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**APPENDIX I**  
**NEED ANALYSIS QUESTIONNAIRE (NAQ)**

1. Name:
2. Enrolment no:
3. Contact No:
4. E-mail:
5. Place of residence:
6. Institute:
7. Are you interested in taking part in the course? Yes/no
8. Do you have regular internet connectivity? Yes/no
9. Do you use laptop to attend you online classes? Yes/no
10. What is your preferred time for attending this course?
  - a. 1:30-2:30pm
  - b. 2:30-3:30pm
  - c. 3:30-4:30pm
  - d. 4:30-5:30pm
  - e. 5:30-6:30pm
  - f. 6:30-7:30pm
11. Will you be able to attend five 1 hour sessions a week? Yes/no
12. Will you be able to attend all the classes in this course till it is completed? (1 month)

## **APPENDIX II**

### **RECRUITMENT TEST (RT)**

1. Tell us about your family.
2. Do you have friends? Tell us about your friends.
3. Where are you from?
4. Can you tell us about some important places to visit in your city/village?
5. Do you like to play games? Tell us about your favourite game.
6. Do you watch movies? What was the movie you recently watched? Tell us about that movie.
7. Do you know any story? Can you tell us that story?
8. Why do you want to learn English?



**APPENDIX III**  
**PRE- TEST (PT 1)**

1. How was your day?
2. What are your plans for the day?
3. What are you planning to do this semester?
4. How are you feeling after attending the first round of sessions?
5. How were the contents? Were those easy or difficult?
6. Do you think the sessions were helpful? In what ways?
7. May I know in what ways can I improve my teaching?
8. Are the teaching materials useful for you?
9. Is there anything can I do to help you?

**APPENDIX IV**  
**INTERMEDIATE TEST (IMT)**

1. How are you?
2. Have you attended your classes today?
3. How was your exam?
4. What do you think and how do you feel about the classes?
5. Were the classes in the second round better than the first ones?
6. Do you think that any improvement should be made with respect to the teaching materials and the sequence that I follow while teaching?
7. What is your opinion about your ability of speaking in English?
8. Does it build any confidence in you?
9. Are you interested in learning the skills if given the opportunity? Or do you think the classes are sufficient?

## **APPENDIX V**

### **POST-TEST (PT 2)**

1. How are you?
2. What are your plans for the day? / How was your day?
3. How is the COVID situation at your hometown now?
4. Have you taken the vaccine? Did you experience its side effects?
5. Did you watch any movies/ series recently?
6. Have you made a proper schedule for this semester?
7. Did you like this round? Why?
8. What are your opinions about the home assignments this time?
9. Also, tell me about the teaching materials we used in this round.
10. Please tell me about my teaching style. Suggest me if I have to make improvements on my part, which will help me in future.
11. Tell me your experience and about the course.

## APPENDIX VI

### FEEDBACK 1 & 2 (FB 1& FB 2)

Please rate the items from 1-5:

1. What I learnt in the session was not significant for my career goals.
2. The teacher's behavior in the session was pleasant.
3. The session was extremely useful in learning things needed for my career goals.
4. The teacher behaved very rudely in the session.
5. I got to learn many new things in the session.
6. I could easily understand and follow the instructions of the teacher in the session.
7. No new things were taught in the session.
8. The lesson taught in the session was beyond my comprehension.
9. I will be able to improve my self-image by what I have learnt in the session.
10. The lesson I learnt in the session is not going to contribute to my social image.
11. I practiced many important language skills in the session which will help me in my career.
12. The teacher was very affectionate during the session.
13. The teacher did not care for my understanding of the lesson.
14. I could learn lots of new language skills in the session.
15. I am sure that the language skills I learnt in the session are not going to help me improve my self- image.
16. I did not like the teacher's attitude towards me in the session as it was not at all pleasant.
17. I thought that I needed the language skills taught in the session to realize my career goals.
18. The teacher taught the lessons in the session so lucidly that I could understand them very easily.
19. The lesson could offer no new language skills for me to learn.
20. The language skills that I learnt in the session could not contribute to the enhancement of my social image.

*[Adapted from Attitude and Motivation Test Battery (Gardner, 1985)]*

**APPENDIX VII**  
**HOME ASSIGNMENT (HA)**

**Home Assignment 1-8**

Record your speech and upload it. The audio shouldn't be of more than 5 minutes.

Q. Introduce yourself. Provide as much information as possible when you do it. Please avoid using the sentences that have been learnt in the session verbatim as much as possible. Record your answer using a voice recorder and upload it. Your audio should be of around 5 minutes.

**Home Assignment 9**

Please read the following questions carefully and record your answers using an audio recorder. Use a single audio file for all the 4 answers and upload in the slot made available for uploading in the classroom. Please note that you have to answer only one of two alternatives given in question no. 4.

1. Do you think that learning English is important in your life? Why do you think so?
2. Please share your feelings when you are asked to say something in English in a classroom?
3. Do you think that the ability to speak English increases the respect of a person in our society? Why do you think so?
4. Do you think that a good English teacher can help a student learn English better?
  - a) If yes, then what are the teaching methods you think such teachers use in the classroom?
  - b) If no, then why do you think so?

**Home Assignment 10**

Record your speech and upload it. The audio shouldn't be of more than 5 minutes.

Q. Speak about yourself. Take help from the sentences you learnt in the last four sessions. Provide as much information as possible when you do it. Please avoid

using the sentences that have been learnt in the sessions verbatim as much as possible. Record your answer using a voice recorder and upload it. Your audio should be around 5 minutes.

### **Home Assignment 11**

A video has been uploaded in the Google classroom. It is a very short video of approximately 5 minutes length. The video does not contain any dialogues. The following points should be kept in mind while doing the task:

- a. Watch the entire video carefully.
- b. You will derive some message out of it. Keeping your observations and understanding in mind, add a title to it. The next step will be to narrate the story. And then provide your own views and opinions on it. You can also relate it with your real life experiences.
- c. You can express as much as you want.
- d. Record your speech and upload in the Google classroom.

### **Home Assignment 12**

Please read the following questions carefully and record your answers using an audio recorder. Use a single audio file for all the 4 answers and upload in the slot made available for uploading in the classroom. Please note that you have to answer only one of two alternatives given in question no. 4.

**\*\*\*PLEASE NOTE: Do not repeat/ upload the same file for this assignment.**

**Rethink it and respond accordingly as you feel.**

1. Do you think that learning English is important in your life? Why do you think so?
2. Please share your feelings when you are asked to say something in English in a classroom?
3. Do you think that the ability to speak English increases the respect of a person in our society? Why do you think so?
4. Do you think that a good English teacher can help a student learn English better?

## **APPENDIX VIII**

### **APPLICATION FOR PERMISSION FOR THE STUDY**

To

The Dean,

School of Sciences

Tezpur University

Date: 04.05.2021

Sub: Permission for taking online English speaking class for PhD study

Sir,

With reference to the subject cited above, I would like to intimate your kind authority that the undersigned is planning to undertake a PhD study titled “COMPARING THE EFFECTIVENESS OF INTERLEAVING AND BLOCKED PRACTICE IN TEACHING ENGLISH SPEAKING SKILLS TO TERTIARY LEVEL ESL LEARNERS: AN EXPERIMENTAL STUDY” at Department of English, Tezpur University. We are experimenting on an English speaking course in the study for enhancing the participants’ English speaking skills in job interviews and presentations. We need around 60 students for the experimentation.

We therefore request your good office to allow us to recruit student participants for the said course. The course will run for a month as a trial with follow up sessions later on. The online course will not disturb the regular class time table of the university. We also assure you Sir that the data and other relevant information acquired through the sessions will be solely used for the purpose of research. The actual identities of the students will be kept confidential.

The lists of the students are attached herewith.

Yours sincerely,

Ms. Sujata Kakoti

Department of English

Tezpur University

## APPENDIX IX

### \*LESSON PLANS (FROM LESSON 1- 60)

*(\*These lesson plans and materials mentioned therein were prepared as part of the teaching experimentation conducted in a research project entitled as “A stimulus appraisal- based study on motivation affect in L2 learning at the tertiary level with reference to Engineering students learning English as an L2 in Assam ” sponsored by the Department of Science and Technology, Government of India. These lesson plans were used by the researcher during the scheduled teaching sessions of the PhD study with due permission from the principal investigator of the research project.)*

#### **1. GENERAL OBJECTIVES:**

- a. To enable the students to comprehend the content.
- b. To enable the students to speak correctly and fluently.
- c. To make sure the students are able to express their own views and opinions about the content matter and experience related to it in English language.
- d. To make sure the students enjoy the activities having understood the meaning of the content.

#### **2. SPECIFIC/ INSTRUCTIONAL OBJECTIVES:**

Knowledge, Understanding, and Skills of Speaking.

#### **3. INSTRUCTIONAL RESOURCES:**

Google meet and Google classroom, laptop/ smartphone, internet connectivity, headphone, audio-visual aids

#### **4. TEACHING METHODS:** Task-Based Language Teaching (TBLT)

**5. PREVIOUS KNOWLEDGE ASSUMED:** Listening, Reading, Writing and basic spoken abilities in English

#### **6. PRESENTATION:**

##### **Lesson Plan 1**

- a. Sub- skill: HIOS 1
- b. Specific resources: Video clip of HIOS 1, 5 slides in the PPT containing 5 sentences, 5 slides PPT with fill-in-the-gaps exercise, Video exercise of HIOS 1 containing background music, You tube video on ‘Meeting Someone for the First Time’(<https://www.youtube.com/watch?v=3qfvH2ppQ80>)

Phase/ Stage	Teaching points	Teacher’s activity	Students’ activity
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Preparation	<p>a. Vocabulary (pronunciation &amp; proper use): residing, siblings, work, name</p> <p>b. Grammar (fluency &amp; correct use): Simple present tense (Subject-verb coordination)</p>	<p>1. The instructor introduces herself.</p> <p>2. The instructor plays the video ‘Meeting Someone for the First Time’. The length of the video is 2 minutes and 21 seconds.</p> <p>3. The instructor randomly asks the students to guess the topic of the video. The instructor waits for random responses from the students for 30 seconds.</p> <p>Plan A: If the students respond correctly by saying that the video is about introducing oneself, then the instructor compliments their responses.</p> <p>Plan B: If there is no response from the students, then the instructor helps them guess the theme of the video. The instructor waits for the students to respond.</p>	<p>1. The students try to guess the topic of the video.</p> <p>2. They accordingly respond to the instructor’s question about the topic.</p>
Presentation		<p>4. The instructor announces the topic of the class for that day.</p> <p>5. The instructor plays the video “Vdo LP1” thrice. The length of the video is 16 seconds.</p> <p>6. The instructor presents the 5 slides PPT “LP_1S”. The slides of the PPT contain these sentences: Slide 1: I am Vivek. Slide 2: I am 20 years old. Slide 3: I am a student. Slide 4: I am basically from Madhya Pradesh. Slide 5: But currently I am residing in Rajiv Nagar in Chandigarh.</p> <p>7. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’. The personal information of the PPT “LP_1S” are deleted. The classwork is presented in PPT slides “LP_1X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences: Slide 1: I am _____. Slide 2: I am _____ years old. Slide 3: I am a _____. Slide 4: I am basically from _____. Slide 5: But currently I am residing at _____ in _____.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP1” is played thrice.</p> <p>8. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>9. The instructor initiates a role-playing session in which she acts as the interviewer and the students answer the instructor-interviewer’s question. The instructor decides on the order of speech.</p> <p>10. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), introduce yourself.</p> <p>11. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>

		Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.	
Summarization		12. The instructor plays the video “Exvdo LP1”- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 36 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times. 13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.

## Lesson Plan 2

- a. Sub- skill: HIOS 2
- b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, 5 slides PPT with fill-in-the-gaps exercise of HIOS 1, 3 slides PPT with fill-in-the-gaps exercise of HIOS 2, 3 slides PPT containing 3 sentences of HIOS 2, a video exercise of HIOS 2 with background music containing the PPT exercises.

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): siblings, work, name, compromise, residing, pursuing, dishonesty, straightforward b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination)	1. The instructor greets the students. 2. The instructor plays the video “Vdo LP1”. The length of the video is 16 seconds. 3. The instructor presents the PPT “LP_1X” with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. 4. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause. 5. The instructor prepares the students for the day’s lesson on how to provide educational information during an introduction.	1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.
Presentation		6. The instructor announces the topic of the class for that day. 7. The instructor plays the video clip “Vdo LP2”. The length of the video is 19 seconds. The video clip is played three times. 8. The instructor presents 3 slides PPT “LP_2S”. The slides of the PPT contain these sentences: Slide 1: I have completed my Senior Secondary Education from a government school in Chandigarh. Slide 2: And right now I am pursuing B. A from Lakshya University in Delhi. Slide 3: Besides I have a diploma in Basic computers. 9. The instructor gives the student a classwork. The	3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally)

		<p>classwork is ‘fill-in-the-gaps’. The personal information of the PPT “LP_2S” is deleted. The classwork is presented in PPT slides “LP_2X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have completed my _____ from a _____ in _____.  Slide 2: And right now I am pursuing _____ in _____ in _____.  Slide 3: Besides I have _____ in _____.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP2” is played thrice.</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>them several times.  6. The fill-in-the-gaps writing exercise is performed by the students.  7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.  12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.  13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (<u>name of the student</u>), tell me about your educational qualification.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.  9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP2” of fill-in-the-gaps exercise. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.  15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 3

- a. Sub- skill: HIOS 3
- b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, Video clip of HIOS 3, 5 slides PPT with fill-in-the-gaps exercise of HIOS 1, 3 slides PPT with fill-in-the-gaps exercise of HIOS 2, 6 slides PPT with fill-in-the-gaps exercise of HIOS 3, 6 slides PPT

containing 6 sentences of HIOS 3, a video with background music containing the PPT exercises of HIOS 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): siblings, work, name, compromise, residing, pursuing, dishonesty, straightforward b. Grammar (fluency & correct use): Simple present tense (Subject-verb coordination)	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the videos "Vdo LP1" and "Vdo LP2". The lengths of the videos are 16 seconds and 19 seconds respectively.</p> <p>3. The instructor presents the PPTs "LP_1X" and "LP_2X" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together.</p> <p>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</p> <p>5. The instructor prepares the students for the day's lesson on how to provide family information during an introduction.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>
Presentation		<p>6. The instructor announces the topic of the class for that day.</p> <p>7. The instructor plays the video clip "Vdo LP3". The length of the video is 22 seconds and it is played three times.</p> <p>8. The instructor presents the 6 slides PPT "LP_6S". The slides of the PPT contain these sentences: Slide 1: I have parents and two siblings. Slide 2: My father's name is Mr. Rajkumar. Slide 3: He is a Mechanical Engineer. Slide 4: My mother's name is Mrs. Simran. Slide 5: She is a housewife. Slide 6: Both of my siblings are elder to me and they have got married.</p> <p>9. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in the PPT "LP_3S" is deleted. The classwork is presented in PPT slides "LP_3X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences: Slide 1: I have _____ and _____ siblings. Slide 2: My father's name is _____. Slide 3: He is a _____. Slide 4: My mother's name is _____. Slide 5: She is a _____. Slide 6: _____ of my siblings are/is _____ to me and _____ have/has got _____.</p> <p>While the students do the classwork the video clip "Vdo LP3" is played thrice.</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p>	<p>8. The students wait for their turn, as suggested by the</p>

