Lesson 5

Going shopping

---- A TBLT approach

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Introduction

Through learners’ needs analysis, we obtained an inventory of topics that the learners expressed interest in, one of which was going shopping. Given the great many choices of purchasing different items, we decided to focus on buying clothes, which also meshed well with one of the sections of the given textbook. The primary focus of the lesson design then was to enable learners to be able to use Mandarin to bargain for clothes in real life situations. The target linguistic items learners need in such situations include colors, prices and sizes, as well as expressions related to bargaining, such as “太贵了” “便宜一点” “打折” “打…折”.

To learn target expressions in a contextualized and meaningful way, a task-based language teaching approach was adopted by designing a series of tasks with a primary and initial focus on meaning. Research shows that learners have a natural tendency to process meaning over form, content words over function words, and lexical expressions over morphological expressions; therefore, it is necessary to draw their attention to linguistic form after meaning has been processed.

Also, to maximize conditions for input, negotiation, feedback and output (INFO), meaningful tasks, designed as the vehicle for interaction, are aimed at encouraging learners to use the target language for communicative purposes, to notice the gap between their output and
given input, and to have both self and co-reflection. The **sequencing** of the pedagogical tasks is based on the **complexity of each task**, with the first task serving the priming function of **negotiating meaning**, the second and third task becoming **cognitively more demanding**, and the last focusing on **language forms**.

**Learners’ Background & Needs Analysis**

- First year college students
- Have learned Mandarin for six months
- Use Mandarin to communicate with native Chinese speakers
  - Shopping for clothes in China
  - Bargain for clothes

**Lesson Objectives**

At the end of the lessons, learners will be able to

- Understand **spoken and written input** about clothes shopping
- Use words and expressions **related** to colors, sizes, prices, etc.
- **Bargain** with shopping assistants
- **Compare and contrast** purchasing information
Pedagogic Tasks

Task 1
- Describe & Guess

Task 2
- Split Information

Task 3
- Listen & Compare

Task 4
- Read & Circle

Task 5
- Talking about your purchasing experience
Task Descriptions

Task 1: Describe & Guess

- T models by describing someone in the classroom (他／她穿绿色的上衣…。或他／他的上衣是绿色的…)
- Ss works in pairs describing classmates and then guessing who were described
- T calls on Ss to describe and other Ss guess who he/she is

Teacher's role:

The teacher first provides a model for students and then walks around the classroom to provide feedback, such as elicitation, repetition, recast, etc.

Outcome: Ss guess who he/she is

Purposes of the task:

- Elicit Ss’ prior knowledge of vocabulary and expressions related to clothes
- Arouse Ss’ interest and curiosity, and enhance their engagement
- Reduce Ss’ affective filter
- Help T gauge Ss’ prior linguistic knowledge
尺寸： 特大号 XL  大号 L  中号 M  小号 S

颜色： 黄色  红色  绿色  粉红色  蓝色  黑色  白色  褐色  橙色  紫色

她穿绿色的裙子。／ 她的裙子是绿色的。
她穿中号的裙子。／ 这件衣服是中号的。
Task 2
Split information
Task 2: Split information/Jigsaw task

- T divides the class into two groups: Group A and Group B. Group A are given Picture A, and Group B are given Picture B.
- Ss from Group A each pair with a S from Group B.
- Ss work in pairs, comparing and contrasting information to put the story together.
- Ss report their stories.

Teacher's role:
The teacher first works as a manager, dividing groups and giving specific instructions, and then as a facilitator, providing timely help or feedback.

Outcome: Written story by Ss pairs and whole-class reporting.

Purposes of the task:

- Optimize conditions for peer interaction.
- Promote negotiation for meaning.
- Provide plenty opportunities for sharing and comparing.
- Practice both speaking and writing skills.
- Serve as a prediction task for the following listening task.
Jigsaw-Picture B
**Task 3: Listen & compare**

- Ss listen to the recording of the story and **take notes**
- Ss get in pairs to **refine** their stories based on their notes and their previously written story
- Ss act out the story in pairs

**Teacher’s role:** The teacher plays the role of a facilitator and language advisor, helping students with meaning and highlights learners’ creative performances.

