

TESOL END OF THE TERM ASSIGNMENT[After Phase 8]

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Section A

Question 2: Imagine you are working with students on the language function of 'requesting for information'. The authentic material that you have selected is a railway timetable. Design a communicative game or a problem solving task in which the timetable is used to give your students practice in requesting information. Kindly mention time allotted for the task, language level and the age of students.

Time: 30 minutes

Level of language: Intermediate level

Age of students: 12 – 13 years

Previous knowledge: Students have learnt about

- Asking and giving personal information
- Telling time
- Framing Questions.

The game 'information speaking' cards using the railway timetable

Aim: Requesting information using the railway timetable.

Materials: one copy of worksheet 1 and one copy of worksheet 2 for each group of four students, train number, map, and train timetable(attached below)

List of Indian Railways Trains running between stations and their time table

RAJDHANI	SHATABDI	DURONTO EXPRESS	GARIB RATH	JAN SHATABDI		
Schedule For Rajdhani express						
Train Number	Train Name	Source Stn	Source Dep. Time	Train Destination Stn	Dest. Arr. Time	Dep Days / Runs On
12235	DIBRUGARH - NEW DELHI Rajdhani Express	DIBRUGARH	18:15:00	NEW DELHI	13:55:00	THU
12236	NEW DELHI - DIBRUGARH Rajdhani Express	NEW DELHI	09:25:00	DIBRUGARH	06:15:00	TUE
12301	HOWRAH JN - NEW DELHI Rajdhani Express	HOWRAH JN	18:55:00	NEW DELHI	10:00:00	MON,TUE,WED,THU,FRI,SAT
12302	NEW DELHI - HOWRAH JN Rajdhani Express	NEW DELHI	18:55:00	HOWRAH JN	09:50:00	MON,TUE,WED,THU,SAT,SUN
12305	HOWRAH JN - NEW DELHI Rajdhani Express	HOWRAH JN	14:05:00	NEW DELHI	10:00:00	SUN

Duration: 25minutes

Language focus: “ What time does...leave (departure time), what time does...arrive? Train ... arrives/leaves New Delhi at...., when does.....arrive/leave...? I don't know please”

Aim of the game : To be the first to lay down all your cards in your hand.

The game using class time table:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:30	Morning work / Guided reading Parents welcome!				
9:30 – 10:20	Maths	Maths	Maths	Maths	Maths
10:20 – 10:45	Independent learning	Phonics	Student feedback	Phonics	Phonics
10:45 – 11:00	Assembly	Assembly	Assembly	Assembly	Circle time
11:00 – 11:15	Break	Break	Break	Break	Break
11:15 – 12:30	P.E. (Outdoor)	Writing	Musitrax	Writing	Project
12:30 – 13:30	Lunch	Lunch	Lunch	Lunch	Lunch
13:30 – 14:30	Project	P.E. (Indoor)	Writing	Art	French
14:30 – 15:15	Independent learning	Project	Independent learning	Art	Learning reflection
15:15 – 15:30	Class reader				

Explain to the students that for five minutes you will give them some sweets provided that they ask you some information using the class timetable. Help them by writing on the board “what time is...?”

When do we go.....? What time do we have...? Which days do we have...? When is lunch....? Remind them that it is only for five minutes so that they get to ask the information quickly or you can make cards of ‘requesting information’ in relation to timetable and paste on the board for the students to use as a guide , for example, when do we have English language? When is lunch break? Stick a selection of these ‘Requesting information’ cards on the board and the class timetable and ask students to visit the class timetable. Make copies of worksheet 2 to give one ‘giving information card to each student. Ask the students to stick their cards next to the corresponding ‘requesting information’ card on the board.

Requesting information:

When do we have Phonics? When is lunch break?

We go home at 3:30p.m or 15:30hrs.

Giving information :

Lunch break is at 01:30p.m or 13:30 hrs. we have Phonics on Tuesday,Thursday &Friday. On week ends

Requesting information :

What time do we go home?

When do we stay at home?

After this brief introduction, the teacher can review the language with the students.

For example:

a) When is lunch break?

b) Lunch break is at 01:30p.m.

a) When do we have Phonics?

b) We have Phonics on Tuesday, Thursday & Friday.

a) What time do we go home?

b) We go home at 3:30 p.m.

a) When do we stay at home? b) On weekends.