		<p>12. The instructor waits for the students to respond Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), who are there in your family?</p>	<p>instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT exercise "Exvdo LP3" of fill-in-the-gaps. The length of the video is 40 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

#### Lesson Plan 4

- a. Sub- skill: HIOS 4
- b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, Video clip of HIOS 3, Video clip of HIOS 4, 5 slide PPT with fill-in-the-gaps exercise of HIOS 1, 3 slide PPT with fill-in-the-gaps exercise of HIOS 2, 6 slide PPT with fill-in-the-gaps exercise of HIOS 3, 5 slide PPT with fill-in-the-gaps exercise of HIOS 4, 5 slide PPT containing 5 sentences of HIOS 4, a video with background music containing the PPT exercises of HIOS 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	<p>a. Vocabulary (pronunciation &amp; proper use): siblings, work, name, compromise, residing, pursuing, dishonesty, straightforward</p> <p>b. Grammar</p>	<p>1. The instructor greets the students. 2. The instructor plays the videos "Vdo LP1", "Vdo LP2", "Vdo LP3". The lengths of the videos are 16 seconds, 19 seconds, and 22 seconds respectively. 3. The instructor presents the PPTs "LP_1X", "LP_2X" and "LP_3X" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to provide brief information about ones</p>	<p>1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>

Presentation	(fluency & correct use): Simple present tense (Subject-verb coordination)	<p>personality in an introduction.</p> <p>6. The instructor announces the topic of the class for that day.</p> <p>7. The instructor plays the video clip “Vdo LP4”. The length of the video is 29 seconds and it is played three times.</p> <p>8. The instructor presents the 5 slides PPT “LP_4S”. The slides of the PPT contain these sentences: Slide 1: I like reading spiritual books that provide truth about God and creation. Slide 2: I am a good writer, reader, speaker, listener, thinker, communicator and a table tennis player. Slide 3: I am hard working by nature and I like to do things with perfection. Slide 4: I am an honest and straightforward man. Slide 5: I do not compromise with any dishonesty in life or in work.</p> <p>9. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the sentences in the PPT “LP_4S” is deleted. The class work is presented in PPT slides “LP_4X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences: Slide 1: I like reading_____ that provide _____about_____ and_____. Slide 2: I am a good _____,_____,_____,_____,_____, _____ and_____. Slide 3: I am _____ by nature and I like to _____with_____. Slide 4: I am a/an _____ and _____ person. Slide 5: I do not compromise with _____ in life or in work.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP4” is played thrice.</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), tell us about what kind of person you are.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		14. The instructor plays the video exercise “Exvdo LP4”- the video with a background music containing the PPT	10. The students revise the sentences several

		exercise of fill-in-the-gaps. The length of the video is 35 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times. 15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.
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### **Lesson Plan 5 (Revision 1)**

- a. Sub- skill: Revision of HIOS 1, HIOS 2, HIOS 3, and HIOS 4
- b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, Video clip of HIOS 3, Video clip of HIOS 4, 5 slide PPT containing 5 sentences of HIOS 1, 3 slide PPT containing 3 sentences of HIOS 2, 6 slide PPT containing 6 sentences of HIOS 3, 5 slide PPT containing 5 sentences of HIOS 4, 5 slide PPT with fill-in-the-gaps exercise of HIOS 1, 3 slide PPT with fill-in-the-gaps exercise of HIOS 2, 6 slide PPT with fill-in-the-gaps exercise of HIOS 3, 5 slide PPT with fill-in-the-gaps exercise of HIOS 4, a video with background music containing the PPT exercises of HIOS 1, HIOS 2, HIOS 3, and HIOS 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): siblings, work, name, compromise, residing, pursuing, dishonesty, straightforward	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on speaking about introducing oneself, how to provide educational information during an introduction, how to provide family information during an introduction, and how to provide brief information about ones personality in an introduction.	1. The students greet the instructor.
Presentation	b. Grammar (fluency & correct use): Simple present tense (Subject- verb co-ordination)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP5". The length of the video is 1 minute and 28 seconds. The video is played three times. 5. The instructor presents the 19 slide PPT "LP_5S". The slides of the PPT contain these sentences: Slide 1: I am Vivek. Slide 2: I am 20 years old. Slide 3: I am a student. Slide 4: I am basically from Madhya Pradesh. Slide5: But currently I am residing in Rajiv Nagar in Chandigarh. Slide 6: I have completed my Senior Secondary Education from a government school in Chandigarh. Slide 7: And right now I am pursuing B. A from Lakshya University in Delhi. Slide 8: Besides I have a diploma in Basic computers. Slide 9: I have parents and two siblings.	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

	<p>Slide 10: My father’s name is Mr. Rajkumar.  Slide 11: He is a Mechanical Engineer.  Slide 12: My mother’s name is Mrs. Simran.  Slide 13: She is a housewife.  Slide 14: Both of my siblings are elder to me and they have got married.  Slide 15: I like reading spiritual books that provide truth about God and creation.  Slide 16: I am a good writer, reader, speaker, listener, thinker, communicator and a table tennis player.  Slide 17: I am hard working by nature and I like to do things with perfection.  Slide 18: I am an honest and straightforward man.  Slide 19: I do not compromise with any dishonesty in life or in work.</p> <p>6. The instructor gives the student a class work. The class work is ‘fill-in -the-gaps’. The personal information in PPT is deleted. The class work is presented in PPT slide “LP_5X”. The PPT contains the following fill-in-the-gaps sentences:</p> <p>Slide 1: I am _____.  Slide 2: I am _____ years old.  Slide 3: I am a _____.  Slide 4: I am basically from _____.  Slide 5: But currently I am residing at _____ in _____.  Slide 6: I have completed my _____ _ from a _____ in _____.  Slide 7: And right now I am pursuing _____ in _____ in _____.  Slide 8: Besides I have _____ in _____.  Slide 9: I have _____ and _____ siblings.  Slide 10: My father’s name is _____.  Slide 11: He is a _____.  Slide 12: My mother’s name is _____.  Slide 13: She is a _____.  Slide 14: _____ of my siblings are/is _____ to me and _____ have/has got _____.  Slide 15: I like reading _____ that provide _____ about _____ and _____.  Slide 16: I am a good _____, _____, _____, _____, _____, _____ and _____.  Slide 17: I am _____ by nature and I like to _____ with _____.  Slide 18: I am a/an _____ and _____ person.  Slide 19: I do not compromise with _____ in life or in work.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP5” is played thrice.</p> <p>7. The instructor will decide on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	
Evaluation	8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s questions.	6. The students wait for their turn, as suggested by the



		<p>9. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : <u>(name of the student)</u>,</p> <ol style="list-style-type: none"> <li>Introduce yourself.</li> <li>Tell me about your educational qualification.</li> <li>Who are there in your family?</li> <li>Tell us about what kind of person you are.</li> </ol>	<p>instructor, to respond to the instructor-interviewer's question.</p> <p>7. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP5"- the video with a background music containing the PPTs of all the fill-in-the-gaps exercises. The length of the video is 2 minute 16 seconds. The instructor requests the students to say the filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## Lesson Plan 6

- Sub- skill: TAH 1
- Specific resources: Video clip of TAH 1, 4 slides in the PPT containing 4 sentences, 4 slide PPT with fill-in-the-gaps exercise, Video exercise of TAH 1 containing background music, You tube video on 'Talking About Hobbies and free time Activities'([https://www.youtube.com/watch?v=z595z\\_DmpmQ](https://www.youtube.com/watch?v=z595z_DmpmQ))

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	<p>a. Vocabulary (pronunciation &amp; proper use): spare, championship, time, week, helps, work, relax, enjoy</p> <p>b. Grammar (fluency &amp; correct use): Simple present tense</p>	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video 'Talking About Hobbies and Free Time Activities'. The length of the video is 5 minutes and 50 seconds.</p> <p>3. The instructor asks the students to guess the topic of the video randomly. The instructor waits for random responses from the students for 30 seconds. Plan A: If the students respond correctly by saying that the video is about one's principal hobby, then the instructor complement their responses. Plan B: If there is no response from the students, then the instructor helps guess them the theme of the video. The instructor waits for the students to respond.</p>	<p>1. The students try to guess the topic of the video.</p> <p>2. They accordingly respond to the instructor's question about the topic.</p>
Presentation	(Subject- verb	4. The instructor announces the topic of the class for that	3. The students watch,

	co-ordination)	<p>day.</p> <p>5. The instructor plays the video clip “Vdo LP6” three times. The length of the video is 16 seconds.</p> <p>6. The instructor presents the 4 slide PPT “LP_6S”. The slides of the PPT contain these sentences:  Slide 1: I am quite active in my spare time.  Slide 2: I am developing personally and professionally.  Slide 3: I play soccer three times a week.  Slide 4: We won the state championship last year.</p> <p>7. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the sentences in the PPT “LP_6S” is deleted. The class work is presented in PPT slides “LP_6X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I am quite _____ in my spare time.  Slide 2: I am developing _____ and _____.  Slide 3: I play _____ three times a _____.  Slide 4: We _____ the _____ _____ last _____.  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP6” is played thrice.</p> <p>8. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>10. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.</p> <p>11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (<u>name of the student</u>), tell us something about your hobby.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>12. The instructor plays the video “Exvdo LP6”- the video with a background music containing the PPT of fill-in-the-gaps exercise. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

**Lesson Plan 7**

- a. Sub- skill: TAH 2
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT with fill-in-the-gaps exercise of TAH 2, 4 slide PPT containing 4 sentences of TAH 2, a video exercise of TAH 2 with background music containing the PPT exercises.

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): spare, championship, time, week, helps, work, relax, enjoy, aspirations, obsessed, mindset	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video “Vdo LP6” three times. The length of the video is 16 seconds.</li> <li>3. The instructor presents the PPT “LP_6X” with fill-in-the-gaps exercise and asks the students to say the sentences out loud together.</li> <li>4. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day’s lesson on how to speak about one’s fitness concerns.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	b. Grammar (fluency & correct use): Simple present tense (Subject- verb co-ordination)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip “Vdo LP7” three times. The length of the video is 20 seconds.</li> <li>8. The instructor presents the 4 slides PPT “LP_7S”. The slides of the PPT contains these sentences: Slide 1: I enjoy keeping fit. Slide 2: I visit the gym three times a week. Slide 3: Whilst I am not fitness obsessed, keeping fit helps me to maintain a positive mindset. Slide 4: It helps my concentration levels whilst at work.</li> <li>9. The instructor gives the student a class work. The class work is ‘scrambled sentences exercise’. The personal information of the sentences in the PPT “LP_7S” is divided into parts to form scrambled word questions. The class work is presented in PPT slides “LP_7X” and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences: Slide 1: fit I keeping enjoy. Slide 2: the gym visit I a week times three. Slide 3: not am I obsessed fitness whilst, fit keeping helps to maintain mindset me a positive. Slide 4: my concentration it helps whilst levels work at. The students write down the sentences from the slides. The slides are shown to the students till they write down all the sentences. While the students do the class work the video clip “Vdo LP7” is played thrice.</li> <li>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The scrambled sentences writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>
Evaluation		<ol style="list-style-type: none"> <li>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</li> </ol>	<ol style="list-style-type: none"> <li>8. The students wait for their turn, as suggested by the</li> </ol>

		<p>12. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), do you enjoy keeping fit?</p>	<p>instructor, to respond to the instructor-interviewer's question.</p> <p>9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video "Exvdo LP7" the video with a background music containing the PPT of scrambled sentences. The length of the video is 29 seconds. The instructor requests the students to say the sentences in order out loud as the exercises appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 8**

- a. Sub- skill: TAH 3
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, Video clip of TAH 3, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT with scrambled sentences exercise of TAH 2, 4 slide PPT with scrambled sentences exercise of TAH 3, 4 slide PPT containing 4 sentences of TAH 3, a video with background music containing the PPT exercises of TAH 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	<p>a. Vocabulary (pronunciation &amp; proper use): spare, championship, time, week, helps, work, relax, enjoy, aspirations, obsessed, mindset</p> <p>b. Grammar (fluency &amp; correct use): Simple</p>	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the videos "Vdo LP6" and "Vdo LP7". The lengths of the videos are 16 seconds and 20 seconds respectively.</p> <p>3. The instructor presents the PPT "LP_6X" and "LP_7X" with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together.</p> <p>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</p> <p>5. The instructor prepares the students for the day's lesson on how to talk about ones reading habits.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>
Presentation		<p>6. The instructor announces the topic of the class for that day.</p> <p>7. The instructor plays the video clip "Vdo LP8". The</p>	<p>3. The students watch, listen, and note down the sentences</p>

	present tense (Subject-verb co-ordination)	<p>length of the video is 16 seconds. The video clip is played three times.</p> <p>8. The instructor presents 4 slides PPT “LP_8S”. The slides of the PPT contains these sentences:  Slide1: I enjoy reading.  Slide 2: I usually have a good book on the go.  Slide 3: This helps improve my dictation and vocabulary.  Slide 4: It also helps me to relax.</p> <p>9. The instructor gives the student a class work. The class work is ‘scrambled sentences exercise’. The personal information of the sentences in the PPT “LP_8S” is divided into parts to form scrambled word questions. The class work is presented in PPT slides “LP_8X” and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences:  Slide1: reading I enjoy.  Slide 2: have I usually on the go book a good.  Slide 3: helps dictation my and vocabulary this improve.  Slide 4: helps it me to relax also.</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The scrambled sentences writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (<u>name of the student</u>), do you like reading?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video “Exvdo LP8” with a background music containing the PPT of the scrambled sentences exercise. The length of the video is 30 seconds. The instructor requests the students to say the sentences in correct word order out loud as the exercises appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## **Lesson Plan 9**

- a. Sub- skill: TAH 4
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, Video clip of TAH 3, Video clip of TAH 4, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT

with scrambled sentences exercise of TAH 2, 4 slide PPT with scrambled sentences exercise of TAH 3, 5 slide PPT with scrambled sentences exercise of TAH 4, 5 slide PPT containing 5 sentences of TAH 4, a video with background music containing the PPT exercises of TAH 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): spare, championship, time, week, helps, work, relax, enjoy, aspirations, obsessed, mindset b. Grammar (fluency & correct use):	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the videos "Vdo LP6", "Vdo LP7" and "Vdo LP8" one by one. The lengths of the videos are 16 seconds, 20 seconds, and 16 seconds respectively.</p> <p>3. The instructor presents the PPTs "LP_6X", "LP_7X" and "LP_8X" with fill-in-the-gaps and scrambled sentences exercise and asks the students to say the sentences out loud together.</p> <p>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</p> <p>5. The instructor prepares the students for the day's lesson on how to speak about spending time with relatives.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>
Presentation	Simple present tense (Subject-verb co-ordination)	<p>6. The instructor announces the topic of the class for that day.</p> <p>7. The instructor plays the video clip "Vdo LP9". The length of the video is 23 seconds and it is played three times.</p> <p>8. The instructor presents the 5 slides PPT "LP_9S". The slides of the PPT contain these sentences: Slide 1: Finally, I enjoy spending time with my family. Slide 2: This helps me to relax. Slide 3: It's important I give them some of my spare time. Slide 4: They always support me in my work. Slide 5: And they encourage me with my career aspirations and goals.</p> <p>9. The instructor gives the student a class work. The class work is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_9S" is divided into parts to form scrambled word questions. The class work is presented in PPT slides "LP_9X" and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences: Slide 1: my enjoy spending finally family I time with. Slide 2: to me relax helps this. Slide 3: them important I it's some spare give time my of. Slide 4: in me my always they work support. Slide 5: and encourage goals they me and aspirations with my career."</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The scrambled sentences writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.	8. The students wait for their turn, as suggested by the

