

**Affective engagement** – The emotional involvement of learners in learning tasks which increases motivation and memory retention.

**Authentic materials** – Real-life texts or resources created for genuine communication (not specifically for teaching) that help learners experience how language is naturally used.

**Bottom-up processing** – A reading approach that focuses on decoding letters, sounds, and words to build meaning from smaller language units.

**Character education** – The process of teaching students moral and ethical values such as honesty, tolerance, and empathy.

**Communicative language teaching (CLT)** – An approach that emphasizes interaction and real-life communication rather than rote grammar learning.

**Comprehension** – The process of understanding and interpreting meaning from a text.

**Directive function** – A language function used to instruct, advise, or influence others' actions (e.g., giving commands or suggestions).

**Empathy** – The ability to understand and share the feelings of others; one of the core human values discussed in this book.

**Engagement–Study–Activation (ESA)** – Harmer's (2007) model for lesson design: engaging learners emotionally, studying language features, and activating communication.

**Extensive reading** – Reading large amounts of easy, enjoyable texts to build fluency and vocabulary.

**Fluency** – The ability to produce language smoothly and easily without frequent pauses or hesitation.

**Friendship** – A humanitarian value emphasizing kindness, cooperation, and support among learners in social and academic contexts.

**Guided writing** – A writing task where teachers provide support, structure, or prompts to help students organize and express their ideas.

**Honesty** – The act of telling the truth and doing what is right; one of the core human values emphasized through reading and writing.

**Humanity** – The central theme of this book; the quality of being kind, compassionate, and respectful toward others.

**Input Hypothesis** – Stephen Krashen’s (1982) theory that learners acquire language when exposed to input slightly above their current level of competence (i+1).

**Intercultural competence** – The ability to communicate and interact effectively with people from different cultural backgrounds.

**Language functions** – The purposes language serves in communication, such as referential, expressive, phatic, and directive uses.

**Materials development** – The process of creating, selecting, or adapting teaching resources that suit learners’ needs and contexts.

**Merdeka Curriculum** – Indonesia’s current curriculum emphasizing character development, student-centered learning, and freedom to adapt materials.

**Moral values** – Shared principles that guide behavior and decision-making, such as friendship, honesty, empathy, and tolerance.

**Peer review** – An activity where students read and give feedback on each other’s writing to develop collaboration and reflection.

**Phatic function** – A language function used to maintain social relationships (e.g., greetings, small talk).

**Reading comprehension** – The ability to understand, interpret, and respond to written texts using strategies such as predicting, inferring, and summarizing.

**Scaffolding** – Support provided by teachers or peers to help learners accomplish tasks they cannot yet do independently.

**Schema theory** – The concept that background knowledge helps readers make sense of new information and connect it with prior experience.

**Sociocultural theory** – Vygotsky’s (1978) idea that learning occurs through social interaction and collaborative dialogues

**Student-centered learning** – An approach that emphasizes learner autonomy, participation, and choice in the learning process.

**Tolerance** – Accepting and respecting differences in opinions, beliefs, or backgrounds.

**Top-down processing** – A reading approach that uses background knowledge and prediction to understand overall meaning.

**Vocabulary building** – Learning and practicing new words systematically to improve comprehension and expression.

**Wall of Humanity** – A classroom activity where students share written acts of kindness, empathy, or respect to celebrate humanity.

**Writing as process** – The view of writing as a recursive process that includes planning, drafting, revising, editing, and proofreading.



## **BIODATA PENULIS**

### **Aditya Yoastara**

Aditya Yoastara merupakan akademisi yang memiliki minat pada bidang pendidikan bahasa, pengembangan kurikulum, dan inovasi pembelajaran. Aktivitas akademiknya meliputi pengajaran, penelitian, serta pengabdian kepada masyarakat. Fokus kajian yang ditekuni mencakup pengembangan kompetensi berbahasa, pembelajaran berbasis teknologi, serta peningkatan kualitas pendidikan melalui pendekatan yang inovatif. Selain aktif menulis artikel ilmiah, Aditya Yoastara juga berkontribusi dalam penyusunan bahan ajar, modul pembelajaran, dan publikasi akademik di bidang pendidikan.

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### **Elisabeth Frayntiana Mo'a**

Elisabeth Frayntiana Mo'a aktif sebagai akademisi yang berkecimpung dalam bidang pendidikan bahasa dan linguistik terapan. Ketertarikannya terhadap pengembangan

metode pembelajaran mendorong keterlibatannya dalam berbagai kegiatan penelitian, seminar ilmiah, serta pengembangan bahan ajar. Melalui karya-karya akademiknya, Elisabeth Frayntiana Mo'a berupaya memberikan kontribusi terhadap peningkatan mutu pendidikan dan pengembangan kompetensi peserta didik dalam menghadapi tantangan global.

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### **Siti Mina Tamah**

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## **Hendra Tedjasuksmana**

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Open the door to a world where humanity connects us — bridging hearts, minds, and classrooms. This book invites teachers to explore the beauty of reading, writing, listening, and speaking through values that shape who we are: Friendship, Honesty, Empathy, and Tolerance. Specially designed for learners at the A2 level of the CEFR, it combines practical theories and meaningful exercises tailored to real classroom needs. Each page helps teachers guide students not only in mastering language but also in nurturing kindness and understanding. Ultimately, this book reminds us that teaching humanity is more than a lesson plan — it is the essence of being both:  
a human and a teacher.



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**YOASTARA - MISAJON - PALUPI - MO'A -  
TAMAH - TEDJASUKSMANA**

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