

2019 TCSOL Practicum II

FINAL PROJECT

GROUP SEVEN

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Contents

Introduction.....	3
Project overview.....	4
Task Descriptions and rationale.....	6
Reflections	12
Appendix	14

Introduction

Throughout this semester, we've gained a deepened understanding on the basic tenets of TBLT and acquired a wide range of strategies from planning to implementing task-based language teaching. TBLT takes “task” as a meaningful and viable unit of analysis in identifying learners' needs, defining syllabus content, organizing language acquisition opportunities and measuring student achievement. Doing TBLT, therefore, starts with a task-based need analysis, which leads to the selection of relevant topics and identification of target tasks. While target tasks are what learners need to be able to do with the target language in real life, pedagogical tasks are what instructors and learners work on in classrooms and what serve as “scaffolds” for learners to complete the target tasks. Designing pedagogical tasks constitutes the most demanding work, perhaps the most enigmatic part as well, for instructors who adopt TBLT in language teaching, and hence is always the place where teachers' expertise comes in. With a reasonable grasp of the basic principles in doing TBLT at the end of the semester, we set out to do the final project---adapting a textbook unit to a TBLT lesson, which we deem as a great opportunity to enhance our theoretical understandings and to gain some hands-on experience in TBLT.

Doing the final project was a journey of self-discovery—the three of us, when putting our heads together, turned out to be so resourceful and we generated an overwhelmingly large number of ideas in the very beginning. After several rounds of discussion and considerable compromises made by each of us, we ultimately reached a consensus on the final version of our lesson plan. Generally speaking, we made decisions on the textbook unit to be adapted, the students' needs, the teaching materials, the target task, the design and sequence of the pedagogical tasks. We started from a survey on the existing textbooks for EFL learners. Given the fact that two of our group members are in-service English teachers in Chinese universities, we narrowed down and focused on English textbooks for college students. Considering the practical situation, we decided to use the textbook *A Guide to English-speaking Countries* and selected the first unit as the content of our instruction. The topic is “the geographic locations of the six English-speaking countries”. We then proceeded to analyze the learners' needs and identified an array of target tasks, from which we selected one target task—identify and describe the geographic location of a country. From the target task we developed four pedagogical tasks and sequenced them guided by the theoretical frameworks we learned in class. We finalized our design after careful assessment on each aspect of the tasks and repeated revisions on every detail which we consider as significant.

Project Overview

Textbook: *A Guide to English-speaking Countries*

Teaching materials:

- 1) the textbook;
- 2) the World Map in English;
- 3) the maps of the six English-speaking countries;
- 4) newspaper articles and Wikipedia entries on the geographic locations of the six English-speaking countries;
- 5) video clips from the National Geographic, other materials and tools.

Target students: first-year college students, intermediate level of EFL learners, native speakers of Chinese

Teaching objectives:

- 1) Students are able to identify the major English-speaking countries in the world;
- 2) Students are able to describe geographic locations of the English-speaking countries on the world map;
- 3) Students are able to describe the locations of the geographic locations and talk about the geographic connections of the six English-speaking countries fluently and accurately.

Target tasks: identify and describe the geographic location of a country

Pedagogical tasks:

Task 1 Identify the English-speaking countries:

Step 1 Students read short paragraphs on “Languages Spoken in a Country”

Step 2 Students work in pairs and decide whether the country is an English-speaking country

Task 2 Identify and describe the geographic location of Australia:

Step 1 Students work in pairs and discuss on the statements and tell whether the statements are true or false based on the map

Step 2 Students orally report their discussion results.

