TCSOL Final Project

--Lesson 6: Making Appointment

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Overview of the Project

• Target student: adult EFL students
• Class size: 12
• Proficiency Level: elementary level
• Class time: MW 10:00 to 11:30 (90 minutes)
Lesson arrangement

Topic: making appointment

Lesson length: Unit 1 and Unit 2

Goal:
1) Understand and properly use the appropriate *manner, expression and strategies* when making appointment in various contexts in the target language

2) Be able to apply *appropriate vocabulary and structures* when making appointments in authentic context.
Objectives:
1) Students will be able to understand appropriate expression and manner when making appointments with *professional personal*; be able to correctly use associated vocabulary and sentence structure in making appointment.
2) Students will be able to understand appropriate expression and manner when making appointments with *friends*; be able to correctly apply right vocabulary and sentence structure.
3) Students will be able to distinguish the *difference* between making appointment with professional personal and with friends and be able to function correctly in various authentic contexts.
Expected Outcomes

Communicative outcome

1) Upon completing this lesson, Students will exhibit developing *cultural awareness and sensitivity*. It includes the greater sensitivity to *language-specific cultural norm and customs*; the ability to *discern and compare* similarities and differences between the target culture and the learner’s native culture as well as the ability to discern formal and informal address.

2) Students will demonstrate the ability to fulfill more complex conversations and exchanges that evidence their *expanded* knowledge and skill in making appointments at various contexts.
Linguistic outcome

1) Students demonstrate the ability to use appropriate **vocabulary and sentence structure** when making appointments.

2) Students can pick up the **suitable** vocabulary when having conversation with professional personal and friends.

3) Students can **open/close** conversation smoothly by using appropriate language expression.
Unit one

Pre-stage:
  Warm up– Oral and Aural

During-stage:
  Task 1-- Aural
  Task 2--Reading
  Task 3--Aural and Writing

Post-stage:
  Task 4-- integrated activity
Unit two

Pre-stage
  Warm-up (at home)--Aural and writing

During-stage
  Task 1—sorting
  Task 2—Role play
  Task 3—Focus on language

Post-stage
  Task 4—integrated project
RATIONAL
Task Complexity Theory (Robinson)

The eight tasks in this project are sequenced and scaled from simplicity to complexity based on “Here-and-now”, “Few elements”, “No reasoning”, “planning time”, “prior knowledge” as well as “single task”.
INFO

Optimizing *input*: we have provided various types of input including oral, aural, reading as well as written input.

Optimizing *negotiation*: task 2, 3 and 4 in unit one and task 2 and 4 in unit two have provided students with opportunities to negotiate meaning.

Optimizing *feedback*: only having input is not sufficient to acquire the language, the input has to be noticed by the learner. It is necessary to learn certain language features through feedback. Task 2, part 2 in unit one has explicit correct feedback provided by the teacher. In addition, feedback like clarification and recast is provided implicitly throughout the entire lesson.
INFO

Optimizing **output**: In this project, different kinds of output are required. In task 2 in unit 1 and task 2 and 4 in unit two require students with oral output. In task 3 unit one, written output is demanded. In task 2 of unit two, an integration of oral and written output is required.
Mini Activity (task 4)

Procedure:

1. Students are divided into pairs (A & B). Members of each pair will be given a list of four tasks and a schedule sheet. Member B will have an extra task in the list which is a request of making appointment with A.
2. They are asked to complete the schedule individually. The schedule is not shared within pair.
3. After the schedule is completed, members come back to their assigned pair.
4. Members in each pair need to figure out each other’s schedule through negotiation and decide a time for the appointment.
Thank you