		<p>12. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), do you like to spend time with your relatives?</p>	<p>instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays "Exvdo LP9"- the video with a background music containing the PPT of the scrambled sentences. The length of the video is 34 seconds. The instructor requests the students to say the sentences in correct word order out loud as the exercises appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 10 (Revision 2)

- a. Sub- skill: Revision of TAH 1, TAH 2, TAH 3, and TAH 4
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, Video clip of TAH 3, Video clip of TAH 4, 4 slide PPT containing 4 sentences of TAH 1, 4 slide PPT containing 4 sentences of TAH 2, 4 slide PPT containing 4 sentences of TAH 3, 5 slide PPT containing 5 sentences of TAH 4, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT with scrambled sentences exercise of TAH 2, 4 slide PPT with scrambled sentences exercise of TAH 3, 5 slide PPT with scrambled sentences exercise of TAH 4, a video with background music containing the PPT exercises of TAH 1, TAH 2, TAH 3, and TAH 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): spare, championship, time, week, helps, work, relax, enjoy, aspirations, obsessed,	<p>1. The instructor greets the students.</p> <p>2. The instructor prepares the students for the revision of the topics on speaking about one's principal hobby, how to speak about one's fitness concerns, how to talk about ones reading habits, and how to speak about spending time with relatives.</p>	<p>1. The students greet the instructor.</p>
Presentation		<p>3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day.</p> <p>4. The instructor plays the video clip "Vdo LP10" three</p>	<p>2. The students watch the video and listen to the audio of the sentences.</p>

	<p>mindset b. Grammar (fluency &amp; correct use): Simple present tense (Subject-verb co-ordination)</p>	<p>times. The length of the video is 1 minute 16 seconds. 5. The instructor presents the 17 slides PPT “LP_10S”. The slides of the PPT contain these sentences: Slide 1: I am quite active in my spare time. Slide 2: I am developing personally and professionally. Slide 3: I play soccer three times a week. Slide 4: We won the state championship last year. Slide 5: I enjoy keeping fit. Slide 6: I visit the gym three times a week. Slide 7: Whilst I am not fitness obsessed, keeping fit helps me to maintain a positive mindset. Slide 8: It helps my concentration levels whilst at work. Slide 9: I enjoy reading. Slide 10: I usually have a good book on the go. Slide 11: This helps improve my dictation and vocabulary. Slide 12: It also helps me to relax. Slide 13: Finally, I enjoy spending time with my family. Slide 14: This helps me to relax. Slide 15: It’s important I give them some of my spare time. Slide 16: They always support me in my work. Slide 17: And they encourage me with my career aspirations and goals. 6. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’ and ‘scrambled sentences exercises’. The personal information of the sentences in the PPT “LP_10S” is deleted and divided into parts to form scrambled word questions. The class work is presented in PPT slides “LP_10X”. The PPT contains the following fill-in-the-gaps and scrambled sentences exercises: Slide 1: I am quite _____ in my spare time. Slide 2: I am developing _____ and _____. Slide 3: I play _____ three times a _____. Slide 4: We _____ the _____ last _____. Slide 5: fit I keeping enjoy. Slide 6: the gym visit I a week times three. Slide 7: not am I obsessed fitness whilst, fit keeping helps to maintain mindset me a positive. Slide 8: my concentration it helps whilst levels work at. Slide 9: reading I enjoy. Slide 10: have I usually on the go book a good. Slide 11: helps dictation my and vocabulary this improve. Slide 12: helps it me to relax also. Slide 13: my enjoy spending finally family I time with. Slide 14: to me relax helps this. Slide 15: them important I it’s some spare give time my of. Slide 16: in me my always they work support. Slide 17: and encourage goals they me and aspirations with my career. The slides are shown to the students. While the students do the class work the video clip “VdoLP10” is played thrice. 7. The instructor decides on the order of speech. The</p>	<p>3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
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		instructor provides immediate feedback to the students individually till the concerned student gets it right.	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p> <p>9. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.</p> <p>10. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : <u>(name of the student)</u>,</p> <ol style="list-style-type: none"> <li>Tell us something about your hobby.</li> <li>Do you enjoy keeping fit?</li> <li>Do you like reading?</li> <li>Do you like to spend time with your relatives?</li> </ol>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>7. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP10"- the video with a background music containing the PPT of fill-in-the-gaps and scrambled sentences exercises. The length of the video is 2 minute 2 seconds. The instructor requests the students to say filled-in sentences and say the sentences in correct word order out loud as they appear on screen. The exercise is repeated three times.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 11

- Sub- skill: DONP 1
- Specific resources: Video clip of DONP 1, 5 slides in the PPT containing 5 sentences, 5 slide PPT with fill-in-the-gaps exercise, Video exercise of DONP 1 containing background music, You tube video on 'Describing your hometown\_ talking about where you live' (<https://www.youtube.com/watch?v=wE5bSh6f2HA>)

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): old, place, town, university, year, buildings,	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video 'Describing your hometown_ talking about where you live'. The length of the video is 1 minute and 6 seconds.</p> <p>3. The instructor randomly asks the students to guess the topic of the video. The instructor waits for random responses from the students for 30 secs. Plan A: If the students respond correctly by saying that</p>	<p>1. The students try to guess the topic of the video.</p> <p>2. They accordingly respond to the instructor's question about the topic.</p>

	walking, days b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination)	the video is about mentioning one's native place, then the instructor will complement their responses. Plan B: If there is no response from the students, then the instructor help them guess the theme of the video. The instructor waits for the students to respond.	
Presentation		<p>4. The instructor announces the topic of the class for that day.</p> <p>5. The instructor plays the video clip "Vdo LP11". The length of the video is 26 seconds. The video is played 3 times.</p> <p>6. The instructor presents the 5 slides PPT "LP_11S". The slides of the PPT will contain these sentences: Slide 1: I come from a town called St. Andrews. Slide 2: It's located in the northeast of Fife, a country in Scotland. Slide 3: St. Andrews is a very old place. Slide 4: There are some buildings there that date back hundreds of years. Slide 5: Now-a-days, it is mostly famous for its golf courses and an excellent university.</p> <p>7. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the PPT "LP_11S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_11X" contains the following fill-in-the-gaps sentences: Slide 1: I come from a _____ called _____. Slide 2: It's located in the _____ of _____, a _____ in _____. Slide 3: _____ is a very _____ place. Slide 4: There are some _____ there that _____. Slide 5: Now-a-days, it is mostly famous for its _____ and _____.</p> <p>The slides are shown to the students till they write down all the sentences. While the students do the class work the video clip "Vdo LP11" is played thrice once again.</p> <p>8. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>9. The instructor initiates a role-playing session in which the instructor acts as the interviewer and the students answer the instructor-interviewer's question. The instructor decides on the order of speech.</p> <p>10. The instructor waits for the students to respond Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), tell us something about the place from where you have come.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>

Summarization		<p>12. The instructor plays “Exvdo LP11”- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 32 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>
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## **Lesson Plan 12**

- a. Sub- skill: DONP 2
- c. Specific resources: Video clip of DONP 1, Video clip of DONP 2, 5 slides PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps exercise of DONP 2, 5 slide PPT containing 5 sentences of DONP 2, a video exercise of DONP 2 with background music containing the PPT exercises.

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): old, place, town, university, year, buildings, walking, days, commute, overcast,	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video “Vdo LP11”. The length of the video is 26 seconds.</p> <p>3. The instructor presents the PPT “LP_11X” with fill-in-the-gaps exercise and asks the students to say the sentences together.</p> <p>4. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</p> <p>5. The instructor prepares the students for the day’s lesson on how to speak about people’s occupation in their locality.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>
Presentation	seldom, rarely, fondness b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination)	<p>6. The instructor announces the topic of the class for that day.</p> <p>7. The instructor plays the video “Vdo LP12”. The length of the video is 25 seconds. The instructor plays the video three times.</p> <p>8. The instructor presents 5 slides PPT “LP_12S”. The slides of the PPT contain these sentences: Slide 1: These days, people in St. Andrews engage in various occupations. Slide 2: But as it’s a university town, there are lots of students there. Slide 3: Some people work in shops or other businesses. Slide 4: Some commute to nearby cities like Dundee. Slide 5: However, there is no major industries and factories in St. Andrews.</p> <p>9. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the</p>

	<p>sentences in the PPT “LP_12S” is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT “LP_12X” contains the following fill-in-the-gaps sentences:</p> <p>Slide 1: These days, people in _____ engage in _____ occupation.</p> <p>Slide 2: But as it’s a _____ _____, there are lots of _____ there.</p> <p>Slide 3: Some people work in _____ or other _____.</p> <p>Slide 4: Some commute to nearby _____ like _____.</p> <p>Slide 5: However, there is no major _____ and _____ in St. _____.</p> <p>The slides are shown to the students till they write down all the sentences. While the students do the class work the video clip “Vdo LP12” is played thrice once again.</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation	<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), tell us about the people who live in your place and their livelihood.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization	<p>14. The instructor plays “Exvdo LP12”-the video with a background music containing the PPT of fill-in-the-gaps exercise. The instructor requests the students to say filled-in sentences as they appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 13**

- a. Sub- skill: DONP 3
- b. Specific resources: Video clip of DONP 1, Video clip of DONP 2, Video clip of DONP 3, 5 slide PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps

exercise of DONP 2, 4 slide PPT with fill-in-the-gaps exercise of DONP 3, 4 slide PPT containing 4 sentences of DONP 3, a video with background music containing the PPT exercises of DONP 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): old, place, town, university, year, buildings, walking, days, commute, overcast, seldom, rarely, fondness	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the videos "Vdo LP11" and "Vdo LP12". The total lengths of the videos are 26 seconds and 25 seconds respectively.</li> <li>3. The instructor presents the PPT "LP_11X" and "LP_12X" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together.</li> <li>4. The instructor compliments the students' performance but, no particular students' name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to speak about the climate of one's native place.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP13". The length of the video is 22 seconds and it is played three times.</li> <li>8. The instructor presents the 4 slides PPT "LP_13S". The slides of the PPT contain these sentences: Slide 1: In terms of climate, St. Andrews is mild but rainy. Slide 2: Like most of Scotland, there are not many sunny days and often it is grey, overcast, and there is a light rain. Slide 3: However, it seldom gets below freezing. Slide 4: There is rarely any snow.</li> <li>9. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the sentences in the PPT "LP_13S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_13X" contains the following fill-in-the-gaps sentences: Slide 1: In terms of climate, _____ is _____ but _____. Slide 2: Like most of _____, there are not many _____ days and often it is _____, _____, and there is _____. Slide 3: However, it seldom gets below _____ . Slide 4: There is rarely any _____. The slides are shown to the students till they write down all the sentences. While the students do the class work the video clip "Vdo LP13" is played thrice once again.</li> <li>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), tell us about the climate of your place.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays "Exvdo LP13" the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 40 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 14

- a. Sub- skill: DONP 4
- a. Specific resources: Video clip of DONP 1, Video clip of DONP 2, Video clip of DONP 3, Video clip of DONP 4, 5 slide PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps exercise of DONP 2, 4 slide PPT with fill-in-the-gaps exercise of DONP 3, 7 slide PPT with fill-in-the-gaps exercise of DONP 4, 7 slide PPT containing 7 sentences of DONP 4, a video with background music containing the PPT exercises of DONP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): old, place, town, university, year, buildings, walking, days,	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the videos "Vdo LP11", "Vdo LP12", "Vdo LP13" one by one. The total lengths of the three videos are 26 seconds, 25 seconds, and 22 seconds respectively.</p> <p>3. The instructor presents the PPTs "LP_11X", "LP_12X" and "LP_13X" with fill-in -the-gaps exercises and asks the students to say the sentences out loud together.</p> <p>4. The instructor compliments the students' performance</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>

	commute, overcast, seldom, rarely, fondness	but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to talk about one's personal impression of one's native place.	
Presentation	b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination)	6. The instructor announces the topic of the class for that day. 7. The instructor plays the video clip "Vdo LP14". The length of the video is 30 seconds and it is played three times. 8. The instructor presents the 7 slides PPT "LP_14S". The slides of the PPT contain these sentences: Slide 1: I have not lived in my native place for many years. Slide 2: Because I moved away after university. Slide 3: But I still have a certain fondness for it. Slide 4: I go back once every year or two. Slide 5: And I enjoy walking around the streets, or strolling along the beach. Slide 6: It is a very pleasant place for walking. Slide 7: And being among the old buildings brings back fond memories. 9. The instructor gives the student a class work. The class work is 'fill-in -the-gaps'. The personal information of the sentences in the PPT "LP_14S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_14X" contains the following fill-in -the-gaps sentences: Slide 1: I have not lived in my native _____ for many _____. Slide 2: Because I moved away after _____. Slide 3: But I still have a certain _____ for _____. Slide 4: I go back _____ every _____ or _____. Slide 5: And I enjoy _____ around the _____, or strolling along the _____. Slide 6: It is a very _____ place for _____. Slide 7: And being among the _____ brings back _____ memories. The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP14" is played thrice. 10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.	3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.
Evaluation		11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question. 12. The instructor waits for the students to respond Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play. 13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in	8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the

		the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : ( <u>name of the student</u> ), tell us about your personal impression of your native place.	sentences he/she has already practiced.
Summarization		14. The instructor plays “Exvdo LP14”- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 49 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times. 15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.