Task 3 Identify and describe the geographic locations of the other five English-speaking countries

Step 1 Students form in ten small groups and develop an oral report on the geographic location of one country

Step 2 Guessing game: students listen to others' report and guess out the country according to the descriptions

Task 4 A dictogloss tasks based on the video clip from the National Geographic

Step 1 Students listen to a video clip from the National Geographic

Step 2 Students take notes while listening without captions

Step 3 Students co-constructed the text through pair work and interactions

Step 4 Students compare their texts with the captions

Task Description and Rationale

Task 1 identify the English-speaking countries

Step 1 Individual work: Students read short paragraphs on “Languages Spoken in a Country” (one example given below)

South Africa has eleven official languages. According to the 2001 National Census, the three most-widely spoken first languages are Zulu (23.8%), Xhosa (17.6%) and Afrikaans (13.3%). Two of the eleven languages are of European origin: Afrikaans, a language which originated mainly from Dutch is spoken by the majority of white and colored South Africans, and South African English. Though English has a large role in public and commercial life, it is nevertheless only the fifth most-widely spoken home language.

Step 2 Pair work: students work in pairs and decide whether the country is an English-speaking country

Table 1 Description of Task 1

Design features	Task 1
Goal	Students identify the English-speaking countries
Input	Reading materials
Conditions	Shared information
Procedures	Individual work, pair work, whole-class discussions
Outcomes	Open outcome, reading for meaning, negotiation for meaning, making decisions

The first input-based task, serving as a priming task, aims at leading students into the topic “English-speaking countries” through providing students with rich and meaningful input. In order to engage our students in a meaningful but not so challenging task at the very beginning of the class, we decide to let our students read short paragraphs on “languages spoken in the country” and ask them to decide on whether the country can be counted as an English-speaking country.

Students, while reading the short paragraphs and doing the task, might be intrigued by the fact that English is spoken in many countries and deciding whether a country is an English-speaking country is indeed a tricky question. The whole task will be done through pair work and whole-class interactions, during which students are expected to process the input for meaning and making decisions based on their world knowledge and the existing linguistic resources. With students' interest piqued and the topic brought up, and with a fair amount of input, we hope at this point we would have been able to prepare our students for the subsequent main tasks.

Task 2 Identify and describe the geographic location of Australia

Step 1 Pair work: students discuss on the statements and tell whether the statements are true or false based on the map (one example given below)

statements	True or false
1. Australia is an island country in the Indian Ocean.	
2. Australia lies between the Indian Ocean and the Atlantic Ocean.	
3. Australia is located in Oceania, one of the continents in the Northern hemisphere.	
4. Australia is surrounded by sea on all sides: the Pacific Ocean on the east, the Indian Ocean on the West and the South, and the Arafura Sea on the north.	
5. Australia has many neighboring countries, including Indonesia to its north and New Zealand to its southwest.	
6. Australia has no adjoining neighbors, sharing land border with no other countries.	

Step 2 Whole-class interaction: students orally report their discussion results.

The second task, another input-based task, constitutes as a main task by which students are supposed to read the statements on the geographic location of Australia and through pair work decide on the truthfulness of the statements according to the information on the map. This task intends to cater to students' implicit learning by engaging students in reading and decision-making

activities. This task, which brings students' focal attention to the descriptions of geographic location of Australia and engages students in the meaning-making process, would hopefully facilitate the "code-cracking" process where learners might acquire the language form or at least notice some of the target constructions in use. There are multiple statements on the geographic location of Australia, and therefore contain a wide range of expressions that are typically used for describing a country's geographic locations. In order to fully engage students in processing for meaning and help them produce comprehensible output, the next step is to ask students to give a brief oral report on the geographic location of Australia with the help of the guiding questions. With all the steps done and with the task finished with a visible outcome, it is our hope that students have learned the content and processed the input with some attention drawn to the linguistic codes.