Playing the game

- 1) Give each group of four students a pack of cards from worksheet1 and worksheet2. The head of each group shuffles the cards together and give out eight cards to each student in the group including him or herself.**
- 2) The students look at their cards. Students who already have 'requesting information' card and corresponding 'giving information' card, can lay these down face up in front of them.**
- 3) The players (students) take it in turn to ask different students in their group at random for information about railway time table. For example; player '1' had the card with 'what time does the train 12236 leaves NewDelhi to Dibrugarh? And ask player '4' this question. Player '4' does not have the corresponding 'giving information' card he /she answers, 'I don't know please'.It is now player '2's turn to request information. Player '2' asks player '1',' What time does train 12235 leaves Dibrugarh?'. Player '1' has the corresponding card and answers 'Train 12301 leaves at -----.' Player '1' gives the card to player '2' who then lays down the two corresponding cards face up in front of him or her. It is then his/her turn to ask another question as he/she has won a pair. Any player left with only 'giving information' cards must wait to be asked or requested for information in order to get rid of their cards.**

4) The first player to have no more cards left in his or her hand has won or is the winner.

Another way of playing the game

First the teacher has to divide the students into two large groups. The teacher gives one half of the class "requesting information" cards (one for every student), and the remaining half "giving information" cards. As it would look very funny and lively, students with "requesting information" cards use the target language on their card asking information from students with "giving information" cards. Students who have "giving information" cards answer 'I don't know please' if they do not have the corresponding "giving information" cards but if they have can answer, 'Train...leaves / arrives at

The technique is apt. For the students who are at the intermediate level you can include role plays as they have enhanced language competency skill to execute speaking task which demands extensive scope of speaking.

Question 3: Create an outline of a lesson plan for any one grammar item from the following list.

Lesson plan

Topic: Verbs

Language level: Intermediate

Age : 13 to 14 years

Time duration: 50 minutes

Skills : Listening, writing, reading and speaking

Aids : Flash cards, pictures, body language, visuals, student's texts & worksheets

Objectives : At the end of the lesson, the students should be able to:

- Identify action words
- know that action words are verbs
- determine the use of verbs and
- construct short sentences using common verbs

Presentation : [:https://www.youtube.com/watch?v=ineCCpqpZrM](https://www.youtube.com/watch?v=ineCCpqpZrM)

Preliminary activities with warmer :

Teacher asks students to sing the song that has already been taught and show the particular actions on video showed.

Students start by singing: Monday I go to school

Tuesday I go to school

Wednesday I go to school

Thursday I go to school

Friday I go to school

Saturday I stay at home

Sunday I stay at home

Students sing with a clapping rhythm – clap clap clap after each day.

Teacher greets the students in the usual manner and review past lesson to test students' memory and understanding, by asking the students what was the last lesson. Teacher asks students some question concerning the previous lesson and students respond.

Teacher asks students to give examples of NOUNS since it was the previous lesson and teacher congratulate students using words like 'great' 'very good'.

<https://www.youtube.com/watch?v=f2NOav4Xx1c>

Teacher asks students what they do every day from morning till they go to bed. Teacher asks 3 students to give their daily routines.

Teacher tells students that here is a daily routine for one of his former student students by name Anupama. He asks students if they would like to listen to Anupama's daily routines.

Daily Routines of Anupama in the morning:-

I wake up in the morning

I brush my teeth

I shower

I dress

I eat breakfast

I go to school

In the afternoon

I eat lunch at 12:10p.m

I go home at 3:40p.m

In the evening

I eat dinner at 6:00p.m

I shower

At night

I sleep

Presentation : 2minutes

Teacher asks if they did understand the daily routines of Anupama?

Teacher asks students if their daily routines are similar to that of Anupama.

Discussion : 10minutes

Teacher tells students that they have to go back to the daily routines of Anupama.

Teacher asks students what Anupama does in the morning.

Students respond: She wakes up, brushes her teeth, showers, dresses, eats breakfast and goes to school.

Teacher asks 'what does she do in the afternoon,'

Students respond: She eats lunch at 12:10 and go home at 3:40.

Teacher asks 'In the evening 'and students respond: she eats dinner and shower.

Finally at night and students respond: She sleeps.

Teacher demonstrates all these activities for student to see (what Anupama does every day)

Teacher asks students what are the activities that Anupama does every day.

Students respond: she wakes up, brushes his teeth, showers, dresses, eats breakfast, goes to school, eats lunch, goes home, eats dinner, showers and sleeps.