### **Lesson Plan 15 (Revision 3)**

- a. Sub- skill: Revision of DONP 1, DONP 2, DONP 3, and DONP 4
- b. Specific resources: Video clip of DONP 1, Video clip of DONP 2, Video clip of DONP 3, Video clip of DONP 4, 5 slide PPT containing 5 sentences of DONP 1, 5 slide PPT containing 5 sentences of DONP 2, 4 slide PPT containing 4 sentences of DONP 3, 7 slide PPT containing 7 sentences of DONP 4, 5 slide PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps exercise of DONP 2, 4 slide PPT with fill-in-the-gaps exercise of DONP 3, 7 slide PPT with fill-in-the-gaps exercise of DONP 4, a video with background music containing the PPT exercises of DONP 1, DONP 2, DONP 3, and DONP 4

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): old, place, town, university,	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on mentioning one’s native place, how to speak about people’s occupation in their locality, how to speak about the climate of one’s native place, and how to talk about one’s personal impression of one’s native place.	1. The students greet the instructor.
Presentation	year, buildings, walking, days, commute, overcast, seldom, rarely, fondness b. Grammar (fluency & correct use):	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip “Vdo LP15”. The length of the video is 1 minute and 44 seconds. The video is played three times. 5. The instructor presents the 21 slides PPT “LP_15S”. The slides of the PPT contain these sentences: Slide 1: I come from a town called St. Andrews. Slide 2: It’s located in the northeast of Fife, a country in Scotland.	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps writing exercise is performed by the



	<p>Simple present tense (Subject- verb co-ordination)</p>	<p>Slide 3: St. Andrews is a very old place.  Slide 4: There are some buildings there that date back hundreds of years.  Slide 5: Now-a-days, it is mostly famous for its golf courses and an excellent university.  Slide 6: These days, people in St. Andrews engage in various occupations.  Slide 7: But as it's a university town, there are lots of students there.  Slide 8: Some people work in shops or other businesses.  Slide 9: Some commute to nearby cities like Dundee.  Slide 10: However, there is no major industries and factories in St. Andrews.  Slide 11: In terms of climate, St. Andrews is mild but rainy.  Slide 12: Like most of Scotland, there are not many sunny days and often it is grey, overcast, and there is a light rain.  Slide 13: However, it seldom gets below freezing.  Slide 14: There is rarely any snow.  Slide 15: I have not lived in my native place for many years.  Slide 16: Because I moved away after university.  Slide 17: But I still have a certain fondness for it.  Slide 18: I go back once every year or two.  Slide 19: And I enjoy walking around the streets, or strolling along the beach.  Slide 20: It is a very pleasant place for walking.  Slide 21: And being among the old buildings brings back fond memories.</p> <p>6. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the sentences PPT "LP_15S" is deleted. The class work is presented in PPT slide "LP_15X". The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I come from a _____ called _____.  Slide 2: It's located in the _____ of _____, a _____ in _____.  Slide 3: _____ is a very _____ place.  Slide 4: There are some _____ there that _____.  Slide 5: Now-a-days, it is mostly famous for its _____ and _____.  Slide 6: These days, people in _____ engage in _____ occupation.  Slide 7: But as it's a _____, there are lots of _____ there.  Slide 8: Some people work in _____ or other _____.  Slide 9: Some commute to nearby _____ like _____.  Slide 10: However, there is no major _____ and _____ in St. _____.  Slide 11: In terms of climate, _____ is _____ but _____.  Slide 12: Like most of _____, there are not many _____ days and often it is _____, _____, and there is _____.</p>	<p>students.  5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
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	<p>Slide 13: However, it seldom gets below _____ .</p> <p>Slide 14: There is rarely any _____.</p> <p>Slide 15: I have not lived in my native _____ for many _____.</p> <p>Slide 16: Because I moved away after _____.</p> <p>Slide 17: But I still have a certain _____ for _____.</p> <p>Slide 18: I go back _____ every _____ or _____.</p> <p>Slide 19: And I enjoy _____ around the _____, or strolling along the _____.</p> <p>Slide 20: It is a very _____ place for _____.</p> <p>Slide 21: And being among the _____ brings back _____ memories.</p> <p>While the students do the class work the video clip “Vdo LP15” is played thrice.</p> <p>7. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	
Evaluation	<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>9. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (name of the student),</p> <ol style="list-style-type: none"> <li>Tell us something about the place from where you have come.</li> <li>Tell us about the people who live in your place and their livelihood.</li> <li>Tell us about the climate of your place.</li> <li>Tell us about your personal impression of your native place.</li> </ol>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>7. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization	<p>11. The instructor plays the video “Exvdo LP15”- the video with a background music containing the PPTs of all the fill-in-the-gaps exercises. The length of the video is 2 minute 38 seconds. The instructor requests the students to say the filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## Lesson Plan 16

a. Sub- skill: EOSW 1

- b. Specific resources: Video clip of EOSW 1, 5 slides in the PPT containing 5 sentences, 5 slide PPT with fill-in-the-gap exercises, Video exercise of EOSW 1 containing background music, You tube video on ‘Know your character strengths’ (<https://www.youtube.com/watch?v=JLUOILRbazA>)

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): exceptional, outstanding, company, customer, times, jobs, work, complete, task, clients, effective,	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video ‘Know your character strengths’. The length of the video is 2 minutes and 59 seconds.</p> <p>3. The instructor randomly asks the students to guess the topic of the video. The instructor waits for random responses from the students for 30 seconds.</p> <p>Plan A: If the students’ response correctly by saying that the video is on speaking about one’s qualities in general, then the instructor will complement their responses.</p> <p>Plan B: If there is no response from the students, then the instructor will help guess them the theme of the video.</p> <p>The instructor waits for the students to respond.</p>	<p>1. The students try to guess the topic of the video.</p> <p>2. They accordingly respond to the instructor’s question about the topic.</p>
Presentation	service, care, previous, provide b. Grammar (fluency & correct use): Simple present tense (Subject-verb coordination)	<p>4. The instructor announces the topic of the class for that day.</p> <p>5. The instructor plays the video clip “Vdo LP16”. The length of the video is 32 seconds. The video is played three times.</p> <p>6. The instructor presents the 5 slides PPT “LP_16S”. The slides of the PPT contain these sentences: Slide 1: I have a number of key strengths that would benefit your company. Slide 2: I feel that my strongest quality is my ability to provide exceptional customer care services at all times. Slide 3: In my previous jobs I used to go out of my way to provide excellent customer service and care. Slide 4: I felt this was important for our company to continue to lead the market. Slide 5: The only way this could be achieved, was through outstanding customer care.</p> <p>7. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the PPT “LP_16S” is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT “LP_16X” contains the following fill-in-the-gaps sentences: Slide 1: I have a number of key strengths that would benefit your _____. Slide 2: I feel that my strongest quality is my ability to provide _____ at all times. Slide 3: In my previous _____ I used to go out of my way to provide excellent _____ and _____. Slide 4: I felt this was important for our _____ to continue to _____ the _____. Slide 5: The only way this could be achieved, was</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>

		through outstanding _____ . The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP16” is played thrice. 8. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.	
Evaluation		9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question. The instructor decides on the order of speech. 10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play. 11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : ( <u>name of the student</u> ), tell us about one of your strengths.	8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question. 9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.
Summarization		12. The instructor plays “Exvdo LP16”- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 32 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times. 13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.

### Lesson Plan 17

- a. Sub- skill: EOSW 2
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, 5 slide PPT with fill-in-the-gaps exercise of EOSW 1, 5 slide PPT with fill-in-the-gaps exercise of EOSW 2, 5 slide PPT containing 5 sentences of EOSW 2, a video exercise of EOSW 2 with background music containing the PPT exercises.

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
	a. Vocabulary (pronunciation & proper use): exceptional,	1. The instructor greets the students. 2. The instructor plays the video “Vdo LP16”. The length of the video is 32 seconds. 3. The instructor presents the PPT “LP_16S” with fill-in-the-gap exercises and asks the students to say the	1. The students watch and listen to the sentences presented in the video. 2. The students say the

Preparation	outstanding, company, customer, times, jobs, work, complete,	sentences out loud together. 4. The instructor compliments the students' performance but, no particular students name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to highlight one's principal quality.	sentences out loud together by filling in the gaps using their personal information.
Presentation	task, clients, effective, service, care, previous, provide, deadline, rectify, resolving b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination)	6. The instructor announces the topic of the class for that day. 7. The instructor plays the video "Vdo LP17" thrice. The length of the video is 27 seconds. 8. The instructor presents 5 slides PPT "LP_17S". The slides of the PPT contain these sentences: Slide 1: I am highly effective at being able to work under pressure. Slide 2: In my previous job, I was given three sensitive tasks to complete each week. Slide 3: If I failed to deliver on each task, the company suffered. Slide 4: So I learnt to multi-task effectively and plan my working day. Slide 5: This was to ensure that each task was completed on time and to the correct standard. 9. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the sentences in the PPT "LP_17S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_17X" contains the following fill-in-the-gaps sentences: Slide 1: I am highly _____ at being able to _____ under pressure. Slide 2: In my previous _____, I was given _____ sensitive tasks to complete each _____. Slide 3: If I failed to deliver on each _____, the company suffered. Slide 4: So I learnt to multi-task effectively and _____ my _____ day. Slide 5: This was to ensure that each _____ was completed on time and to the _____ standard. While the students do the classwork the video clip "Vdo LP17" is played thrice. 10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.	3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.
Evaluation		11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question. 12. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play. 13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by	8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has

		his/her name. The process is repeated till the last student is interviewed. : ( <u>name of the student</u> ), tell us about one more strength that you think you have.	already practiced.
Summarization		14. The instructor plays “Exvdo LP17” the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 35 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times. 15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.

### Lesson Plan 18

- a. Sub- skill: EOSW 3
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, Video clip of EOSW 3, 5 slide PPT with fill-in-the-gap exercises of EOSW 1, 5 slide PPT with fill-in-the-gap exercises of EOSW 2, 5 slide PPT with fill-in-the-gap exercises of EOSW 3, 5 slide PPT containing 5 sentences of EOSW 3, a video with background music containing the PPT exercises of EOSW 3

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): exceptional, outstanding, company, customer, times, jobs, work, complete, task, clients, effective,	1. The instructor greets the students. 2. The instructor plays the videos “Vdo LP16” and “Vdo LP17”. The total lengths of the videos are 32 seconds and 27 seconds respectively. 3. The instructor presents the PPT “LP_16X” and “LP_17X” with fill-in-the-gaps exercises and asks the students to say the sentences out loud together. 4. The instructor compliments the students’ performance but, no particular students’ name is mentioned for the applause. 5. The instructor prepares the students for the day’s lesson on how to provide more information about one’s strengths.	1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.
Presentation	service, care, previous, provide, deadline, rectify, resolving b. Grammar (fluency & correct use): Simple present tense	6. The instructor announces the topic of the class for that day. 7. The instructor plays the video clip “Vdo LP18”. The length of the video is 26 seconds and it will be played three times. 8. The instructor presents the 5 slides PPT “LP_18S”. The slides of the PPT contain these sentences: Slide 1: I believe I am a highly- effective communicator. Slide 2: Specially dealing with customers and clients. Slide 3: And in my last job, the majority of clients and customers would contact me first if they needed	3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read

	(Subject-verb co-ordination)	<p>something to be sorted out.</p> <p>Slide 4: I always listened to the issues and concerns of the customers.</p> <p>Slide 5: And I set about resolving them as soon as possible.”</p> <p>9. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the sentences in the PPT “LP_18S” is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT “LP_18X” contains the following fill-in-the-gaps sentences:</p> <p>Slide 1: I believe I am a _____ communicator.</p> <p>Slide 2: Specially dealing with _____ and _____.</p> <p>Slide 3: And in my last _____, the majority of _____ and _____ would contact me first if they needed something to be sorted out.</p> <p>Slide 4: I always listened to the issues and concerns of the _____.</p> <p>Slide 5: And I set about _____ them as soon as possible.</p> <p>While the students do the classwork the video clip “Vdo LP18” is played thrice.</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	<p>the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12.The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (name of the student), tell us more about your strengths.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video “Exvdo LP18”with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 36 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

**Lesson Plan 19**

- a. Sub- skill: EOSW 4
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, Video clip of EOSW 3, Video clip of EOSW 4, 5 slide PPT with fill-in-the-gaps exercise of EOSW 1, 5 slide PPT with fill-in-the-gaps exercise of EOSW 2, 5 slide PPT with fill-in-the-gaps exercise of EOSW 3, 5 slide PPT with fill-in-the-gaps exercise of EOSW 4, 5 slide PPT containing 5 sentences of EOSW 4, a video with background music containing the PPT exercises of EOSW 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): exceptional, outstanding, company, customer, times, jobs, work, complete, task, clients, effective, service, care, previous,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the videos "Vdo LP16", "Vdo LP17" and "Vdo LP18" one by one. The total lengths of the three videos are 32 seconds, 27 seconds, and 26 seconds respectively.</li> <li>3. The instructor presents the PPTs "LP_16X", "LP_17X" and "LP_18X" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to talk about one's weakness during an interview.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	provide, deadline, rectify, resolving b. Grammar (fluency & correct use): Simple present tense (Subject-verb coordination)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP19". The length of the video is 30 seconds and it will be played three times.</li> <li>8. The instructor presents the 5 slides PPT "LP_19S". The slides of the PPT contain these sentences: Slide 1: However, I need to work on certain weaknesses related to my work habits. Slide 2: I tend to want things to be done quickly in situations where there is a deadline to be met. Slide 3: This has made me appear to be impatient in front of others. Slide 4: I am trying to rectify this by periodically updating myself about the status of my work. Slide 5: That way I have been able to finish some works on time.</li> <li>9. The instructor gives the student a class work. The class work is 'fill-in -the-gaps'. The personal information of the sentences in the PPT "LP_19S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_19X" contains the following fill-in-the-gaps sentences: Slide 1: However, I need to work on certain weaknesses</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>



		<p>related to my _____.</p> <p>Slide 2: I tend to want _____ to be done quickly in situations where there is a _____ to be met.</p> <p>Slide 3: This has made me appear to be _____ in front of _____.</p> <p>Slide 4: I am trying to _____ this by periodically updating myself about the status of my work.</p> <p>Slide 5: That way I have been able to _____ some _____ on time.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP19” is played thrice.</p> <p>10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (name of the student), tell us about your weaknesses.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays “Exvdo LP19”- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 36 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 20 (Revision 4)**

- a. Sub- skill: Revision of EOSW 1, EOSW 2, EOSW 3, and EOSW 4
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, Video clip of EOSW 3, Video clip of EOSW 4, 5 slide PPT containing 5 sentences of EOSW 1, 5 slide PPT containing 5 sentences of EOSW 2, 5 slide PPT containing 5 sentences of EOSW 3, 5 slide PPT containing 5 sentences of EOSW 4, 5 slide PPT with fill-in-the-gaps exercise of EOSW 1, 5 slide PPT with fill-in-the-gaps exercise of EOSW 2, 5 slide PPT with fill-

in-the-gaps exercise of EOSW 3, 5 slide PPT with fill-in-the-gaps exercise of EOSW 4, a video with background music containing the PPT exercises of EOSW 1, EOSW 2, EOSW 3, and EOSW 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): exceptional, outstanding,	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on speaking about one's qualities in general, how to highlight one's principal quality, how to provide more information about one's strengths, and how to talk about one's weakness during an interview.	1. The students greet the instructor.
Presentation	company, customer, times, jobs, work, complete, task, clients, effective, service, care, previous, provide, deadline, rectify, resolving b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP20" three times. The length of the video is 1 minute and 57 seconds. 5. The instructor presents the 20 slides PPT "LP_20S". The slides of the PPT contain these sentences: Slide 1: I have a number of key strengths that would benefit your company. Slide 2: I feel that my strongest quality is my ability to provide exceptional customer services at all times. Slide 3: In my previous jobs I used to go out of my way to provide excellent customer service and care. Slide 4: I felt this was important for our company to continue to lead the market. Slide 5: The only way this could be achieved, was through outstanding customer care. Slide 6: I am highly effective at being able to work under pressure. Slide 7: In my previous job, I was given three sensitive tasks to complete each week. Slide 8: If I failed to deliver on each task, the company suffered. Slide 9: So I learnt to multi-task effectively and plan my working day. Slide 10: This was to ensure that each task was completed on time and to the correct standard. Slide 11: I believe I am a highly- effective communicator. Slide 12: Especially dealing with customers and clients. Slide 13: And in my last job, the majority of clients and customers would contact me first if they needed something to be sorted out. Slide 14: I always listened to the issues and concerns of the customers. Slide 15: And I set about resolving them as soon as possible. Slide 16: However, I need to work on certain weaknesses related to my work habits. Slide 17: I tend to want things to be done quickly in situations where there is a deadline to be met.	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