Table 2 description of Task 2

Design features	Task 2
Goal	Students describe the geographic location of Australia
Input	Reading materials, world map, map of Australia
Conditions	Shared information
Procedures	Individual work, pair work, whole-class discussions
Outcomes	Oral report on geographic location of Australia, comprehending statements, reading maps, negotiation for meaning, making decisions, exchanging opinions

Task 3 Identify and describe the geographic locations of the other five English-speaking countries

Step 1 Group work: students form in ten groups and develop an oral report on the geographic location of one country

Step 2 Guessing game: students listen to others' report and guess out the country according to the descriptions

Table 3 Description of Task 3

Design features	Task 3
Goal	Students describe the geographic locations of the five English-speaking countries
Input	World map, maps of different countries
Conditions	Shared information
Procedures	Individual work, group work, whole-class discussions
Outcomes	Oral reports on geographic locations of five English-speaking countries , reading maps, negotiation for meaning, listening to reports, processing audio input

The third task, an output-based task, aims to create the condition where students' communicative needs arise and their cognitive and linguistic resources are utilized. This task asks students to develop an oral report on each of the remaining five English-speaking countries, including the UK, the USA, Canada, Ireland and New Zealand. It's designed to provide the condition for students to draw on their cognitive and linguistic resources, with negotiation and interactions with peers, and hence produce input counted as the communicative outcome. As the next step, the following task further challenges students by putting them in "a difficult situation" where they have to process the audio input and guess out the name of the country according to others' description. Designed as an information-gap task, this task creates the situation where students need to listen carefully to other students' oral reports on the geographic locations of the five English-speaking countries. This task involves multiple elements and much reasoning and, as we predict, would allow little time for planning, so its complexity is intensified considerably, as indicated by Robinson's Triadic Componential Framework. The outcome of the task would be multiple oral reports on the geographic locations of the five English-speaking countries, and hence

it would take much longer time than the previous tasks and would pose greatest challenges for students.

Task 4 A dictogloss tasks based on the video clip from the National Geographic

Step 1 Students listen to a video clip from the National Geographic

Step 2 Students take notes while listening without captions

Step 3 Students co-constructed the text through pair work and interactions

Step 4 Students compare their texts with the captions

Table 4 Description of Task 4

Design features	Task 4
Goal	Students describe the geographic locations of English-speaking countries
Input	Video clips, reading materials
Conditions	Shared information
Procedures	Individual work, pair work
Outcomes	Written texts , processing audio and visual input, negotiation for meaning, exchanging opinions

Task four, a dictogloss task, is designed to be a focus on form task, by which we hope to enhance students' language competence in describing geographic locations of a country and to increase the accuracy of their language. With the intention of creating conditions for students to compare their own reports with the language used in some authentic materials, we designed a

dictogloss task based on a video clip from the National Geographic. Dictogloss task is effective in many ways, including the integrating the four skills, giving students opportunities to talk on both content and language and entailing a great amount of interaction and negotiation. Apart from these considerations, in this final task, we have one more intention. As students have already developed their own oral reports in the previous task, it's our hope to help them assess their own language. As we can reasonably predict, with the previous tasks effectively done so far, the output of our students may not necessarily be inferior to what they hear from the video. Therefore we consider, if these results are achieved, this lesson would boost students' motivation and confidence in language learning and language use.

Reflections

All three of us are experienced to some extent: Li Song has taught English for 15 years, including the target unit chosen; Jennifer also has 8 years of experience of teaching English; Xiaoshuang, who is the most “experienced” in reading and understanding all SLA theories and has been taught in the traditional way, has also taught English for 1 year. Sometimes, however, experience may become the biggest obstacle for progress: we have been on our own old track for too long and it is rather hard to switch to a new one. This is exactly how we, especially Li Song, felt and experienced in the process of designing the final project.

At the very beginning, we three, with one’s own old track in mind, put forward some idea on the final project and tried to persuade each other into believing “mine is the best”. Rather in a painful way, we came to realize that each of us was in a glass jar, a rigid mentality formed by our years of experience, both in teaching and being taught, which restricted our thinking in the textbook-based and teacher-centered formula. If we wanted to make any progress, the first step for us was to break the glass jar around us and step out of the old track.

