

## DESIGNING ESL ACTIVITIES TO ACCOMPLISH LESSON PLAN FOR UG TRIBAL LEARNERS

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### ABSTRACT

*English language has been in India for over 200 Years now. It has gone through numerous stages of development, acceptance and non-acceptance. Certain strata of Indian society have accepted it as the first language; some see it as the essential second language whereas others regard it as a link language, both at the notational and the international level. In all the above cases English remains an important language and hence the debates, the discussions, and the deliberations, throughout the country, have always continued to focus on the teaching and learning of English. India is a vast country and inhabits numerous tribes with varying ways of life. This paper will deliberately confine the discussion to the lesson plan for teaching of ESL in the tribal areas.*

**Key words:** young learners, classroom activities English Language Training, Tribal Development, Tribal Learners,

### Introduction

There is a necessity of English language teaching and learning so that the best of the knowledge and communication can be extended to all. To make the students aware of the outside world in a broader sense, English language plays an important role. When teaching English for getting the desired outcome is a global problem, teaching English as a second language in tribal areas still remains a greater problem. It is easy to understand the difficulty of the situation as one has to teach English to some who have, perhaps, no or little English. One would not argue with the statement that at the school level, the major focus of students is to pass an English exam. The teacher shows the tricks of passing the exam and does not bother whether the students have learnt English at the end of the term/year or not. Such practice on the teachers' and the students' path create lack of interest in students and demotivate them from the learning of English at a very early stage in life, which by the course of time becomes one of the major problems of lack of communication skills.

### ESL Activities

When planning learning activities, you should consider the types of activities that students will need to engage in, and to demonstrate the intended learning outcomes. The activities should provide experiences that will enable students to engage, practice and gain feedback on specific outcome/s. Also, how much time the activities would take. Identify strategies to check on understanding, and build in time for explanation, discussion or to reflect on learning.

Some questions to think about when designing the learning activities:

- What would motivate your students to do these activities?
- What do students need to hear, read, or see to understand the topic?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students explore the topic?

- What will students need to do to practice and demonstrate knowledge of the topic?

Classified learning activities into six types: acquisition, inquiry discussion, practice, collaboration and production.

Acquisition	<p>Learning through acquisition is where students explore ideas provided by their teachers. For example:</p> <ul style="list-style-type: none"> <li>• listening to a lecture or podcast</li> <li>• reading from books or websites, or</li> <li>• Watching demos or videos.</li> </ul>
Inquiry	<p>Student learning through investigation explore, compare, and critique texts, documents, and resources they find that reflect the concepts and ideas being taught. Inquiry can include visiting spaces, online research, data analysis, comparing and contrasting texts.</p>
Discussion	<p>Learning through discussion requires the learner to articulate their ideas and questions and respond to the ideas and questions from their teachers and/or from their peers. Discussion can include: in-class discussions, group discussions, online asynchronous forums, polling, think-pair-share activities.</p>
Practice	<p>Learning through practice requires learners to respond to tasks set by teachers and adapt their actions to the task goal, and use the feedback provided to improve their next action. Depending on the context students can engage with feedback from self-reflection, peers, teachers, or from the activity itself. Practice can include: problem sets, quizzes, role-plays, and games.</p>
Collaboration	<p>Students work together to understand and respond to a problem as a group. Collaboration is about the process of working together. Students negotiate their ideas and practice. Collaborative learning is most effective when students challenge each other and provide peer feedback to develop the best output they can. Collaboration can include: small group work, project work, collaborative problem solving, jig-saw grouping.</p>
Production	<p>Learning through production is when students must produce an output set by the teacher. Production motivates the learner not through the response from the teacher but in the production of a public output. Production can include: blogging, developing models or artefacts, video or audio performance, e-portfolios, concept mapping and writing.</p>

### **Activities that help students with their language**

Comparing pictures is a great activity and it can generate a lot of discussion and emergent language (i.e., the language that the students produce as they are talking). The activity is simple. Take two connected images and put them side by side. One example I have used before is the city versus the countryside.