		<p>Slide 18: This has made me appear to be impatient in front of others.</p> <p>Slide 19: I am trying to rectify this by periodically updating myself about the status of my work.</p> <p>Slide 20: That way I have been able to finish some works on time.</p> <p>6. The instructor gives the student a class work. The class work is 'fill-in -the-gaps'. The personal information of the PPT "LP_20S" is deleted. The class work is presented in PPT slides "LP_20X". The PPT contains the following fill-in -the-gaps sentences:</p> <p>Slide 1: I have a number of key strengths that would benefit your _____.</p> <p>Slide 2: I feel that my strongest quality is my ability to provide _____ at all times.</p> <p>Slide 3: In my previous _____ I used to go out of my way to provide excellent _____ and _____.</p> <p>Slide 4: I felt this was important for our _____ to continue to _____ the _____.</p> <p>Slide 5: The only way this could be achieved, was through outstanding _____.</p> <p>Slide 6: I am highly _____ at being able to _____ under pressure.</p> <p>Slide 7: In my previous _____, I was given _____ sensitive tasks to complete each _____.</p> <p>Slide 8: If I failed to deliver on each _____, the company suffered.</p> <p>Slide 9: So I learnt to multi-task effectively and _____ my _____ day.</p> <p>Slide 10: This was to ensure that each _____ was completed on time and to the _____ standard.</p> <p>Slide 11: I believe I am a _____ communicator.</p> <p>Slide 12: Specially dealing with _____ and _____.</p> <p>Slide 13: And in my last _____, the majority of _____ and _____ would contact me first if they needed something to be sorted out.</p> <p>Slide 14: I always listened to the issues and concerns of the _____.</p> <p>Slide 15: And I set about _____ them as soon as possible.</p> <p>Slide 16: However, I need to work on certain weaknesses related to my _____.</p> <p>Slide 17: I tend to want _____ to be done quickly in situations where there is a _____ to be met.</p> <p>Slide 18: This has made me appear to be _____ in front of _____.</p> <p>Slide 19: I am trying to _____ this by periodically updating myself about the status of my work.</p> <p>Slide 20: That way I have been able to _____ some _____ on time.</p> <p>While the students do the class work the video clip "VdoLP20" is played thrice.</p> <p>7. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.</p>	
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Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p> <p>9. The instructor waits for the students to respond. Plan A: If the students respond affirmatively then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.</p> <p>10. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : <u>(name of the student)</u>,</p> <ol style="list-style-type: none"> <li>Tell us about one of your strengths.</li> <li>Tell us about one more strength that you think you have.</li> <li>Tell us more about your strengths.</li> <li>Tell us about your weaknesses.</li> </ol>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>7. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP20"- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 2 minute 24 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated three times.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## Lesson Plan 21

- Sub- skill: DFS 1
- Specific resources: Video clip of DFS 1, 6 slides in the PPT containing 6 sentences, 6 slide PPT with fill-in-the-gaps exercise, Video exercise of DFS 1 containing background music, YouTube video on 'What's your favourite subject' (<https://www.youtube.com/watch?v=8wZi38IF28E>)

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): inclined, dedicated, subject, studying, interesting, inspiration, sports, lives,	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video 'What's your favourite subject'. The length of the video is 4minutes and 56 seconds.</p> <p>3. The instructor asks the students to guess the topic of the video randomly. The instructor waits for random responses from the students for 30 seconds. Plan A: If the students' response correctly by saying that the video is about one's favourite subject, then the instructor will complement their responses.</p>	<p>1. The students try to guess the topic of the video.</p> <p>2. They accordingly respond to the instructor's question about the topic.</p>

	science, activities, impact, good, doctor, grades, world, problems, change, field	Plan B: If there is no response from the students, then the instructor help them guess the theme of the video. The instructor waits for the students to respond.	
Presentation	b. Grammar (fluency & correct use): Simple past tense (conditional)	<p>4. The instructor announces the topic of the class for that day.</p> <p>5. The instructor plays the video “Vdo LP21” thrice. The length of the video is 40 seconds.</p> <p>6. The instructor presents the 6 slides PPT “LP_21S”. The slides of the PPT contain these sentences: Slide 1: I have to say that my favourite subject is Physics. Slide 2: I always prefer studying Physics more than any other subject because it is challenging and interesting. Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein. Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein. Slide 5: There are various other people in the field of Physics who have been my inspiration. Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.</p> <p>7. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’. The personal information of the sentences in PPT “LP_21S” is deleted. The classwork is presented in PPT slides “LP_21X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences: Slide 1: I have to say that my favourite subject is _____. Slide 2: I always prefer studying _____ more than any other subject because it is _____ and _____. Slide 3: I want to be a _____ and my inspiration is _____. Slide 4: A not so _____ student, from a _____ background, going on to change the way we see the world, is what inspires me about _____. Slide5: There are various other people in the field of _____ who have been my inspiration. Slide 6: They dedicated their entire lives for _____ and discovered _____ that helped this world become a better place to live in.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “VdoLP21” is played thrice.</p> <p>8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the</p>

		<p>role-play.</p> <p>11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), what is your favourite subject?</p>	<p>instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>12. The instructor plays the video "Exvdo LP21"- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 1 minute 35 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## Lesson Plan 22

- a. Sub- skill: DFS 2
- b. Specific resources: Video clip of DFS 1, Video clip of DFS 2, 6 slide PPT with fill-in-the-gaps exercise of DFS 1, 4 slide PPT with fill-in-the-gaps exercise of DFS 2, 4 slide PPT containing 4 sentences of DFS 2, a video exercise of DFS 2 with background music containing the PPT exercises.

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): inclined, dedicated, subject, studying, interesting, inspiration, sports, lives, science, activities,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video "Vdo LP21". The length of the video is 40seconds.</li> <li>3. The instructor presents the PPT "LP_21X" with fill-in-the-gaps exercise and asks the students to say the sentences out loud together.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to provide information about one's interest in the subject.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	<p>impact, good, doctor, grades, world, problems, change, field, distress, mime, potential</p> <p>b. Grammar</p>	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP22". The length of the video is 36 seconds. The video clip will be played three times.</li> <li>8. The instructor presents 4 slides PPT "LP_22S". The slides of the PPT contain these sentences: Slide 1: I like science because of the real-life impact it has on our lives. Slide 2: It has the potential to solve many problems in the</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> </ol>

	(fluency & correct use): Simple past tense (conditional)	<p>world such as water problem, climate change, mental distress and other medical problems.</p> <p>Slide 3: Given the gravity of the impact that science has on our lives, I could not turn my eyes away from studying it.</p> <p>Slide 4: I specifically fell in love with Physics because it includes the excellent aspects of both Mathematics and Chemistry, my other two favourite subjects in school.</p> <p>9. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’. The personal information of the sentences in the PPT “LP_22S” is deleted. The classwork is presented in PPT slides “LP_22X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:</p> <p>Slide1: I like _____ because of the _____ impact it has on our _____.</p> <p>Slide 2: It has the potential to solve many problems in the world such as _____, _____, _____ and other _____.</p> <p>Slide 3: Given the gravity of the impact that _____ has on _____, I could not turn my eyes away from studying it.</p> <p>Slide 4: I specifically fell in love with _____ because it includes the excellent aspects of both _____ and _____, my other two favourite subjects in school.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP22” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>a. : (name of the student), why do you like this particular subject?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP22” of fill-in-the-gaps exercise. The length of the video is 1 minute 7 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a</p>

	they have learnt that day.	session.
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### Lesson Plan 23

- a. Sub- skill: DFS 3
- b. Specific resources: Revision video clips of DFS 1 & DFS 2, Revision exercise videos clip of DFS 1 & DFS 2, Video clip of DFS 3, 6 slide PPT containing 6 sentences of DFS 3, 6 slide PPT with fill-in-the-gaps exercise of DFS 3, a video with background music containing the PPT exercises of DFS 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): inclined, dedicated, subject, studying, interesting, inspiration, sports, lives, science, activities, impact, good, doctor, grades, world, problems, change, field, distress, mime, potential b. Grammar (fluency & correct use): Simple past tense (conditional)	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions "Vdo LP21" and "Vdo LP22" by compiling them to a single video clip "RVdo LP23". The length of the video is 1 minute and 16 seconds.</li> <li>3. The instructor presents the exercise video "RExvdo LP23" by compiling the exercise videos of the prior two sessions- "Exvdo LP21" and "Exvdo LP22" with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. The length of the video is 2 minute and 42 seconds.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to provide details about earning potential in choosing a career.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP23". The length of the video is 41 seconds and it will be played three times.</li> <li>8. The instructor presents the 6 slides PPT "LP_23S". The slides of the PPT contain these sentences: Slide 1: To be frank, the main reason I study other subjects is to score good overall grades as I want to do further studies in the field of Physics at a good university. Slide 2: It's not only about grades, good universities look into our extracurricular and co-curricular activities as well. Slide 3: Being only a book worm will definitely not get me into such an institution. Slide 4: I should be good in other areas such as sports, arts and culture. Slide 5: I participate in sports activities and have won a few awards.</li> </ol>	



		<p>Slide 6: I also take acting lessons in mime because I find it interesting.</p> <p>9. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’. The personal information of the sentences in the PPT “LP_23S” is deleted. The classwork is presented in PPT slides “LP_23X” and the students are requested to write them down on a paper. The PPT contains these fill-in-the-gaps sentences:</p> <p>Slide 1: To be frank, the main reason I study other subjects is to _____ as I want to do further studies in the field of _____ at a good university.</p> <p>Slide 2: It’s not only about _____, good universities look into our _____ and _____ as well.</p> <p>Slide 3: Being only a _____ will definitely not get me into such an institution.</p> <p>Slide 4: I should be good in other areas such as _____, _____ and _____.</p> <p>Slide 5: I participate in _____ activities and have won a few _____.</p> <p>Slide 6: I also take _____ lessons in _____ because I find it interesting.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP22” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), do you think your favourite subject will help you in your career prospects?</p>	
Summarization		<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP23” of fill-in-the-gaps exercise. The length of the video is 1 minute 47 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	

## Lesson Plan 24

- a. Sub- skill: DFS 4
- b. Specific resources: Revision video clips of DFS 1, DFS 2 & DFS 3, Revision exercise video clips of DFS 1, DFS 2 & DFS 3, Video clip of DFS 4, 4 slide PPT containing 4 sentences of DFS 4, 4 slide PPT with fill-in-the-gaps exercise of DFS 4, a video with background music containing the PPT exercises of DFS 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): inclined, dedicated, subject, studying, interesting, inspiration, sports, lives, science, activities, impact, good, doctor, grades, world, problems,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous three sessions "Vdo LP21", "Vdo LP22", and "Vdo LP23" by compiling them to a single video clip "RVdo LP24". The length of the video is 1 minute and 58 seconds.</li> <li>3. The instructor presents the exercise video "RExvdo LP24" by compiling the exercise videos of the prior three sessions "Exvdo LP21", "Exvdo LP22", and "Exvdo LP23" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together. The length of the video is 4 minute and 29 seconds.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to provide brief information about other subjects in general.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	change, field, distress, mime, potential b. Grammar (fluency & correct use): Simple past tense (conditional)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP24". The length of the video is 25 seconds and it will be played three times.</li> <li>8. The instructor presents the 4 slides PPT "LP_24S". The slides of the PPT contain these sentences: Slide 1: Other than physics, I like chemistry, mathematics and to a certain extent biology. Slide 2: In fact, my parents wanted me to become a doctor which means that biology should have been my subject of interest. Slide 3: I like biology and also appreciate the job of a doctor. Slide 4: But, I believe that a scientist plays a greater role in shaping our society than any other professional.</li> <li>9. The instructor gives the student a class work. The class work is 'fill-in -the-gaps'. The personal information of the sentences in the PPT "LP_24S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT contains these fill-in-the-gaps sentences: Slide 1: Other than _____, I like _____, _____ and to a certain extent _____. Slide 2: In fact, my parents wanted me to become a _____ which means that _____ should have been my subject of interest.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>Slide 3: I like _____ and also appreciate the job of a _____.</p> <p>Slide 4: But, I believe that a _____ plays a greater role in shaping our _____ than any other professional”</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP24” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), which subject do you like apart from your favourite ones?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP24” of fill-in-the-gaps exercise. The length of the video is 1 minute 7 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 25 (Revision 5)

- a. Sub- skill: Revision of DFS 1, DFS 2, DFS 3, and DFS 4
- b. Specific resources: Video clip of DFS 1, Video clip of DFS 2, Video clip of DFS 3, Video clip of DFS 4, 6 slide PPT containing 6 sentences of DFS 1, 4 slide PPT containing 4 sentences of DFS 2, 6 slide PPT containing 6 sentences of DFS 3, 4 slide PPT containing 4 sentences of DFS 4, 6 slide PPT with fill-in-the-gaps exercise of DFS 1, 4 slide PPT with fill-in-the-gaps exercise of DFS 2, 6 slide PPT with fill-in-the-gaps exercise of DFS 3, 4 slide PPT with fill-in-the-gaps exercise of DFS 4, a video with background music containing the PPT exercises of DFS 1, DFS 2, DFS 3, and DFS 4

Phase/ Stage	Teaching	Teacher’s activity	Student’s activity
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	points		
Preparation	a. Vocabulary (pronunciation & proper use): inclined, dedicated, subject, studying,	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on one's favourite subject, how to provide information about one's interest in the subject, how to provide details about earning potential in choosing a career, and how to provide brief information about other subjects in general.	1. The students greet the instructor.
Presentation	interesting, inspiration, sports, lives, science, activities, impact, good, doctor, grades, world, problems, change, field, distress, mime, potential b. Grammar (fluency & correct use): Simple past tense (conditional)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP25". The length of the video is 2minute and 24 seconds. The video is played three times. 5. The instructor presents the 20 slides PPT "LP_25S". The slides of the PPT contain these sentences: Slide 1: I have to say that my favourite subject is Physics. Slide 2: I always prefer studying Physics more than any other subject because it is challenging and interesting. Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein. Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein. Slide 5: There are various other people in the field of Physics who have been my inspiration. Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in. Slide 7: I like science because of the real-life impact it has on our lives. Slide 8: It has the potential to solve many problems in the world such as water problem, climate change, mental distress and other medical problems. Slide 9: Given the gravity of the impact that science has on our lives, I could not turn my eyes away from studying it. Slide 10: I specifically fell in love with Physics because it includes the excellent aspects of both Mathematics and Chemistry, my other two favourite subjects in school. Slide 11: To be frank, the main reason I study other subjects is to score good overall grades as I want to do further studies in the field of Physics at a good university. Slide 12: It's not only about grades, good universities look into our extracurricular and co-curricular activities as well. Slide 13: Being only a book worm will definitely not get me into such an institution. Slide 14: I should be good in other areas such as sports, arts and culture. Slide 15: I participate in sports activities and have won a few awards. Slide 16: I also take acting lessons in mime because I find it interesting. Slide 17: Other than physics, I like chemistry, mathematics and to a certain extent biology.	3. The students watch, listen, and <b>note down</b> the sentences presented in the video. 4. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