Being cautious not to fall back into our old track and mentality, in the process of designing the final project we kept asking ourselves the basic questions: What is TBLT? What are the main differences between TBLT and the traditional teaching? what indeed is a task? What is input? What is learning? We also asked ourselves very practical questions such as: is this a task or an exercise? Is this a target task or a pedagogic task? Can this or that be used as input? What and how much leaning could happen in students when doing this or that task? are our instructions clear enough? Is the procedure too complicated for the students to comprehend? Designing the final projects not only involved understanding more about the reality and conditions of teaching this particular piece of content, but, more significantly, of questioning our existing assumptions about teaching, learning, and ourselves as well. following the clues in answering all the questions, we gradually formulated a plan and our final project came into being.

Have we achieved our goals? In terms of completing the final assignment, our answer is yes. We defined a clear-cut target task and designed 4 different pedagogical tasks around it, each of which had clearly-defined goals, some type of input, a neatly-designed procedure, and a predictable learning outcome. In terms of getting ourselves out of the old track and forming a new mentality? we have to admit: only sort of, far from completely. Through doing the final project, our understanding of TBLT has greatly deepened; many questions have been answered although

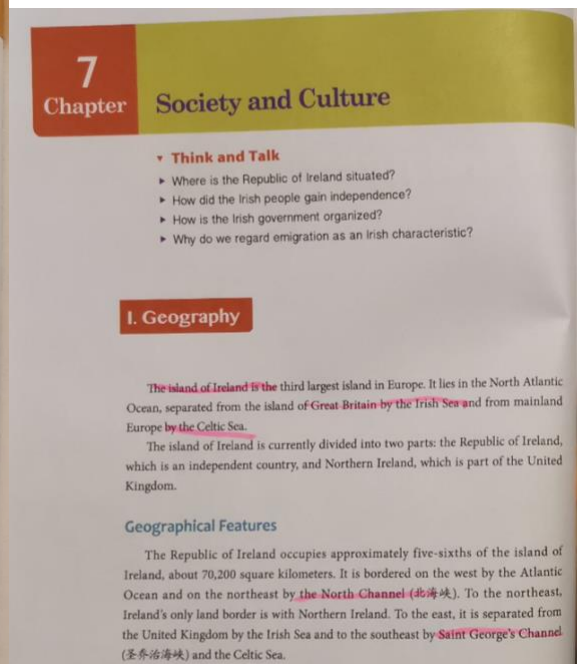
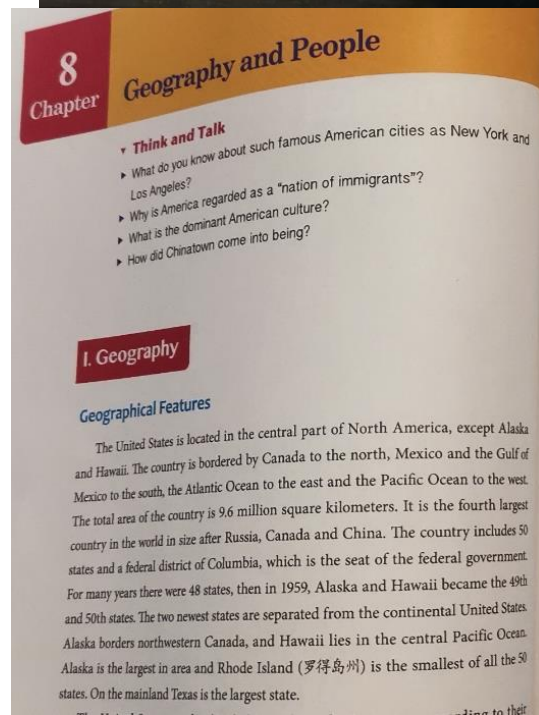
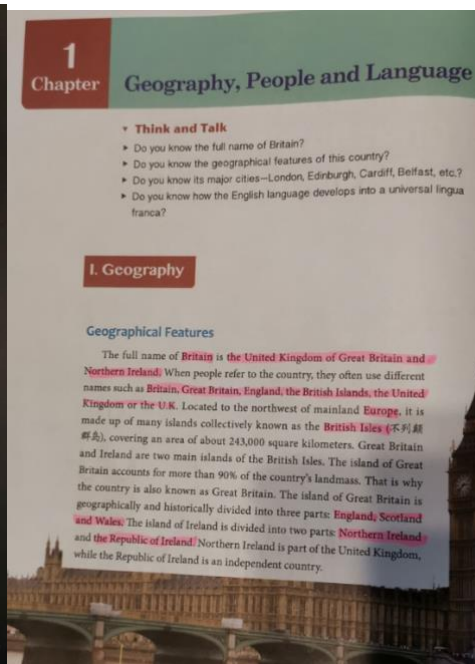
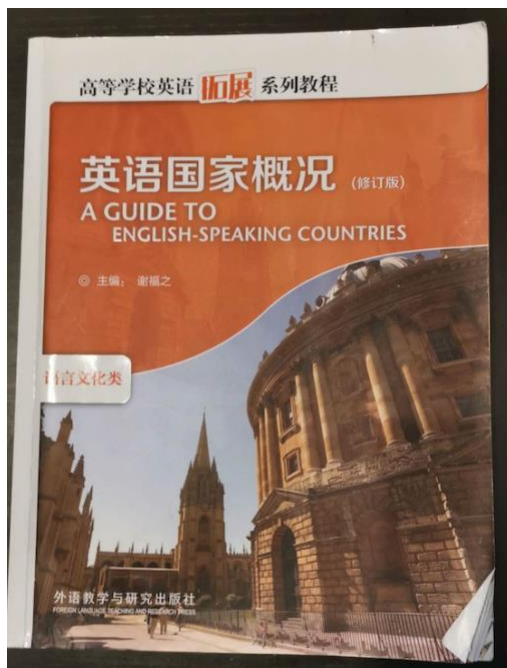
more questions came up. we have come to know the fundamental question a teacher should keep asking himself/herself in the teaching process is not “how much content or information have I covered?” but “how much learning will take place if I teach this way?” or “What conditions have I created for learning to take place?” Finishing one term project alone, of course, cannot provide us an absolute answer. Rather, it is a wonderful step-forward towards student-centeredness and the switch to a new track of teaching. In this sense, we have accomplished our goal, but we know we still have a long way to go.

