Lesson 8: School Life

TCSOL - Practicum II Term Project
ADAPTING INSTRUCTIONAL MATERIALS for TBLT

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Project Overview

Introduction

Target student: elementary level, college students, from different countries.

Class size: 10-15 students

Procedure: individual work, pair works

Goals:

Students will be able to use position of time-when expressions, position of location-where expressions to describe their daily life.

Students will be able to solve real problems related to school life.

Rationale

The theme of Unit 8 is school life. To adapt the textbook which is saturated with patterns and structures to task-based language teaching (TBLT), we introduced pedagogic tasks to the class, providing students with opportunities to get exposed to authentic input, to produce authentic output in a real context. Thus their comprehensive competence would be enhanced. Scaffolding students complete the goals of the lesson that the tasks are sequenced based on the increased complexity. With ample input provided, we expect students to acquire enough information in the receptive process and finally be able to produce language outcomes through interactions.

The whole class is designed under the framework of INFO. To optimize input, we utilized authentic, contextual and comprehensible materials, involving students’ personal experience in their daily lives. Even though we modified some of the input to make it suitable for the students at introductory level, authenticity is still remained. To encourage negotiation for meaning, students are demanded to work together and draw divergent and/or convergent conclusions. The problem-solving tasks request convergent and close answers, which require more negotiation within pairs. During each
task, the teacher utilizes corrective feedbacks such as elicitation, repetition, recast and metalinguistic feedbacks to enhance students’ language accuracy. To optimize output, students involve in different tokens of activities in which they practice the language becoming automatization; therefore, their noticing is promoted and language fluency is enhanced.

We designed the activities in the classroom involve spontaneous exchange of meanings, meanwhile, based on Schmidt’s Noticing Hypothesis, we also switched students’ attention to forms at the closing stage of each task in order to enhance their linguistic awareness; thus enhance their language acquisition.

We designed various types of tasks, including matching, comparing and problem-solving. Two types of outcome are expected. One is communicative outcome—students’ being able to describe school daily life—when, where and doing what, and the other one is linguistic outcome—students’ being able to use related time expressions, serial verbs, verb phrases and double objects.

Analysis of Complexity of all the tasks according to Robinson (2001)

<table>
<thead>
<tr>
<th>Task</th>
<th>Resource-directing</th>
<th>Resource-depleting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Here-and-now</td>
<td>Few elements</td>
</tr>
<tr>
<td>Task 1: matching</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Task 2: Problem solving</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Task 3: problem solving</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Task 4: comparing</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Task 5: Problem-solving</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>
Assumptions: We considered hard variables as +1.5 and soft variables as +1.

![Complexity Graph](image)

**Task-based Activities**

**Task 1. Matching: Students’ School Daily Schedule**

Communicative Goal: describing daily school life - when, where and doing what.

Linguistic Goal:

Vocabulary: 起床 洗澡 吃早/午/晚饭 电脑 宿舍 教室 图书馆 日记 餐厅

Phrases: 一边……一边, serial verbs/verb phrases such as 到……去……, 找……去……, 就

Input: vocabulary learning pictures; audio clips; worksheets

Conditions: Shared information, Converging manner;

Procedures: Individually studying and pair work; no planning time.

Expected outcomes

Product: complete the time table for each introduced student;
Process:

Stage 1: Priming (15 minutes)

1. The teacher models what she did yesterday.

2. The teacher lets the students brainstorm what they did yesterday to gauge students’ prior knowledge of related vocabularies and phrases.