	<p>Slide 18: In fact, my parents wanted me to become a doctor which means that biology should have been my subject of interest.</p> <p>Slide 19: I like biology and also appreciate the job of a doctor.</p> <p>Slide 20: But, I believe that a scientist plays a greater role in shaping our society than any other professional.</p> <p>6. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the sentences in the PPT "LP_25S" is deleted. The class work is presented in PPT slide "LP_25X":</p> <p>Slide 1: I have to say that my favourite subject is _____.</p> <p>Slide 2: I always prefer studying _____ more than any other subject because it is _____ and _____.</p> <p>Slide 3: I want to be a _____ and my inspiration is _____.</p> <p>Slide 4: A not so _____ student, from a _____ background, going on to change the way we see the world, is what inspires me about _____.</p> <p>Slide 5: "There are various other people in the field of _____ who have been my inspiration."</p> <p>Slide 6: They dedicated their entire lives for _____ and discovered _____ that helped this world become a better place to live in.</p> <p>Slide 7: I like _____ because of the _____ impact it has on our _____.</p> <p>Slide 8: It has the potential to solve many problems in the world such as _____, _____, _____ and other _____.</p> <p>Slide 9: Given the gravity of the impact that _____ has on _____, I could not turn my eyes away from studying it.</p> <p>Slide 10: I specifically fell in love with _____ because it includes the excellent aspects of both _____ and _____, my other two favourite subjects in school.</p> <p>Slide 11: To be frank, the main reason I study other subjects is to _____ as I want to do further studies in the field of _____ at a good university.</p> <p>Slide 12: It's not only about _____, good universities look into our _____ and _____ as well.</p> <p>Slide 13: Being only a _____ will definitely not get me into such an institution.</p> <p>Slide 14: I should be good in other areas such as _____, _____ and _____.</p> <p>Slide 15: I participate in _____ activities and have won a few _____.</p> <p>Slide 16: I also take _____ lessons in _____ because I find it interesting.</p> <p>Slide 17: Other than _____, I like _____, _____ and to a certain extent _____.</p> <p>Slide 18: In fact, my parents wanted me to become a _____ which means that _____ should have been my subject of interest.</p> <p>Slide 19: I like _____ and also appreciate the job of a _____.</p> <p>Slide 20: But, I believe that a _____ plays a greater role</p>	
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		in shaping our _____ than any other professional. 7. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.	
Evaluation		8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question. 9. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play. 10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (name of the student), b. What is your favourite subject? c. Why do you like this particular subject? d. Do you think your favourite subject will help you in your career prospects? e. Which subjects do you like apart from your favourite ones?	8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.
Summarization		11. The instructor plays the video "Exvdo LP25"- the video with a background music containing the PPTs of all the fill-in-the-gaps exercise. The instructor requests the students to say the filled-in sentences out loud as they appear on screen. The exercise is repeated only once 12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.	10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.

## Lesson Plan 26

- a. Sub- skill: TAIE 1
- b. Specific resources: Video clip of TAIE 1, 6 slides in the PPT containing 6 sentences, 6 slide PPT with fill-in-the-gaps exercise, Video exercise of TAIE 1 containing background music, You tube video on 'How to tell about past work experience in English' (<https://www.youtube.com/watch?v=oyFkvX8gfG8>)

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
	a. Vocabulary (pronunciation & proper use): standup,	1. The instructor greets the students. 2. The instructor plays the video 'How to tell about past work experience in English'. The length of the video is 2 minutes and 6 seconds.	1. The students try to guess the topic of the video. 2. They accordingly

Preparation	experience, work, projects, deadline, help, updated, communication, shared, created, show, channel,	<p>3. The instructor asks the students to guess the topic of the video randomly. The instructor waits for random responses from the students for 30 seconds.</p> <p>Plan A: If the students' response correctly by saying that the video is on speaking about one's internship experience, then the instructor will complement their responses.</p> <p>Plan B: If there is no response from the students, then the instructor will help guess them the theme of the video</p> <p>The instructor waits for the students to respond.</p>	respond to the instructor's question about the topic.
Presentation	volunteers, believe, stay, company, team, track b. Grammar (fluency & correct use): Simple present tense (sub-ordinate clause)	<p>4. The instructor announces the topic of the class for that day.</p> <p>5. The instructor plays the video clip "Vdo LP26" three times. The length of the video is 36 seconds.</p> <p>6. The instructor presents the 6 slide PPT "LP_26S" The slides of the PPT contain these sentences: Slide 1: I have experience of working on projects that needed to be completed on different deadlines on short notice. Slide 2: For me, the key to success in such situation is to keep track and stay updated on each project independently. Slide 3: I prioritize my time in advance to make sure I know when and how the projects are running. Slide 4: I believe in clear communication among the team members. Slide 5: Everybody should keep each other updated about the work during weekly standup meetings. Slide 6: This way, we can ensure that we meet each deadline successfully.</p> <p>7. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the PPT "LP_26S" is deleted. The class work is presented in PPT slides "LP_26X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences: Slide 1: I have experience of working on _____ that needed to be completed on _____ on short notice. Slide 2: For me, the key to success in such situation is to _____ and _____ on each _____ independently. Slide 3: I prioritize my _____ in advance to make sure I know when and how the _____ are running. Slide 4: I believe in _____ among the team members. Slide 5: Everybody should keep each other _____ about the work during _____. Slide 6: This way, we can ensure that we _____ each _____ successfully.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP26" is played thrice.</p> <p>8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.	8. The students wait for their turn, as suggested by the

		<p>10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), tell me about your internship experience.</p>	<p>instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>12. The instructor plays the video "Exvdo LP26"- the video with a background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 1 minute 56 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 27

- a. Sub- skill: TAIE 2
- b. Specific resources: Video clip of TAIE 1, Video clip of TAIE 2, 6 slide PPT with fill-in-the-gaps exercise of TAIE 1, 6 slide PPT with fill-in-the-gaps exercise of TAIE 2, 6 slide PPT containing 6 sentences of TAIE 2, a video exercise of TAIE 2 with background music containing the PPT exercises.

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): standup, experience, work, projects, deadline, help, updated, communication, shared, created,	<p>1. The instructor greets the students. 2. The instructor plays the video "Vdo LP26". The length of the video is 36 seconds. 3. The instructor presents the PPT "LP_26X" with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to speak about one's interest in a particular company.</p>	<p>1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>
Presentation	show, channel, volunteers, believe, stay,	<p>6. The instructor announces the topic of the class for that day. 7. The instructor plays the video clip "Vdo LP27" three times. The length of the video is 31 seconds.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p>



	<p>company, team, track, collaborate, synthesis, fliers, delegate</p> <p>b. Grammar (fluency &amp; correct use): Simple present tense (sub-ordinate clause)</p>	<p>8. The instructor presents the 6 slides PPT “LP_27S”. The slides of the PPT contain these sentences:  Slide 1: I’ve always been interested in mission-driven companies.  Slide 2: Your commitment to community engagement truly speaks to the values I’m looking for in a company.  Slide 3: I’m excited about this opportunity.  Slide 4: I think it will give me an exposure to interact with many different clients and through many channels.  Slide 5: I was looking at your social media channel the other day.  Slide 6: I am impressed and fascinated by how you craft posts for all of your different initiatives.</p> <p>9. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the PPT “LP_27S” is deleted. The class work is presented in PPT slides “LP_27X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I’ve always been interested in ____companies.  Slide 2: Your commitment to _____truly speaks to the values I’m looking for in a company.  Slide 3: I’m ____about this opportunity.  Slide 4: I think it will give me an _____ to ____ with many different clients and through many _____.  Slide 5: I was looking at your _____the other day.  Slide 6: I am _____ and _____ by how you _____for all of your different initiatives.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP27” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.  5. The students read the sentences aloud and revise (orally) them several times.  6. The fill-in-the-gaps writing exercise is performed by the students.  7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.  12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  13 The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (<u>name of the student</u>), why are you interested in this company?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.  9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP27” of fill-in-the-gaps exercise. The length of the video is 1 minute 30 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen</p>

		15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	three times before the conclusion of a session.
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## Lesson Plan 28

- a. Sub- skill: TAIE 3
- b. Specific resources: Revision video clips of TAIE 1 & TAIE 2, Revision exercise videos clip of TAIE 1 & TAIE 2, Video clip of TAIE 3, 7 slide PPT containing 7 sentences of TAIE 3, 7 slide PPT with fill-in-the-gaps & scrambled sentences exercise of TAIE 3, a video with background music containing the PPT exercises of TAIE 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): standup, experience, work, projects, deadline, help, updated, communication, shared, created, show, channel, volunteers, believe, stay, company, team, track, collaborate, synthesis, fliers, delegate b. Grammar (fluency & correct use): Simple present tense (sub-ordinate clause)	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions "Vdo LP26" and "Vdo LP27" by compiling them to a single video clip "RVdo LP28". The length of the video is 1 minute and 8 seconds.</li> <li>3. The instructor presents the exercise video "RExvdo28" by compiling the exercise videos of the prior two sessions- "Exvdo LP26" and "Exvdo LP27" with fill-in-the-gap exercises and asks the students to say the sentences out loud together. The length of the video is 3 minutes and 27 seconds.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to talk about team work.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP28". The length of the video is 42 seconds. The video clip will be played three times.</li> <li>8. The instructor presents 7 slides PPT "LP_28S". The slides of the PPT contain these sentences: Slide1: I believe that good communication lays the foundation of a great team. Slide 2: Creating the best practices around how a team is going to communicate is extremely important. Slide 3: To share my personal experience, I worked with some of my class mates on a project. Slide 4: We created shared Google Docs as a communication medium and met only once a week in person. Slide 5: That way we could collaborate even when we weren't physically together. Slide 6: We called each other whenever we needed something.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps and scrambled sentences writing exercises are performed by the students.</li> </ol>

	<p>Slide 7: This synthesis of working styles helped us stay on track, work efficiently, and ultimately get along with one another.</p> <p>9. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’ and ‘scrambled sentences’ exercises. The personal information of the sentences in the PPT “LP_28S” is deleted and also divided into parts to form scrambled word questions. The classwork is presented in PPT slides “LP_28X” and the students are requested to write them down on a paper. The PPT contains these fill-in-the-gaps and scrambled sentences:</p> <p>Slide 1: I believe that _____lays the foundation of a great team.</p> <p>Slide 2: Creating the best _____ around how a team is going to _____ is extremely important.</p> <p>Slide 3: To share my personal experience, I worked with _____ on a _____.</p> <p>Slide 4: We created shared _____ as a communication medium and met only once a week in person.</p> <p>Slide 5: That way we could _____ even when we weren’t physically together.</p> <p>Slide 6: we whenever each we needed other something called.</p> <p>Slide 7: ultimately this work of working styles us stay on efficiently, and helped get track, along with one another synthesis.</p> <p>While the students do the classwork the video clip “Vdo LP23” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation	<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), what is the best team you have ever been a part of and why?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization	<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP28” of fill-in-the-gaps and scrambled sentences exercises. The length of the video is 2 minutes. The instructor requests the students to say filled-in sentences and say the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

	they have learnt that day.	
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## Lesson Plan 29

- a. Sub- skill: TAIE 4
- b. Specific resources: Revision video clips of TAIE 1, TAIE 2 & TAIE 3, Revision exercise video clips of TAIE 1, TAIE 2 & TAIE 3, Video clip of TAIE 4, 9 slide PPT containing 9 sentences of TAIE 4, 9 slide PPT with fill-in-the-gaps exercise of TAIE 4, a video with background music containing the PPT exercises of TAIE 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): standup, experience, work, projects, deadline, help, updated, communication, shared, created, show, channel, volunteers, believe, stay, company, team, track, collaborate, synthesis, fliers, delegate b. Grammar (fluency & correct use): Simple present tense (sub-ordinate clause)	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous three sessions “Vdo LP26”, “Vdo LP27”, and “Vdo LP28” by compiling them to a single video clip “RVdo LP29”. The length of the video is 1 minute and 50 seconds.</li> <li>3. The instructor presents the exercise video “RExvdo29” by compiling the exercise videos of the prior three sessions “Exvdo LP26”, “Exvdo LP27”, and “Exvdo LP28” with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 5 minutes and 28 seconds.</li> <li>4. The instructor compliments the students’ performance but, no particular students’ name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day’s lesson on how to speak about one’s personal experience working in a project or an assignment.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip “Vdo LP29”. The length of the video is 52 seconds and it will be played three times.</li> <li>8. The instructor presents the 9 slides PPT “LP_29S”. The slides of the PPT contain these sentences: Slide 1: Once I planned a student talent show in our hostel. Slide 2: I started by recruiting a couple of volunteers to help set a date, and confirm the venue. Slide 3: Then I requested the students to sign up to perform by going door-to-door. Slide 4: I asked them to hand out fliers that I designed and printed. Slide 5: I created the show schedule, emailed it to all the participants, and made sure to keep in contact with them. Slide 6: I created shared Google Sheets to stay organized and delegate tasks to other volunteers. Slide 7: I contacted the food services to have some food</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the</li> </ol>

	<p>and drinks served at the event.  Slide 8: This was done to help encourage people to come and participate.  Slide 9: On the day of the show, I coordinated with my team mates and managed the entire show.  9. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the sentences in the PPT “LP_29S” is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT contains these fill-in-the-gaps sentences:  Slide 1: Once I planned a _____ in our hostel.  Slide 2: I started by recruiting _____ to help set a _____, and confirm the _____.  Slide 3: Then I requested the _____ to sign up to _____ by going _____.  Slide 4: I asked them to hand out _____ that I _____ and _____.  Slide 5: I created the _____, _____ it to all the participants, and made sure to keep in contact with them.  Slide 6: I created shared _____ to stay organized and delegate tasks to other volunteers.  Slide 7: I contacted the _____ to have some _____ and _____ served at the event.  Slide 8: This was done to _____ people to come and participate.  Slide 9: On the day of the _____, I coordinated with my _____ and managed the entire _____.  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP29” is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>instructor, read the sentences aloud using their notebook.</p>
Evaluation	<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.  12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (<u>name of the student</u>), tell us about an assignment/project from start to finish-what went well, and what would you have done differently.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.  9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization	<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP29” of fill-in-the-gaps exercise. The length of the video is 2 minutes 22 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are</p>

		exercise is repeated only once. 15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	presented on screen three times before the conclusion of a session.
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### **Lesson Plan 30 (Revision 6)**