We would like to thank ourselves for all that we have done and contributed in the process, for all the questions each of us have asked and every detail we have revised. Thank Jennifer, who has read much literature on TBLT, for her keeping reminding us that we needed to be very cautious in designing our tasks and for writing several drafts for the teaching plan until midnight. Thank Li Song, for providing the initial lesson plan and target unit and for organizing each on-line and off-line meeting. Thank Xiaoshuang for assigning much time and energy on completing this final project and for being “critical” all the time, which kept us from being content with the plan in-hand and pushed us a step further until the end.

Finally, we would like to Thank Professor Han, for all that she has done and said to us on how to be a better learner and a teacher of excellence. Thank you!

Appendix

A. Textbook units: units on the geographical locations of the UK, the USA, Canada, Australia, Ireland and New Zealand



14 Chapter

Geography and History

Think and Talk

- ▶ What do you know about the major cities of Canada—Ottawa, Toronto, Montréal, Quebec city, Vancouver?
- ▶ How did Canada get its name?
- ▶ Who were the first Europeans to settle in Canada?

I. Geography

Location and Size

Canada has a landmass of nearly 10 million square kilometers, almost as big as the whole of Europe. The country's vast territory makes it the second largest country in the world in area after Russia. Its 10 provinces and three territories cover about two-fifths of the North American continent. From north to south, its territory sprawls (延伸) more than 4,600 kilometers. From east to west, the country stretches from the Atlantic Ocean to the Pacific Ocean, a distance that spans six time zones.

16 Chapter

Geography and History

Think and Talk

- ▶ What are the major cities of Australia?
- ▶ What were the effects of the gold rush in the 1850s?
- ▶ What is "White Australia Policy"?
- ▶ How was Australia influenced by the two World Wars?