3. After students share what they did voluntarily, the teacher shows the key words and the relevant pictures with PowerPoint. (Appendix 1)

4. The teacher can introduce new vocabularies by asking questions such as

   昨天你用电脑了吗？昨天你几点吃饭？昨天你在哪里吃饭？昨天谁去图书馆了？谁写日记了？

Stage 2: Matching—complete the time schedule after listening to the text (20 minutes)

1. The teacher distributes the worksheets 1 and 2 (Appendix 2) to the students and introduces the matching game.

2. The teacher plays the audio clip (Appendix 3). The teacher can play the clips multiple times as needed.

3. The students match the time, locations, and tasks on the worksheets from the audio clips.

Stage 3: Student Sharing (15 minutes)

1. Students share their answers with their partner.

2. Students share their revised answers with the class voluntarily.

Stage 4: Reflecting and recasting language points (10 minutes)
1. The teacher will sum up the task by giving positive feedbacks and explaining the common errors made by the students in the sharing session.

2. The students make sentences using the presented sentence structures such as 一边……一边，到……去……，找……去……，就

Task 2. Problem solving: Who Can Be Miss Wang’s Teaching Assistant

Communicative Goal: Learning how to read a flyer; comparing information

Linguistic Goal:

Vocabulary Review: 起床 洗澡 吃早/午/晚饭 电脑 宿舍 教室 图书馆 日记 餐厅

Phrases Review: 一边……一边, serial verbs/verb phrases such as 到……去……，找……去……，就

Input: Students daily timetable (from previous task); Hiring Flyer

Conditions: Shared information, Converging manner;

Procedures: Independent work, pair work, planning time.

Expected outcomes

Product: Finding the right candidate for Wang laoshi’s teaching assistant.

Process:

Stage 1: Priming (5minutes)

Reviewing the timetable from task 1

Stage 2: Problem solving— Who Can Be Miss Wang’s Teaching Assistant
1. The teacher shows the Hiring Flyer (Appendix 4) to the students. The teacher can read the flyer to the students if necessary.

2. The students work independently to find out the appropriate student for the position based on the timetable and flyer by thinking the following questions

1) Whose schedule would allow him/her to take the job?

2) What would he/her have to adjust to make his/her schedule workable with the job?

Stage 3: Student Sharing (15 minutes)

1. The students turn and talk to their partner to share their ideas.

2. The students share their ideas with the class by providing reasons.

Stage 4: Reflecting and recasting language points (10 minutes)

1. The teacher sums up the task by giving positive feedbacks and explaining the common errors made by the students in the sharing session.

2. The students make sentences using the presented sentence structures such as 一边……一边，到……去……，找……去……，就

Task 3. Problem Solving: Get Ready for the Fire Drill!

Communicative Goal: Exchange information of different school locations. Draw out information from announcement.

Linguistic Goal: Able to use the …的时候,在 (地点)…..V.(做……)

Input: Reading Text- Fire Drill Announcement, Students’ daily schedule in written

Condition: convergent manner, planning time

Procedures: Pair work
Expected Outcomes:

Products: Written-Students complete the daily schedule by exchanging information; be aware of who is going to be at the fire drill locations.

Processes:

Stage 1: Bridging Information gap and solving the problem (15 minutes)

1. The teacher groups students in pairs, and hands out worksheet A/B (Appendix 5) with gapped information to each party of the pair.

2. Students work in pairs to complete the daily schedule of three people by exchanging information in written.

3. The teacher provides the fire drill announcement (Appendix 6) to students.

4. The students find out who need to get ready for the fire drill.

Stage 2: Student Sharing (10 minutes)

1. The students report their findings with the class based on the announcement.

Stage 3: Reflecting and recasting language points (10 minutes)

1. The teacher sums up the task by giving positive feedbacks and explaining the common errors made by the students in the pair working and sharing sessions.

2. The students make sentences using the presented sentence structures such as ….的时候,在(地点)…..V.(做……)


Communicative Goal: be able to write a personal daily schedule
Linguistic Goal: 除了……以外，还……；S1 在……的时候，S2 在……

Input: previous homework

Conditions: individual information, divergent manner

Procedures: Individually studying, pair work, planning time.

Expected outcomes:

Product: individual daily schedule in written. Comparative results of the schedules

Process:

Stage 1: Priming—Homework

Students write what they did in one of their busiest day.