Picture activities are ideal for practising the language of comparison but can throw up other language and themes which can be surprising. A conversation comparing the city and the countryside can easily branch off into a discussion about the environment or quality of life.

The reason pictures work so well for this activity is that they provide a visual cue for the questions. **ELT pics** is a large collection of images that fall under the Creative Commons copy right licence and is a fantastic source for any teacher.

### Lesson Planning

The proposed a nine-step process called the events of instruction, which is useful for planning the sequence of your lesson.



A lesson plan contains the details of what students need to learn and how it will be done effectively during a class.

A successful lesson:

- considers the social, physical, personal, and emotional needs of the student
- is aligned with the graduate attributes of the institute where the course is being taught
- has clear and well-defined learning outcomes
- has a sequence of learning activities that help students master the proposed learning outcomes
- provides students with the ability to be actively involved in the session
- promote creativity, critical thinking, communication and collaboration in the classroom
- includes formative assessments to check for student understanding
- Enables educators to collect data about the learning process and learning experience of the students.

### How it is useful preparing lesson plans

The first thing you need to be aware of is the language ability of your students and how much they know about the topic under discussion. This is important if you want to encourage real, free-flowing conversation. Get it wrong and students can get bored or, worse, feel intimidated and lose confidence.

When setting discussion questions, make sure the language and topic aren't too demanding. Don't try to begin a discussion about global economic theory with elementary-level students. You need to grade the language of the questions to suit the level of your students, and check they understand any complex vocabulary or grammar in advance.

Find out what topics interest your students and get them to research the topic before the lesson.

Be careful with topics that may lead to embarrassment or offense. It's probably a good idea to steer clear of politics, religion and sex.

How much preparation you need to do before class depends on the kind of discussion taking place, and the needs of the students. An unplugged approach, which lets students direct the lesson content, might suit a more confident group of learners.

Some learners prefer a more structured discussion, in which case you may need to work out a plan for who will be talking, for how long, etc. By structuring the discussion and rotating roles, all students get to speak. This can help prevent some students dominating the discussion and others getting left out.

### **What about UG tribal students lesson plans?**

If you choose to create your own lesson plans from scratch, you don't need to reinvent the wheel! You aren't the very first teacher who ever tried to get a room of young learners to understand a concept, and you won't be the last. Use a variety of frameworks for your lesson plans and research the ways that experts consider to be most effective for different levels, learners, and situations. We've outlined the most common ways below, but this is by no means an exhaustive list.

- PPP method (Present, Practice, Produce) – a classic, with higher teacher input at the beginning moving students toward independent use of new concepts by the end
- TTT method (Test, Teach, Test) – drop them into a task that has new concepts, check what they already know and give feedback, and then repeat the task to demonstrate progress made
- TBL (Task-Based Learning) – put the new concepts into actual practice by simulating real-life situations and identifying a goal to be accomplished using the language learned
- Growth Mindset Learning – explicitly persuading students of their own ability to learn new things and apply them, with space to make mistakes

In all honesty, the best teachers synthesize these methods into their own unique personalities and build on them over time. If you are a newbie, practice using them on their own for a whole lesson to get a feel for what could be useful for your own circumstances.

### **Implementing to the another lesson plan**

- State desired quality of work.
- Have students paraphrase directions.
- Ensure that everyone is paying attention.
- Ensure that all distractions have been removed.
- Describe expectations, activities and evaluation procedures.
- Start with a highly motivating activity.
- Build lesson upon prior student knowledge.

### **Conclusion**

This article aims to ESL activities for U.G tribal learners often include learning activities such as projects, class room activities and games. The design of learning activities should be guided by the learning objectives and SLA theory rather than the use of technology. Multimedia and feedback should be provided in ways to maximize learning. Likewise this paper has demonstrated how a teacher in a lesson planned and with student needs in mind can use trans-language to create learning opportunities.

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