I. Geography

Location and Size

Australia lies in the Southern Hemisphere, between the Indian Ocean and the Pacific Ocean. The country is surrounded by sea on all sides: the Pacific Ocean on the east, the Indian Ocean on the west, the Arafura Sea (阿拉弗拉海) on the north and the Southern Indian Ocean on the south. The Commonwealth of Australia, established in 1901, consists of mainland Australia, the island of Tasmania (塔斯马尼亚岛) and some other smaller islands. It is the only nation to govern an entire continent and its outlying islands. With a total area of nearly 7.7 million square kilometers, Australia is the sixth largest country in the world, after Russia, Canada, China, the U.S. and Brazil.

18 Chapter

Society and Culture

Think and Talk

- ▶ What makes New Zealand a popular tourist attraction?
- ▶ Why do we call New Zealand the world's largest farm?
- ▶ What do you know about education in New Zealand?

I. Geography

Geographical Features

New Zealand is located in the Southern Hemisphere, in the southwest corner of the Pacific Ocean, nearly 1,600 kilometers southeast of Australia. With a total landmass of about 270,000 square kilometers, New Zealand is the largest in the islands of Polynesia (波利尼西亚), an island group in the central and southern Pacific Ocean.

New Zealand is comprised of two principal islands, the North Island and the South Island, and a number of smaller ones, of which the Stewart Island is the largest and is often referred to as "our third island". The North Island and the South Island are separated by Cook Strait (库克海峡).

B. Languages spoken in a country: Wikipedia entries

South Africa has eleven official languages. According to the 2001 National Census, the three most-widely spoken first languages are Zulu (23.8%), Xhosa (17.6%) and Afrikaans (13.3%). Two of the eleven languages are of European origin: Afrikaans, a language which originated mainly from Dutch is spoken by the majority of white and colored South Africans, and South African English. Though English has a large role in public and commercial life, it is nevertheless only the fifth most-widely spoken home language.

The UK's de facto official language is English. It is estimated that 95 per cent of the UK's population are monolingual English speakers. 5.5 per cent of the population are estimated to speak languages brought to the UK as a result of relatively recent immigration. South Asian languages, including Punjabi, Hindi, Bengali and Gujarati, are the largest grouping and are spoken by 2.7 per cent of the UK population. According to the 2011 census, Polish has become the second-largest language spoken in England and has 546,000 speakers. In 2019, some three quarters of a million people spoke little or no English. Four Celtic languages are spoken in the UK: Welsh, Irish, Scottish Gaelic and Cornish.

India is home to two major language families: Indo-Aryan (spoken by about 74% of the population) and Dravidian (spoken by 24% of the population). Other languages spoken in India come from the Austroasiatic and Sino-Tibetan language families. India has no national language. Hindi, with the largest number of speakers, is the official language of the government. English is used extensively in business and administration and has the status of a "subsidiary official language";[4] it is important in education, especially as a medium of higher education. Each state and union territory has one or more official languages, and the constitution recognises in particular 22 "scheduled languages".

IN Ireland, The Irish Constitution describes Irish as the "national language", but English is the dominant language. In the 2006 census, 39% of the population regarded themselves as competent in Irish. Irish is spoken as a community language only in a small number of rural areas mostly in the west and south of the country, collectively known as the Gaeltacht. Except in Gaeltacht regions, road signs are usually bilingual.[172] Most public notices and print media are in English only. While the state is officially bilingual, citizens can often struggle to access state services in Irish and most government publications are not available in both languages, even though citizens have the right to deal with the state in Irish. Irish language media include the TV channel TG4, the radio station RTÉ Raidió na Gaeltachta and online newspaper Tuairisc.ie. In the Irish Defence Forces, all foot and arms drill commands are given in the Irish language.