Requirements: the students have to give at least six tasks they did in the day and provide the time and locations.

Stage 2: In class comparing (20 minutes)

1. The teacher provides questions:

   1) 谁起床起得早？
   
   2) 谁上课时间长？
   
   3) 在下午 3-4 点钟，两人分别都在做什么？
   
   4) 在什么时间里，两人在做同样的事情？

   5) 除了上课以外，你们还做了什么？

1. The students work in pairs and comparing their daily lives based on the questions above.

2. Students come up with their comparing result and report to the class.
Stage 3: Reflecting and recasting language points (10 minutes)

1. The teacher sums up the task by giving positive feedbacks and explaining the common errors made by the students in the pair working and sharing sessions.

2. The students make sentences using the presented sentence structures such as 除了……以外，还……; S1 在……的时候, S2 在……

Task 5. Problem-solving: Course Selection

Communicative goal: be able to read course schedule, and discuss it with other people.

Linguistic goal: students will be able to decode and use the vocabularies of courses and locations (数学 中文 英语 物理 化学 地理 历史 美术 音乐, ……教室); use the position of time-when expressions; use 除了……以外，还; differentiate 能 and 会

Input: vocabulary learning pictures, Schedule charts

Conditions: independent work, pair work, convergent manner

Expected outcome

Products: A class schedule with time and subjects; a group presentation on course-selection problem.

Procedures:

Stage 1: Priming-Vocabulary (10 minutes)

The teacher reviews the vocabularies by letting students match the words and pictures (Appendix 7)

Stage 2: Visuogloss (5 minutes)
1. Teacher shows students the class schedule (Appendix 8) for 30 second, and asks them to try to remember the subjects of each period. The teacher can read the schedule to students to help them decode the vocabulary.

2. Students work independently on the worksheets (Appendix 9)

3. Teacher re-displays the class schedule to students for 30 seconds. After that the students revise their answers.

4. Students work in pairs and share their answers with their partners to complete the schedule based on their memory.

5. Students share their answers with the class voluntarily and the teacher presents the answer to the class.

Stage 3. Problem-solving

1. Teacher presents the weekly course schedule (Appendix 10) to students and requests them working with their partners to help the two students select courses based on the requirements of the school.

2. Teacher models how to choose courses based on the schedule.

3. Students draw lot to choose whom will help either (A) or (B) 李友, and work on the worksheet A/B (Appendix 11)

4. Students work with their partners to help 意文 or 李友 to select courses based on the schedules, and prepare the presentation.

5. Teacher walks around in the classroom to help students if they need help.

Stage 4: Presentation (20 minutes)

1. Teacher hands out the presentation worksheets (Appendix 12) to each student.
2. Each group comes to the front to present their solutions, while other students answer the questions on the worksheets.

3. The presentation should include:

1) Whom did they help with?

2) Which courses should the person select and why?

3) Where should the person go to take these courses?

Stage 5: Reflection and Recast language points (10 minutes)

1. Teacher sums up the presentation by explaining the common errors that the students made in the presentation.

2. Students make sentences using the presented sentence structures such as the position of time-when expressions, 除了……以外，还

3. Teacher lets the students differentiate 能 and 会 by giving examples.
Appendix 1

Task 1 Vocabulary PowerPoint printout

洗漱  Xi Zao

教室  Jiao Shi

起床  Qi Chuang

图书馆  Tu Shu Guan
吃（早，午，晚）饭  
Chi (zao, wu, wan) Fan

电脑  
Dian Nao

宿舍  
Su She
Appendix 2

Task 1 Matching Task Worksheet 1

意文的一天

<table>
<thead>
<tr>
<th>时间</th>
<th>在什么地方</th>
<th>做了什么</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="" alt="Clock 1" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="" alt="Clock 2" /></td>
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<td><img src="" alt="Clock 4" /></td>
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</tr>
<tr>
<td><img src="" alt="Clock 7" /></td>
<td></td>
<td></td>
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<tr>
<td><img src="" alt="Clock 8" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="" alt="Clock 9" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 1 Matching Task Worksheet 2