- a. Sub- skill: Revision of TAIE 1, TAIE 2, TAIE 3, and TAIE 4
- b. Specific resources: Video clip of TAIE 1, Video clip of TAIE 2, Video clip of TAIE 3, Video clip of TAIE 4, 6 slide PPT containing 6 sentences of TAIE 1, 6 slide PPT containing 6 sentences of TAIE 2, 7 slide PPT containing 7 sentences of TAIE 3, 9 slide PPT containing 9 sentences of TAIE 4, 6 slide PPT with fill-in-the-gaps exercise of TAIE 1, 6 slide PPT with fill-in-the-gaps exercise of TAIE 2, 7 slide PPT with fill-in-the-gaps and scrambled sentences exercises of TAIE 3, 9 slide PPT with fill-in-the-gaps exercise of TAIE 4, a video with background music containing the PPT exercises of TAIE 1, TAIE 2, TAIE 3, and TAIE 4

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): standup, experience, work, projects, deadline, help, updated, communication, shared, created, show, channel, volunteers, believe, stay, company, team, track, collaborate, synthesis, fliers, delegate	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on speaking about one’s internship experience, how to speak about one’s interest in a particular company, how to talk about team work, and how to speak about one’s personal experience working in a project or an assignment.	1. The students greet the instructor.
Presentation	b. Grammar (fluency & correct use): Simple	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip “Vdo LP30”. The length of the video is 2minute and 42 seconds. The video is played three times. 5. The instructor presents the 28 slides PPT “LP_30S”. The slides of the PPT contain these sentences: Slide 1: I have experience of working on projects that needed to be completed on different deadlines on short notice. Slide 2: For me, the key to success in such situation is to keep track and stay updated on each project independently. Slide 3: I prioritize my time in advance to make sure I know when and how the projects are running. Slide 4: I believe in clear communication among the team members. Slide 5: Everybody should keep each other updated about	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

	<p>present tense (sub-ordinate clause)</p>	<p>the work during weekly standup meetings.  Slide 6: This way, we can ensure that we meet each deadline successfully.  Slide 7: I've always been interested in mission-driven companies.  Slide 8: Your commitment to community engagement truly speaks to the values I'm looking for in a company.  Slide 9: I'm excited about this opportunity.  Slide 10: I think it will give me an exposure to interact with many different clients and through many channels.  Slide 11: I was looking at your social media channel the other day.  Slide 12: I am impressed and fascinated by how you craft posts for all of your different initiatives.  Slide 13: I believe that good communication lays the foundation of a great team.  Slide 14: Creating the best practices around how a team is going to communicate is extremely important.  Slide 15: To share my personal experience, I worked with some of my class mates on a project.  Slide 16: We created shared Google Docs as a communication medium and met only once a week in person.  Slide 17: That way we could collaborate even when we weren't physically together.  Slide 18: We called each other whenever we needed something.  Slide 19: This synthesis of working styles helped us stay on track, work efficiently, and ultimately get along with one another.  Slide 20: Once I planned a student talent show in our hostel.  Slide 21: I started by recruiting a couple of volunteers to help set a date, and confirm the venue.  Slide 22: Then I requested the students to sign up to perform by going door-to-door.  Slide 23: I asked them to hand out fliers that I designed and printed.  Slide 24: I created the show schedule, emailed it to all the participants, and made sure to keep in contact with them.  Slide 25: I created shared Google Sheets to stay organized and delegate tasks to other volunteers.  Slide 26: I contacted the food services to have some food and drinks served at the event.  Slide 27: This was done to help encourage people to come and participate.  Slide 28: On the day of the show, I coordinated with my team mates and managed the entire show.</p> <p>6. The instructor gives the student a class work. The class work is 'fill-in-the-gaps' and 'scrambled sentences'. The personal information of the sentences in the PPT "LP_30S" is deleted and also divided into parts to form scrambled word questions. The class work is presented in PPT slide "LP_30X". The PPT contains the following fill-in-the-gaps and scrambled sentences:  Slide1: I have experience of working on _____ that</p>	
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		<p>needed to be completed on _____ on short notice.</p> <p>Slide 2: For me, the key to success in such situation is to _____ and _____ on each _____ independently.</p> <p>Slide 3: I prioritize my _____ in advance to make sure I know when and how the _____ are running.</p> <p>Slide 4: I believe in _____ among the team members.</p> <p>Slide 5: Everybody should keep each other _____ about the work during _____.</p> <p>Slide 6: This way, we can ensure that we _____ each _____ successfully.</p> <p>Slide 7: I've always been interested in _____ companies.</p> <p>Slide 8: Your commitment to _____ truly speaks to the values I'm looking for in a company.</p> <p>Slide 9: I'm _____ about this opportunity.</p> <p>Slide 10: I think it will give me an _____ to _____ with many different clients and through many _____.</p> <p>Slide 11: I was looking at your _____ the other day.</p> <p>Slide 12: I am _____ and _____ by how you _____ for all of your different initiatives.</p> <p>Slide 13: I believe that _____ lays the foundation of a great team.</p> <p>Slide 14: Creating the best _____ around how a team is going to _____ is extremely important.</p> <p>Slide 15: To share my personal experience, I worked with _____ on a _____.</p> <p>Slide 16: We created shared _____ as a communication medium and met only once a week in person.</p> <p>Slide 17: That way we could _____ even when we weren't physically together.</p> <p>Slide 18: we whenever each we needed other something called.</p> <p>Slide 19: ultimately this work of working styles us stay on efficiently, and helped get track, along with one another synthesis.</p> <p>Slide 20: Once I planned a _____ in our hostel.</p> <p>Slide 21: I started by recruiting _____ to help set a _____, and confirm the _____.</p> <p>Slide 22: Then I requested the _____ to sign up to _____ by going _____.</p> <p>Slide 23: I asked them to hand out _____ that I _____ and _____.</p> <p>Slide 24: I created the _____, _____ it to all the participants, and made sure to keep in contact with them.</p> <p>Slide 25: I created shared _____ to stay organized and delegate tasks to other volunteers.</p> <p>Slide 26: I contacted the _____ to have some _____ and _____ served at the event.</p> <p>Slide 27: This was done to _____ people to come and participate.</p> <p>Slide 28: On the day of the _____, I coordinated with my _____ and managed the entire _____.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP30" is played thrice.</p> <p>7. The instructor immediately calls for a role-playing session as soon as the students are done with the class</p>	
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		work.	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p> <p>9. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: <u>(name of the student)</u>,</p> <ol style="list-style-type: none"> <li>Tell me about your internship experience.</li> <li>Why are you interested in this company?</li> <li>What is the best team you have ever been a part of and why?</li> <li>Tell us about an assignment/project from start to finish-what went well, and what would you have done differently.</li> </ol>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>7. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP30"- the video with a background music containing the PPTs of all the fill-in-the-gaps and scrambled sentences exercises. The instructor requests the students to say the filled-in sentences and say the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 31

- Sub- skill: LS 1
- Specific resources: Video clip of LS 1, 8 slides in the PPT containing 8 sentences, 8 slide PPT with scrambled sentences exercise, Video exercise of LS 1 containing background music, You tube video on 'Leadership and effective collaboration' (<https://www.youtube.com/watch?v=ZnjJpa1LBOY>)

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
	a. Vocabulary (pronunciation & proper use): align, leadership,	<ol style="list-style-type: none"> <li>The instructor greets the students.</li> <li>The instructor plays the videos "Leadership and effective collaboration". The length of the video is 3 minutes and 21 seconds.</li> <li>The instructor asks the students to guess the topic of</li> </ol>	<ol style="list-style-type: none"> <li>The students try to guess the topic of the video.</li> <li>They accordingly respond to the</li> </ol>

Preparation	encourage, team, goal, company, arguments, overall, discussion, help, quality, work,	the video randomly. The instructor waits for random responses from the students for 30 seconds. Plan A: If the students' response correctly by saying that the video is speaking about one's leadership skills, then the instructor will complement their responses. Plan B: If there is no response from the students, then the instructor helps them guess the theme of the video. The instructor waits for the students to respond.	instructor's question about the topic.
Presentation	compromise, weekend, decision, affecting, progress, deadline, project, members, approach, time, thought, previous b. Grammar (fluency & correct use): Simple past tense (compound sentence)	4. The instructor announces the topic of the class for that day. 5. The instructor plays the video "Vdo LP31" thrice. The length of the video is 54 seconds. 6. The instructor presents the 8 slides PPT "LP_31S". The slides of the PPT contain these sentences: Slide 1: I have had several leadership roles in the past. Slide 2: I generally encourage my team to set goals that directly align with the goals of the company. Slide 3: In my previous position, I met with my team once every quarter to review company objectives and track the progress of overall team goals. Slide 4: During one of our meetings, we discovered that our most recent goal was too department-focused. Slide 5: We had lost sight of how it helped the company. Slide 6: We adjusted our team goal to clearly address quality issues that were affecting our company. Slide 7: I also met with each team member individually to help them outline personal workplace goals. Slide 8: This transformational leadership style, if I may say so, enabled my team to address the overall company goals and improve the quality of our work. 7. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in PPT "LP_31S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_31X" and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences: Slide 1: the have I had roles past several leadership in. Slide 2: align I my to generally with set that directly goals the goals of team the company encourage. Slide 3: track in my, I met with objectives my once every to the review team company previous quarter team goals position and progress of overall. Slide 4: our meetings department-focused that recent during we discovered our one most goal was too of. Slide 5: sight helped lost we of how it the company had. Slide 6: affecting address adjusted team company to clearly quality issues we were goal our that our. Slide 7: goals with workplace personal them help I each met member outline individually also team to. Slide 8: overall style company leadership our transformational this, may team I say, my improve to if address the and the quality goals enabled of so. The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "VdoLP31" is played thrice.	3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

		8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.	
Evaluation		9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question. 10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play. 11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : ( <u>name of the student</u> ), tell me about your leadership skills.	8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.
Summarization		12. The instructor plays the video "Exvdo LP31"- the video with a background music containing the PPT scrambled sentence exercise. The length of the video is 2 minutes 19 seconds. The instructor requests the students to say the sentences in order out loud as they appear on screen. The exercise is repeated only once. 13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.

### Lesson Plan 32

- a. Sub- skill: LS 2
- b. Specific resources: Video clip of LS 1, Video clip of LS 2, 8 slide PPT with scrambled sentence exercises of LS 1, 7 slide PPT with scrambled sentence exercises of LS 2, 7 slide PPT containing 7 sentences of LS 2, a video exercise of LS 2 with background music containing the PPT exercises.

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): align, leadership, encourage, team, goal, company, arguments, overall, discussion,	1. The instructor greets the students. 2. The instructor plays the video "VdoLP31". The length of the video is 54 seconds. 3. The instructor presents the PPT "LP_31X" with scrambled sentence exercises and asks the students to say the sentences out loud together. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to talk about handling disagreements in	1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.

Presentation	<p>help, quality, work, compromise, weekend, decision, affecting, progress, deadline, project, members, approach, time, thought, previous, stint, outlined, catered, overwhelmed</p> <p>b. Grammar (fluency &amp; correct use): Simple past tense (compound sentence)</p>	<p>team work.</p> <p>6. The instructor announces the topic of the class for that day.</p> <p>7. The instructor plays the video clip “Vdo LP32”. The length of the video is 42 seconds. The video clip will be played three times.</p> <p>8. The instructor presents 7 slides PPT “LP_32S”. The slides of the PPT will contain these sentences:  Slide 1: I think finding a point of compromise is the only way to resolve disagreements.  Slide 2: A leader must encourage and facilitate discussions among team members.  Slide 3: Once in my previous stint in an office, two of my team members had different approaches to completing their part of the project.  Slide 4: I let each side explain their thought process and expected benefits.  Slide 5: I encouraged respectful discussion and positive commentary.  Slide 6: After each side had outlined their arguments, I helped them brainstorm the ways in which we could find a compromise.  Slide 7: Opposing arguments that way led to a combined solution.</p> <p>9. The instructor gives the student a classwork. The classwork is ‘scrambled sentences exercise’. The personal information of the sentences in the PPT “LP_32S” is divided into parts to form scrambled word questions. The classwork is presented in PPT slides “LP_32X” and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences:  Slide 1: compromise to finding resolve a of think is the only I disagreements point way.  Slide 2: discussions must members and among encourage leader facilitate team a.  Slide 3: had my once completing my previous part in stint in an, team two of approaches office members their of the project different to.  Slide 4: process thought expected side each let their and benefits I explain.  Slide 5: commentary discussion respectful and encouraged positive I.  Slide 6: brainstorm each after had outlined their arguments, I helped side them the ways in which we could find a compromise.  Slide 7: solution a to led that way arguments opposing combined.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The scrambled sentences writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively then the</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-</p>

		<p>instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), how do you handle disagreements in your team?</p>	<p>interviewer's question.</p> <p>9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT "Exvdo LP32" of scrambled sentence exercise. The length of the video is 1 minute 52 seconds. The instructor requests the students to say the sentences in order as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 33

- a. Sub- skill: LS 3
- b. Specific resources: Revision video clips of LS 1 & LS 2, Revision exercise videos clip of LS 1 & LS 2, Video clip of LS 3, 8 slide PPT containing 8 sentences of LS 3, 8 slide PPT with scrambled sentences exercise of LS 3, a video with background music containing the PPT exercises of LS 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): align, leadership, encourage, team, goal, company, arguments, overall, discussion, help, quality, work, compromise, weekend, decision, affecting, progress, deadline,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions "Vdo LP31" and "Vdo LP32" by compiling them to a single video clip "RVdo LP33". The length of the video is 1 minute and 37 seconds.</li> <li>3. The instructor presents the exercise video "RExvdo33" by compiling the exercise videos of the prior two sessions- "Exvdo LP31" and "Exvdo LP32" with scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 4 minute and 11 seconds.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to talk about making decision during difficult times.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down</li> </ol>

	<p>project, members, approach, time, thought, previous, stint, outlined, catered, overwhelmed</p> <p>b. Grammar (fluency &amp; correct use): Simple past tense (compound sentence)</p>	<p>7. The instructor plays the video clip “Vdo LP33”. The length of the video is 51 seconds and it will be played three times.</p> <p>8. The instructor presents the 8 slides PPT “LP_33S”. The slides of the PPT contain these sentences:  Slide 1: I once had the option to give my team a long holiday weekend.  Slide 2: I knew how hard my team was working.  Slide 3: Unfortunately, we had an important project that needed to be finished in the next two days.  Slide 4: My first thought was to give them the long weekend by rushing to complete the work.  Slide 5: But, this decision risked impacting productivity and the quality of our work.  Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.</p> <p>9. The instructor gives the student a classwork. The classwork is ‘scrambled sentences exercise’. The personal information of the sentences in the PPT “LP_33S” is divided into parts to form scrambled word questions. The classwork is presented in PPT slides “LP_33X” and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.</p> <p>While the students do the classwork the video clip “Vdo LP33” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The scrambled sentences writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond</p>