As a result of immigration, Polish is the most widely spoken language in Ireland after English, with Irish as the third most spoken.[173] Several other Central European languages (namely Czech, Hungarian and Slovak), as well as Baltic languages(Lithuanian and Latvian) are also spoken on a day-to-day basis.

Singapore has four official languages: English, Malay, Mandarin Chinese, and Tamil. English is the common language, and is the language of business and government, and the medium of instruction in schools. Public bodies in Singapore, such as the Singapore Public Service, (which includes the Singapore Civil Service and other agencies), conduct their business in English, and official documents written in a non-English official language such as Malay, Chinese or Tamil typically have to be translated into English to be accepted for submission.

The Constitution of Singapore and all laws are written in English, and interpreters are required if one wishes to address the Singaporean Courts in a language other than English. English is the native tongue for only one-third of all Singaporeans, with roughly a quarter of all Singaporean Malays, a third of all Singaporean Chinese, and half of all Singaporean Indians speaking it as their native tongue. Twenty percent of Singaporeans cannot read or write in English.

C. CIA factbooks: languages spoken in a country

India

Hindi 43.6%, Bengali 8%, Marathi 6.9%, Telugu 6.7%, Tamil 5.7%, Gujarati 4.6%, Urdu 4.2%, Kannada 3.6%, Odia 3.1%, Malayalam 2.9%, Punjabi 2.7%, Assamese 1.3%, Maithili 1.1%, other 5.6% (2011 est.)

note: English enjoys the status of subsidiary official language but is the most important language for national, political, and commercial communication; there are 22 other officially recognized languages: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Nepali, Odia, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, Urdu; Hindustani is a popular variant of Hindi/Urdu spoken widely throughout northern India but is not an official language

South Africa

isiZulu (official) 24.7%, isiXhosa (official) 15.6%, Afrikaans (official) 12.1%, Sepedi (official) 9.8%, Setswana (official) 8.9%, English (official) 8.4%, Sesotho (official) 8%, Xitsonga (official) 4%, siSwati (official) 2.6%, Tshivenda (official) 2.5%, isiNdebele (official) 1.6%, other (includes Khoi, Nama, and San languages) 1.9% (2017 est.)

note: data represent language spoken most often at home

Singapore

English (official) 36.9%, Mandarin (official) 34.9%, other Chinese dialects (includes Hokkien, Cantonese, Teochew, Hakka) 12.2%, Malay (official) 10.7%, Tamil (official) 3.3%, other 2% (2015 est.)

note: data represent language most frequently spoken at home

New Zealand

English (de facto official) 89.8%, Maori (de jure official) 3.5%, Samoan 2%, Hindi 1.6%, French 1.2%, Northern Chinese 1.2%, Yue 1%, other or not stated 20.5%, New Zealand Sign Language (de jure official) (2013 est.)

note: shares sum to 120.8% due to multiple responses on census

Canada

English (official) 58.7%, French (official) 22%, Punjabi 1.4%, Italian 1.3%, Spanish 1.3%, German 1.3%, Cantonese 1.2%, Tagalog 1.2%, Arabic 1.1%, other 10.5% (2011 est.)

United States

English only 78.2%, Spanish 13.4%, Chinese 1.1%, other 7.3% (2017 est.)

note: data represent the language spoken at home; the US has no official national language, but English has acquired official status in 32 of the 50 states; Hawaiian is an official language in the state of Hawaii, and 20 indigenous languages are official in Alaska

D. Wikipedia entries: descriptions of the geographic location of main English-speaking countries

The United Kingdom is surrounded by the Atlantic Ocean, with the North Sea to the east, the English Channel to the south and the Celtic Sea to the south-west. Northern Ireland is the only part of the United Kingdom that shares a land border with another sovereign state—the Republic of Ireland.

Located in North America, **The United States of America** is bordered on the west by the Pacific Ocean and to the east by the Atlantic Ocean. Along the northern border is Canada and the southern border is Mexico.