李友的一天

<table>
<thead>
<tr>
<th>时间</th>
<th>在什么地方</th>
<th>做了什么</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="时间" /></td>
<td><img src="image2" alt="在什么地方" /></td>
<td><img src="image3" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image4" alt="时间" /></td>
<td><img src="image5" alt="在什么地方" /></td>
<td><img src="image6" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image7" alt="时间" /></td>
<td><img src="image8" alt="在什么地方" /></td>
<td><img src="image9" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image10" alt="时间" /></td>
<td><img src="image11" alt="在什么地方" /></td>
<td><img src="image12" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image13" alt="时间" /></td>
<td><img src="image14" alt="在什么地方" /></td>
<td><img src="image15" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image16" alt="时间" /></td>
<td><img src="image17" alt="在什么地方" /></td>
<td><img src="image18" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image19" alt="时间" /></td>
<td><img src="image20" alt="在什么地方" /></td>
<td><img src="image21" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image22" alt="时间" /></td>
<td><img src="image23" alt="在什么地方" /></td>
<td><img src="image24" alt="做了什么" /></td>
</tr>
<tr>
<td><img src="image25" alt="时间" /></td>
<td><img src="image26" alt="在什么地方" /></td>
<td><img src="image27" alt="做了什么" /></td>
</tr>
</tbody>
</table>
Appendix 3

Task 1 Audio Clip Scripts

李友的一天：

我早上七点半起床，洗了澡以后就吃早饭。一边吃早饭，一边听录音。九点钟到教室去上课。中午十二点半我和同学一起到餐厅去吃午饭。我们一边吃，一边练习说中文。下午两点四十五我到图书馆去看报。四点钟王朋来找我去打球。五点三刻晚饭，七点半我去小白的宿舍跟他聊天。我八点半回家。十点半睡觉。

意文的一天：

我每天六点四十五起床，出去锻炼身体半小时后回来吃早饭。吃完早饭再读半小时中文，九点去上学。我十一点半去吃午饭，我只有半小时吃午饭的时间，因为十二点一刻，我要和我的语言伙伴练习说一小时的中文。下午三点，我去学校英语俱乐部做义务辅导一小时，剩下的时间直到六点吃晚饭，我都会在图书馆写作业和复习功课。我八点回家，看看电视，十点睡觉。
Appendix 4

Task 2 Hiring Flyer

诚聘

英语初级班课后辅导助教。每日下午3－5点。周一到周四。须英语为母语的在校学生。

联系人： 王老师
电话： 1 2 3－4 5 6 7
电子邮件： wanglaoshi@English-Chinese.edu
Appendix 5

Task 3 Information Gap Worksheet

Worksheet A

<table>
<thead>
<tr>
<th>名字</th>
<th>时间</th>
<th>10:00am-12:00pm</th>
<th>12:00pm-2:00pm</th>
<th>2:00pm-4:00pm</th>
<th>4:00pm-6:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>意文</td>
<td>在教室读书</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>李友</td>
<td>在餐厅吃午饭</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>王老师</td>
<td>在教室上课</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet B

<table>
<thead>
<tr>
<th>名字</th>
<th>时间</th>
<th>10:00am-12:00pm</th>
<th>12:00pm-2:00pm</th>
<th>2:00pm-4:00pm</th>
<th>4:00pm-6:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>意文</td>
<td>在教室上课</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>李友</td>
<td>在餐厅吃早饭</td>
<td></td>
<td></td>
<td>在图书馆用电脑</td>
<td></td>
</tr>
<tr>
<td>王老师</td>
<td>在教室读书</td>
<td></td>
<td></td>
<td></td>
<td>在餐厅吃晚饭</td>
</tr>
</tbody>
</table>
通知