**Outcome:** Role-play dialogue

**Purposes of the task:**

- Provide Ss with authentic and contextualized **input**
- Encourage Ss to **notice gaps**
- Provide opportunities for **metalinguistic reflection**: self-reflection and co-reflection
- **Repeated** practice to promote fluency and accuracy (i.e. automatization)
Task 3
Listen & Compare

Stage 1: Ss listen to the story and takes notes
Stage 2: Ss refine their stories
Stage 3: Ss role play their dialogue
**Task 4: Read & circle & share**

- T hands out the **reading text** to Ss
- Ss read **individually**, and circle useful and unknown words and expressions
- Ss **share information in groups and then as a whole class**, and provide brief reasons for their choices
- T provides **explicit explanation and feedback**

**Teacher’s role:**

The teacher works as both a motivator and a language teacher by encouraging learners to share their words and phrases and provides explicit explanations with language structures or expressions that students struggle with.

**Outcome:** Circled words and expressions known/chosen by students

**Purposes of the task:**

- Give Ss **multiple exposures to input**
- Compensate for learners’ **natural** tendency to **process meaning**
- Promote Ss’ **noticing and processing of the target forms**
- Allow Ss **freedom** to internalize phrases and structures they like
Task 4: Read & Circle & Share

讨价还价大王

奥巴马在 Macy’s 看上一件黄色的小孩子上衣，
价格是 238 块，他觉得 太贵了！

营业员给他 折扣价 200 块。奥巴马要求能不能再
便宜点，营业员告诉他最少 150 块。

营业员问奥巴马上衣要什么尺寸，大号、中号还
是小号？奥巴马摇摇头表示不知道。营业员奇怪
地问他：“您的宝宝几岁了？”奥巴马把他的宝
宝从胸前的背袋里抱出来。

营业员量了量他宝宝的衣服 尺寸，并且告诉他老
板关照衣服免费送给他。奥巴马却生气地说：

“我可没有说要逃交 9 毛 9 分的联邦税啊”
Exercises

讨价还价

填空：根据短文填进正确的词语

奥巴马在 Macy’s 看上一件 ___ ____ 小孩子上衣，价格是 ______ 块。

他觉得 ___ ____ 了！营业员给他折扣价 ___ 块。

奥巴马要求能不能再 ___ ____，营业员告诉他最少 ______ 块。

营业员量了量他宝宝的衣服尺寸，并且告诉他老板关照衣服 ___ ____ 送给他。

奥巴马却生气地说：“我可没有说要逃交 ___ ____的联邦税啊”
Task 5:

Talking about your purchasing experience

• T draws Ss’ attention to the key words and expressions on the blackboard

• Ss are encouraged to use as many those words as possible when interviewing each other

• T gives Ss 2 minutes to think about and note down their most memorable experiences in buying clothes

• Ss get in pairs to interview each other (e.g.你买了什么衣服？那件衣服是什么颜色的？为什么那次购物经历最难忘？etc.)

• T encourage Ss to retell their partner’s most memorable shopping experience
Teacher’s role:

The teacher assumes the role of a language helper and feedback provider.

Outcome:

Ss retell their partners’ most memorable experience in shopping for clothes

Purposes of the task:

• Provide Ss with the need to use what they have just learned in a meaningful context

• Create opportunities for learners to test hypothesis and restructure their developing language system

• Enhance Ss’ automaticity in spontaneous language use

• Assess learners’ mastery of linguistic knowledge
Homework

• Write a short essay about your **most memorable experience** in buying or bargaining for clothes with about 100 words.

• Use as many **newly learned expressions** as possible.
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Prior knowledge</th>
<th>Single task</th>
<th>Planning</th>
<th>Few elements</th>
<th>Here and now</th>
<th>No Reasoning</th>
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</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>+</td>
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INFO in the task design

Input
Picture
Written
Audio

Negotiation
Peer
Group
S-T

Interaction
Task 1.2.3.4

Output
Oral
Written

Feedback
Teacher/peer
Implicit/explicit