The Republic of Ireland shares its only land border with Northern Ireland, a part of the United Kingdom. It is otherwise surrounded by the Atlantic Ocean, with the Celtic Sea to the south, Saint George's Channel to the south-east, and the Irish Sea to the east.

Situated in northern North America, **Canada** spans a vast, diverse territory between the North Pacific Ocean to the west and the North Atlantic Ocean to the east and the Arctic Ocean to the north (hence the country's motto "From sea to sea"), with the United States to the south (contiguous United States) and northwest (Alaska).

Australia is a country, a continent and an island. It is located in Oceania between the Indian Ocean and the South Pacific Ocean. Australia has the largest area of ocean jurisdiction of any country on earth. It has no land borders. Neighboring countries include Indonesia, East Timor and Papua New Guinea to the north, the Solomon Islands, Vanuatu and the French dependency of New Caledonia to the east, and New Zealand to the southeast.

New Zealand is an island country located in the south-western Pacific Ocean, near the center of the water hemisphere. It is a long and narrow country and comprises around 600 islands.

South Africa, officially the Republic of South Africa (RSA), is the southernmost country in Africa. It is bounded to the south by 2,798 kilometres (1,739 mi) of coastline of Southern Africa stretching along the South Atlantic and Indian Oceans; to the north by the neighbouring countries of Namibia, Botswana, and Zimbabwe; and to the east and northeast by Mozambique and Eswatini (Swaziland); and it surrounds the enclaved country of Lesotho. South Africa is the largest country in Southern Africa and the 25th-largest country in the world by land area and, with over 57 million people, is the world's 24th-most populous nation. It is the southernmost country on the mainland of the Old World or the Eastern Hemisphere. About 80 percent of South Africans are of Sub-Saharan African ancestry, divided among a variety of ethnic groups speaking different African languages, nine of which have official status. The remaining population consists of Africa's largest communities of European (White), Asian (Indian), and multiracial (Coloured) ancestry.

India, also known as the Republic of India, is a country in South Asia. It is the seventh largest country by area and with more than 1.3 billion people, it is the second most

populous country as well as the most populous democracy in the world. Bounded by the Indian Ocean on the south, the Arabian Sea on the southwest, and the Bay of Bengal on the southeast, it shares land borders with Pakistan to the west; China, Nepal, and Bhutan to the northeast; and Bangladesh and Myanmar to the east. In the Indian Ocean, India is in the vicinity of Sri Lanka and the Maldives, while its Andaman and Nicobar Islands share a maritime border with Thailand and Indonesia.

The Philippines, *officially the Republic of the Philippines is an archipelagic country in Southeast Asia. Situated in the western Pacific Ocean, it consists of about 7,641 islands that are categorized broadly under three main geographical divisions from north to south: Luzon, Visayas, and Mindanao. The capital city of the Philippines is Manila and the most populous city is Quezon City, both part of Metro Manila. Bounded by the South China Sea on the west, the Philippine Sea on the east and the Celebes Sea on the southwest, the Philippines shares maritime borders with Taiwan to the north, Vietnam to the west, Palau to the east, and Malaysia and Indonesia to the south.*

The Philippines' location on the Pacific Ring of Fire and close to the equator makes the Philippines prone to earthquakes and typhoons, but also endows it with abundant natural resources and some of the world's greatest biodiversity.

Bangladesh, *officially the People's Republic of Bangladesh, is a sovereign country in South Asia. It shares land borders with India and Myanmar. The country's maritime territory in the Bay of Bengal is roughly equal to the size of its land area. Bangladesh is the world's eighth most populous country as well as its most densely-populated, to the exclusion of small island nations and city-states. Dhaka is its capital and largest city, followed by Chittagong, which has the country's largest port.*

Bangladesh forms the largest and eastern part of the Bengal region. The country's geography is dominated by the Bengal delta with many rivers; while hilly and mountainous areas make up the north-east and south-east. The country also has one of the longest beaches and the largest mangrove forest in the world.

E. Maps