明天学校将在以下地点和时间进行火警演习（Fire Drills）。请同学们提前做好准备。

10:00-10:30 am 宿舍
1:00-2:00 pm 食堂
3:00-3:30 pm 图书馆
4:00-4:30 教室
Appendix 7

Task 5 Matching Task Worksheet
Appendix 8

Task 5 Class Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
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<tbody>
<tr>
<td>8:30-9:10</td>
<td>英文</td>
</tr>
<tr>
<td>9:20-10:00</td>
<td>数学</td>
</tr>
<tr>
<td>10:10-10:50</td>
<td>中文</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>美术</td>
</tr>
<tr>
<td>11:50-12:30</td>
<td>午饭</td>
</tr>
<tr>
<td>12:30-1:10</td>
<td>音乐</td>
</tr>
<tr>
<td>1:20-2:00</td>
<td>计算机</td>
</tr>
<tr>
<td>2:10-3:00</td>
<td>物理</td>
</tr>
<tr>
<td>3:10-3:50</td>
<td>化学</td>
</tr>
</tbody>
</table>
Appendix 9

Task 5 Visuogloss Task Worksheet

请根据你的记忆，用上面的单词回复你所看到的时间表。

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:10</td>
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<tr>
<td>9:20-10:00</td>
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<tr>
<td>11:00-11:40</td>
<td></td>
</tr>
<tr>
<td>12:30-1:10</td>
<td></td>
</tr>
<tr>
<td>2:10-3:00</td>
<td></td>
</tr>
<tr>
<td>3:10-3:50</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix 10**

**Task 5 Weekly Course Schedule**

<table>
<thead>
<tr>
<th></th>
<th>周一</th>
<th>周二</th>
<th>周三</th>
<th>周四</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:10</td>
<td>英文 1（1教室）</td>
<td>数学 1</td>
<td>物理（物理实验室）</td>
<td>数学 1</td>
</tr>
<tr>
<td>9:20-10:00</td>
<td>数学 1（2教室）</td>
<td>中文（3教室）</td>
<td>数学 1</td>
<td>中文</td>
</tr>
<tr>
<td>10:10-10:50</td>
<td>数学 2（4教室）</td>
<td>英文 1</td>
<td>英文 1</td>
<td>计算机</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>美术（美术教室）</td>
<td>化学</td>
<td>地理</td>
<td>历史</td>
</tr>
</tbody>
</table>

11:50-12:30 午饭和休息

| 12:30-1:10 | 音乐（音乐教室）              | 计算机（计算机教室）        | 英文 2                      | 物理                        |
| 1:20-2:00  | 地理（5教室）                | 历史（7教室）               | 音乐                        | 英文 1                      |
| 2:10-3:00  | 英文 2（6教室）              | 英文 2                      | 数学 2                      | 英文 2                      |
| 3:10-3:50  | 化学（化学实验室）            | 数学 2                      | 美术                        | 数学 2                      |

要求：
1) 必选专业课：数学（1或2）、英文（1或2）、中文
2) 至少选其中四门选修课：物理、化学、历史、地理、计算机、美术、音乐
Appendix 11

Task 5 Problem-solving Worksheet A/B

(A)

意文每天下午 3:20-4:40 要练习棒球。
意文要希望选音乐课，因为他的女朋友要选音乐课。
意文听说这学期的物理课老师上课只会念课文、做练习和留作业。

(B)

李友第一节课的时候常常想睡觉，因为她常常很晚才做完功课。
李友每星期三 10:00-10:50 要去上 ESL 课。
李友听说物理老师很帅，所以她很想选这门课。
Appendix 12

Task 5 Presentation worksheet

Group A
李友能选哪些专业课？

李友能选哪些选修课？

李友为什么能选这些选修课？

李友会打棒球吗？

Group B
意文能选哪些专业课？

意文能选哪些选修课？

意文为什么能选这些选修课？

意文会说英语吗？