

Task Based Language Learning

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Task 1: Describe Your Favourite Cartoon Character

Focus: Teaching adjectives/noun modifiers

Level: I to III standard school children (age group 5-8 years)

Estimated time: 30-40 minutes

No. of students: 20 students per group

Objective: To make grammar teaching more meaningful, communicative and relatable to children

Materials Needed

1. Cartoon character cut-outs of *Mowgli*, *Chota Bheem*, *Shaktimaan*, *My Friend Ganesha*, etc.
2. Box of cue cards comprising adjectives such as *polite*, *loving*, *brave*, *honest*, *strong*, *kind*, etc.
3. Double sided tape.

Procedure

Step 1: Teacher divides the class into ten pairs. (5 minutes)

Step 2: Every pair is allotted one cartoon cut-out based on their familiarity with the subject. (5 minutes)

Step 3: Students then hunt for the cue cards containing the appropriate modifiers which, according to them, describe the cartoon characters well. (5 minutes)

Step 4: Using the sticky tape, children stick the chosen cue cards on the surface of the cut-outs. (5-10 minutes)

Follow-on activity: A set of puzzles with scrambled sentences can be designed around everyday adjectives used by the learners. Each pair can share their set with another pair and they can arrange the words/phrases in the correct order.

Evaluation of the Activity: If taught theoretically, children find the concepts of adjectives/noun modifiers intriguing as well as monotonous. This fun-filled activity helps them imbibe concepts without any additional burden and is generally quite well-received in the classroom.

Task 2: Storytellers

Focus: Teaching grammatical structures of *modality* such as 'used to', 'will be', 'might be'

Level: Primary (age group 8-10 years)

Estimated time: 30-40 minutes

No. of students: 20 students per group

Objective(s): Using the art of narration to teach children the grammatical feature of *modality*; to develop creativity in children while expressing their wishes, future and past actions.

Procedure

Step 1: The teacher makes use of narrative techniques to talk about future possibilities in her life using modal structures like 'will be, might be'. (5 minutes)

Step 2: The class is divided into five groups comprising 4 students each. (5 minutes)

Step 3: The students sit with their group members and share their aspirations/past actions with one another. (15-20 minutes)

Step 4: The teacher can facilitate their responses and finally ask a few of them to narrate their experiences to the whole class. (10 minutes)

Follow-On Activities: A picture-based storytelling task can be done where children can be urged to imagine what characters in the stories being discussed would do in future. This would also bring in the use of modals for a communicative real-life purpose.

Evaluation of the Activity: The associated properties of the modal verbs can be acquired by children without any additional burden if they are encouraged to imaginatively share their experiences and aspirations.

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