Teacher shows pictures or flash cards of Anupama's daily activities to students.

Teacher tells students that these activities are actions. Teacher tells student that these words are action words.

Wake, brush, shower, dress, eat, go and sleep.

Teacher tells students that these action words are called verbs.

Teacher tells students that verbs are action words, and action words are verbs.

Teacher asks students to give example of action word with teacher giving the first example (wake, brush, shower, dress, eat, go and sleep)

Teacher tells students to jump, sing, cry (Teacher tries to mimic for students to follow) and makes them to understand that these are actions and are called verbs.

Communication

Practice activity 1: Listening and speaking

Word hunting game - 10 minutes

Teacher tells students that we are now going to play the 'Word hunting game'. Teacher groups students in fives (5). Teacher gives instruction on how the game is played. Teacher tells students that all they have to do is to search for the words inside the 'word hunt' as he gives clues for every word that students are going to look for.

Let's start :- [See, write, hear, run and cry]

- 1) What do you use your mouth for?
- 2) What do you use your hands for?
- 3) What do you use your legs for?
- 4) What do you use your ears for?
- 5) What do you use your eyes for?

Refer to word hunt table on attachment

Generalization – 3minutes

Teacher tries to see if students really understand the lesson by asking "What is a verb?"

Teacher asks students 'What do we call these action words – cry, see, hear, write and run.'

Communication(5 minutes)

Practice activity 2: Reading and writing (10minutes)

Evaluation : Worksheet (Refer to worksheet on attachment) 7 minutes.

Homework: 3 minutes

Construct five short sentences using the verbs bellow.

Swim, close, clap, come, sit.

For example; I swim every day.

For the students at the intermediate you use stories and then tell the students to tell the incident or summary of the story using verbs related to the story. They can write a paragraph. In the warmer section you can use songs and ask questions to elicit the responses from the students related to the topic so that they can guess the component of the grammar topic.

Section B

Question: Write your past formal or informal language learning experiences. Would you consider them to be effective or ineffective? Give reasons for your answers. (max . Word limit 500 words)

Looking at my own experience or judging from my own experience I would say learning English language formally was more effective because it was more school base, there was a program as compared to the informal experience where most at times we didn't know our direction. My formal experience made it possible to master the different aspects of the language like grammar, vocabulary use and more efficient in pronunciation, to be easily aware of my shortcomings in the language and know how to correct them. I have learnt many languages as part of my life, such as Hindi, Telugu, Malayalam, Tamil and English. The main purpose to learn English is to become a good communicator ,writer and speaker . Moreover to help native and not native speakers to speak in good English.

My communication skills are well developed since I can listen well, write, read and speak fluently and accurately and also my formal experience helped me to become an English language teacher.

Eventhough my formal experience could be admired for being more effective nonetheless I gained a lot from my informal experience as my interaction with speakers of the language made me more fluent not forgetting the input from the environment helped me a lot.

I have completed my schooling in Malayalam medium, so I was not confident to speak in English. My father put a great deal to make me learn the language, since I was in third grade as he insisted it to be the most widely used official language around the world for the fact that he travelled to most of the countries as he was in the air-force. I took a challenge to speak as well as write professionally by reading news papers, magazines, books, and refer the meaning in the dictionary, write own stories pages to pages

Later by my sixth grade finally I got admission to a catholic convent school which we were trying for past 3 years. This was the time actually when my formal learning experience of the language started. The new school changed my way of learning, the teachers and students helped me a lot with the language and confidence I lagged in. My teachers were aware of that I was poor in language and they helped me first by the basic daily used conversational phrases, then detailed grammar use. They asked me to participate in elocutions, dramas, singing, debates etc to boost my confidence.

By the time I was in college I got to intermediate level, Even after school my lust for the language did not stop. In college too, I participated in co-curricular activities to stay focused to the language. I started reading novels and books written by foreign authors to get new words for my vocabulary. I was interested in teaching, public speaking and presentations which gave me more confidence into teaching and training.

I am still learning through the above mentioned ways, since we should have been learning throughout the life to master any subject including language. My main challenge to learn is to teach English to the international students.

I can say that it is effective sometimes, While learning I found it is difficult to speak and write but still need to improve. I am practising to speak as native speakers through listening to speeches, conversations, interviews on you tube, writing stories and reading books.

In your language learning experience it was formal as well as informal that accentuated your learning process.

Grade A

