

## CHAPTER II

### **Run! Zombies are Coming: Riddle-Based Interactive Speaking Activities**


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This chapter aims to introduce riddle-based speaking activities for English as a Foreign Language (EFL) students. By solving the riddle, the students have opportunities to practice their problem-solving, collaboration, and creativity whilst practicing some English language expressions of giving and asking for suggestions. The lesson plan presented in this chapter should interest EFL teachers who are looking for supplementary technology-enhanced speaking activities for their EFL students.

#### **Theoretical Base**

##### ***Riddle-Based Speaking Activities***

In these speaking activities, the students collaborate and communicate with their classmates; perform interactive speaking (influenced by Brown, 2003) to solve a riddle or "a type of question that describes something in a difficult and confusing way

and has a clever or funny answer, often asked as a game" (searched in  [Cambridge online dictionary](#)).

### ***Task Engagement Principles***

Activities in the lesson plan are designed based on some of the task engagement principles of Egbert and Shahrokhni (2018). The first principle is *scaffolding* or giving guidance for students to complete the task. The second principle is *interaction*, which should be based on two-way give and take, listening and responding to one another's ideas. The third principle is *skills balance*. Teachers might engage their students by giving them tasks that are possible to complete but with enough difficulty to keep their attention. The last principle is *autonomy*, which allows students to control some aspects of a task "along with how, when, where, and why to learn" (Egbert et al., 2021, p. 12).

## **Lesson Plan**

### ***Description***

Subject	: speaking
Students	: Indonesian EFL university students
Level	: intermediate
Topic	: asking and giving suggestions
Time allocation	: 50 minutes x 2
Tools	: PC/Laptop, LCD, speakers, internet connection

## Learning Objectives:

At the end of the lesson, the students will be able to:

- use language expressions of asking, giving, and responding to suggestions/advice.
- negotiate ideas among students in a group to solve a simple riddle.

## Teaching Procedures:

### *Precursor*

1

Ask students to work in a group of three to four students. Tell them that they have to work together with their group members to solve a riddle (i.e., in this lesson plan, we use can you solve the bridge riddle by Alex Gendler; see



[Can you solve the bridge riddle](#)

### *Scaffolding and Skill Balance*

2

Before solving the riddle, ask students to read and practice the following language expressions of asking, giving, and responding to suggestions/ advice.

#### **Asking suggestions:**

- *Do you have any suggestions?*
- *What do you think I/we should do?*

- *What should I/we do?*
- *Could you give me/us any suggestions?*
- *What is your idea/advice/suggestion?*
- *Please tell me/us what to do.*

Adapted from: Ervina (2022)

### **Giving suggestions:**

- *I think you/we should [...]*
- *I suggest that [...]*
- *Why don't you/we [...]?*
- *You/ we should [...]*
- *Try to [...]*

Adapted from: Ervina (2022)

### **Accepting suggestions:**

- *What a good idea!*
- *It sounds good!*
- *That sounds great!*

Taken from: Ammariah (2022)

### **Refusing/rejecting suggestions:**

- *I don't think that is a good idea.*
- *I'm not really sure about that.*
- *I don't think that would work.*
- *Do you have any other ideas?*

Taken from: Ammariah (2022)

Visit the links below to learn other language expressions of asking, giving, and responding to suggestions.



[Language expressions 1](#)

[Language expressions 2](#)

[Language expressions 3](#)

3

Use the following [presentation slides](#) and read the story to students.



[Presentation slides](#)

*Note.* you may modify the slides to meet your students' needs. Each slide can be read several times to make sure that students get points/clues presented in each slide.

## ***Interaction and Autonomy***

4

Display slide 5



[Presentation slides](#)

Ask students to interact with their group members to complete the information in the provided space on the selected slide. Give them 10 minutes to discuss and solve the riddle; this is where students are challenged to practice their problem-solving and creativity.

*Note.* in the group discussion, students have to practice the language expressions of asking, giving, and responding to suggestions/ advice. The students may also decide how they will solve the riddle in the group. Additionally, emphasize that every voice matters, not just the vocals! Every student should appreciate and listen to each other's ideas well; there should be

no judgmental feedback on any presented ideas during the group discussion; no one should position themselves as more knowledgeable than the others (influenced by Mali and Salisbury, 2022; Nilsson et al., 2018).

5

Display slides 6-7, following the same instructions in step 4



[Presentation slides](#)

*Note.* teachers may use the simple rubric to assess students' interactions in the group.



[This simple rubric](#)

6

Ask every group to share their answers with the class.

*Note.* there is no right or wrong answer in this sharing session.

7

Play The complete riddle video to check the students' answers.



[The complete riddle video](#)

*Note.* teachers may activate the subtitle (e.g., in English or *Bahasa Indonesia*) to help students follow the ideas presented in the video. Teachers might also consider giving a small gift to a group(s) that can solve the riddle. To explore other various riddles, visit this link:



[The complete riddle video](#)

## 8

Ask every group to share how they feel about this activity.

*Note.* there is no right or wrong answer in this sharing session.

### **Learning Potentials**

The students can have opportunities to practice the language expressions of asking, giving, and responding to suggestions/ advice and use the expressions to solve the riddle with their group members.

### **Considerations**

There are some considerations when doing these interactive riddle-based speaking activities. First, the activities might be quite challenging as they include a little bit of math to solve the riddle. Second, preparing the slides (see steps 4 and 5) might be a way to scaffold the instructions on how to solve the riddle. However, it may need some time to prepare the slides. Teachers with busy schedules might be reluctant to do these speaking activities. Third, teachers may consider using this activity in the opening session of their speaking lessons to engage their students without assessing the students' speaking performances.

## Conclusion

The riddle-based speaking activities might provide opportunities for EFL students to practice their speaking, problem-solving, collaboration, and creativity skills in a fun and creative way.

## References

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