		<p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), what was a difficult decision you had to make as a leader and, how did you come to that decision?</p>	<p>to the instructor-interviewer's question.</p> <p>9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT "Exvdo LP33" of scrambled sentences exercise. The length of the video is 2 minute 9 seconds. The instructor requests the students to say the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 34

- a. Sub- skill: LS 4
- b. Specific resources: Revision video clips of LS 1, LS 2 & LS 3, Revision exercise video clips of LS 1, LS 2 & LS 3, Video clip of LS 4, 7 slide PPT containing 7 sentences of LS 4, 4 slide PPT with scrambled sentences exercise of LS 4, a video with background music containing the PPT exercises of LS 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): align, leadership, encourage, team, goal, company, arguments, overall, discussion, help, quality, work, compromise, weekend, decision, affecting, progress,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous three sessions "Vdo LP31", "Vdo LP32", and "Vdo LP33" by compiling them to a single video clip "RVdo LP34". The length of the video is 2 minutes and 28 seconds.</li> <li>3. The instructor presents the exercise video "RExvdo34" by compiling the exercise videos of the prior three sessions "Exvdo LP31", "Exvdo LP32", and "Exvdo LP33" with scrambled sentence exercises and asks the students to say the sentences out loud together. The length of the video is 6 minutes and 20 seconds.</li> <li>4. The instructor compliments the students' performance but, no particular students' name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to speak about overcoming a leadership challenge.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch,</li> </ol>

	<p>deadline, project, members, approach, time, thought, previous, stint, outlined, catered, overwhelmed</p> <p>b. Grammar (fluency &amp; correct use): Simple past tense (compound sentence)</p>	<p>day.</p> <p>7. The instructor plays the video clip “Vdo LP34”. The length of the video is 37 seconds and it will be played three times.</p> <p>8. The instructor presents the 7 slides PPT “LP_34S”. The slides of the PPT contain these sentences:  Slide 1: During one of my projects with a team, we had a deadline issue.  Slide 2: We were approaching the deadline, but we were not making the progress we needed to meet it.  Slide 3: My team members were feeling overwhelmed, and the pressure was affecting the quality of their work.  Slide 4: I took on a number of tasks myself and worked alongside them to meet the deadline.  Slide 5: My team felt supported as I was taking on additional responsibilities.  Slide 6: That way, they did not have to compromise the quality of their work.  Slide 7: We managed to complete the project on time without affecting its quality.</p> <p>9. The instructor gives the student a classwork. The classwork is ‘scrambled sentences’. The personal information of the sentences in the PPT “LP_34S” is divided into parts to form scrambled word questions. The classwork is presented in PPT slides “LP_34X” and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences:  Slide 1: deadline had one of we my issue projects during with a team, a  Slide 2: making were we the approaching needed deadline, but we not progress were the we to it meet  Slide 3: work team quality my pressure overwhelmed affecting were feeling, and members the was the of their  Slide 4: alongside deadline worked took meet I them on a of and tasks to number myself the  Slide 5: was my responsibilities felt team as I taking on supported additional  Slide 6: work way, quality they did of not have to compromise that the their  Slide 7: time on without we affecting complete project quality managed to the its</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “VdoLP34” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The scrambled sentences writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
<p>Evaluation</p>		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-</p>



		13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : ( <u>name of the student</u> ), discuss a leadership challenge you had faced and, how you overcame it.	interviewer's question by repeating the sentences he/she has already practiced.
Summarization		14. The instructor plays the video with a background music containing the PPT "Exvdo LP34" of scrambled sentences exercise. The length of the video is 1 minute 49 seconds. The instructor requests the students to say the sentences in order out loud as they appear on screen. The exercise is repeated only once. 15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.

### **Lesson Plan 35 (Revision 7)**

- a. Sub- skill: Revision of LS 1, LS 2, LS 3, and LS 4
- b. Specific resources: Video clip of LS 1, Video clip of LS 2, Video clip of LS 3, Video clip of LS 4, 8 slide PPT containing 8 sentences of LS 1, 7 slide PPT containing 7 sentences of LS 2, 8 slide PPT containing 8 sentences of LS 3, 7 slide PPT containing 7 sentences of LS 4, 8 slide PPT with scrambled sentences exercise of LS 1, 7 slide PPT with scrambled sentences exercise of LS 2, 8 slide PPT with scrambled sentences exercise of LS 3, 7 slide PPT with scrambled sentences exercise of LS 4, a video with background music containing the PPT exercises of LS 1, LS 2, LS 3, and LS 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): align, leadership, encourage, team, goal, company,	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on speaking about one's leadership skills, how to talk about handling disagreements in team work, how to talk about making decision during difficult times, and how to speak about overcoming a leadership challenge.	1. The students greet the instructor.
Presentation	arguments, overall, discussion, help, quality, work, compromise, weekend, decision, affecting,	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP35". The length of the video is 3 minutes and 5 seconds. The video is played three times. 5. The instructor presents the 30 slides PPT "LP_35S". The slides of the PPT contains these sentences: Slide 1: I have had several leadership roles in the past.	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The scrambled

	<p>progress, deadline, project, members, approach, time, thought, previous, stint, outlined, catered, overwhelmed</p> <p>b. Grammar (fluency &amp; correct use): Simple past tense (compound sentence)</p>	<p>Slide 2: I generally encourage my team to set goals that directly align with the goals of the company.</p> <p>Slide 3: In my previous position, I met with my team once every quarter to review company objectives and track the progress of overall team goals.</p> <p>Slide 4: During one of our meetings, we discovered that our most recent goal was too department-focused.</p> <p>Slide 5: We had lost sight of how it helped the company.</p> <p>Slide 6: We adjusted our team goal to clearly address quality issues that were affecting our company.</p> <p>Slide 7: I also met with each team member individually to help them outline personal workplace goals.</p> <p>Slide 8: This transformational leadership style, if I may say so, enabled my team to address the overall company goals and improve the quality of our work.</p> <p>Slide 9: I think finding a point of compromise is the only way to resolve disagreements.</p> <p>Slide 10: A leader must encourage and facilitate discussions among team members.</p> <p>Slide 11: Once in my previous stint in an office, two of my team members had different approaches to completing their part of the project.</p> <p>Slide 12: I let each side explain their thought process and expected benefits.</p> <p>Slide 13: I encouraged respectful discussion and positive commentary.</p> <p>Slide 14: After each side had outlined their arguments, I helped them brainstorm the ways in which we could find a compromise.</p> <p>Slide 15: Opposing arguments that way led to a combined solution.</p> <p>Slide 16: I once had the option to give my team a long holiday weekend.</p> <p>Slide 17: I knew how hard my team was working.</p> <p>Slide 18: Unfortunately, we had an important project that needed to be finished in the next two days.</p> <p>Slide 19: My first thought was to give them the long weekend by rushing to complete the work.</p> <p>Slide 20: But, this decision risked impacting productivity and the quality of our work.</p> <p>Slide 21: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.</p> <p>Slide 22: I ordered a catered lunch and offered to let them take a long weekend next week.</p> <p>Slide 23: I think this decision helped me express my concern for the well-being of my team members and my regard for their professional reputation at the same time.</p> <p>Slide 24: During one of my projects with a team, we had a deadline issue.</p> <p>Slide 25: We were approaching the deadline, but we were not making the progress we needed to meet it.</p> <p>Slide 26: My team members were feeling overwhelmed, and the pressure was affecting the quality of their work.</p> <p>Slide 27: I took on a number of tasks myself and worked alongside them to meet the deadline.</p>	<p>sentences writing exercise is performed by the students.</p> <p>5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
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		<p>Slide 28: My team felt supported as I was taking on additional responsibilities.</p> <p>Slide 29: That way, they did not have to compromise the quality of their work.</p> <p>Slide 30: We managed to complete the project on time without affecting its quality.</p> <p>6. The instructor gives the student a class work. The class work is 'scrambled sentences exercise'. The personal information of the PPT "LP_35S" is deleted. The class work is presented in PPT slides. The PPT "LP_35X" contains the following scrambled sentences:</p> <p>Slide 1: the have I had roles past several leadership in.</p> <p>Slide 2: align I my to generally with set that directly goals the goals of team the company encourage.</p> <p>Slide 3: track in my, I met with objectives my once every to the review team company previous quarter team goals position and progress of overall.</p> <p>Slide 4: our meetings department-focused that recent during we discovered our one most goal was too of.</p> <p>Slide 5: sight helped lost we of how it the company had.</p> <p>Slide 6: affecting address adjusted team company to clearly quality issues we were goal our that our.</p> <p>Slide 7: goals with workplace personal them help I each met member outline individually also team to.</p> <p>Slide 8: overall style company leadership our transformational this, may team I say, my improve to if address the and the quality goals enabled of so.</p> <p>Slide 9: compromise to finding resolve a of think is the only I disagreements point way.</p> <p>Slide 10: discussions must members and among encourage leader facilitate team a.</p> <p>Slide 11: had my once completing my previous part in stint in an, team two of approaches office members their of the project different to.</p> <p>Slide 12: process thought expected side each let their and benefits I explain.</p> <p>Slide 13: commentary discussion respectful and encouraged positive I.</p> <p>Slide 14: brainstorm each after had outlined their arguments, I helped side them the ways in which we could find a compromise.</p> <p>Slide 15: solution a to led that way arguments opposing combined.</p> <p>Slide 16: to my once holiday give had I the team a long weekend option.</p> <p>Slide 17: my working knew I hard team how was.</p> <p>Slide 18: needed next two unfortunately project be we finished that important an to in the days had</p> <p>Slide 19: first give work long complete rushing my was thought to them the weekend by to the</p> <p>Slide 20: decision risked work impacting but this and the quality of our productivity.</p> <p>Slide 21: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.</p> <p>Slide 22: weekend next I catered lunch and ordered</p>	
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		<p>offered to let take them a long a week.</p> <p>Slide 23: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.</p> <p>Slide 24: deadline had one of we my issue projects during with a team, a.</p> <p>Slide 25: making were we the approaching needed deadline, but we not progress were the we to it meet.</p> <p>Slide 26: work team quality my pressure overwhelmed affecting were feeling, and members the was the of their.</p> <p>Slide 27: alongside deadline worked took meet I them on a of and tasks to number myself the.</p> <p>Slide 28: was my responsibilities felt team as I taking on supported additional.</p> <p>Slide 29: work way, quality they did of not have to compromise that the their.</p> <p>Slide 30: time on without we affecting complete project quality managed to the its.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP35” is played thrice.</p> <p>7. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>9. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: <u>(name of the student)</u>,</p> <ol style="list-style-type: none"> <li>a. Tell me about your leadership skills.</li> <li>b. How do you handle disagreements in your team?</li> <li>c. What was a difficult decision you had to make as a leader and, how did you come to that decision?</li> <li>d. Discuss a leadership challenge you had faced, and how you overcame it.</li> </ol>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>7. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarizati on		<p>11. The instructor plays the video “Exvdo LP35”- the video with a background music containing the PPTs of all the scrambled sentences exercise. The length of the video is 8 minutes and 10 seconds. The instructor requests the students to say sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## Lesson Plan 36

- a. Sub- skill: MG
- b. Specific resources: Video clip of MG 1, 5 slides in the PPT containing 5 sentences, 5 slide PPT with scrambled sentences exercise, Video exercise of MG 1 containing background music, You tube video on ‘Types of Managers: Autocratic, democratic, laissez faire’ ( <https://www.youtube.com/watch?v=xApMpceuVNM>)

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): work, determined, manage, motivate, team, required, company, objectives, organization, plans, decision, innovative, involve, client, project, risk, request, goals, targets, help, reiterate, brief b. Grammar (fluency & correct use): Present continuous tense (conditional)	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video ‘Types of Managers_Autocratic, Democratic and Laissez faire’.</li> <li>3. The instructor asks the students to guess the topic of the video randomly. The instructor waits for random responses from the students for 30 seconds.</li> <li>Plan A: If the students’ response correctly by saying that the video was about one’s management skills then the instructor will complement their responses</li> <li>Plan B: If there is no response from the students then the instructor will help guess them the theme of the video</li> <li>The instructor waits for the students to respond.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students try to guess the topic of the video.</li> <li>2. They accordingly respond to the instructor’s question about the topic.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>4. The instructor announces the topic of the class for that day.</li> <li>5. The instructor plays the video “Vdo LP36” thrice. The length of the video is 36 seconds.</li> <li>6. The instructor presents the 5 slide PPT “LP_36S”. The slides of the PPT will contain these sentences: Slide 1: I think I am a hardworking, determined and a competent leader and a manager. Slide 2: I have the appropriate level of experience and expertise to inspire and motivate my team. Slide 3: I can ensure that my team works tirelessly towards achieving the company objectives. Slide 4: Having studied your organization in some detail, I clearly find it as an innovative and forward- thinking company with ambitious plans for the future. Slide 5: Considering my personal career goals, I feel that we will be able to collaborate effectively to realize these future plans.</li> <li>7. The instructor gives the student a classwork. The classwork is ‘scrambled sentences’. The personal information of the sentences in PPT “LP_36S” is divided</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The scrambled sentences writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the</li> </ol>

		<p>into parts to form scrambled words questions. The classwork is presented in PPT slides “LP_36X” and the students are requested to write them down on a paper. The PPT will contain the following scrambled sentences:</p> <p>Slide 1: leader I am a think competent manager hardworking, determined I and a and a.</p> <p>Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate.</p> <p>Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.</p> <p>Slide 4: studied ambitious having plans your in some detail, I organization clearly find it as an and forward-thinking company future innovative with for the.</p> <p>Slide 5: to will my be realize considering career goals, personal effectively that we feel I future able to these collaborate.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “VdoLP36” is played thrice.</p> <p>8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>sentences aloud using their notebook.</p>
Evaluation		<p>9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.</p> <p>11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), tell me about your management skills.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>12. The instructor plays the video “Exvdo LP36”- the video with a background music containing the PPT of scrambled sentences exercise. The length of the video is 1 minute 25 seconds. The instructor requests the students to say sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 37**

a. Sub- skill: MG 2

- b. Specific resources: Video clip of MG 1, Video clip of MG 2, 5 slide PPT with scrambled sentences exercise of MG 1, 6 slide PPT with scrambled sentences exercise of MG 2, 6 slide PPT containing 6 sentences of MG 2, a video exercise of MG 2 with background music containing the PPT exercises

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): work, determined, manage, motivate, team, required, company, objectives, organization,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video "Vdo LP36". The length of the video is 36 seconds.</li> <li>3. The instructor presents the PPT "LP_36X" with scrambled sentences exercise and asks the students to say the sentences out loud together.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to describe one's experience of making a quick decision.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	plans, decision, innovative, involve, client, project, risk, request, goals, targets, help, reiterate, brief, comply, reiterated, turmoil, scouted, appraisals b. Grammar (fluency & correct use): Present continuous tense (conditional)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP37". The length of the video is 43 seconds. The video clip will be played three times.</li> <li>8. The instructor presents 6 slide PPT "LP_37S". The slides of the PPT will contain these sentences: Slide 1: In an earlier stint, I was often required to make quick decisions without much information in hand. Slide 2: One particular situation involved a client requesting important changes to a project we were working on. Slide 3: They needed an answer within an hour and it looked almost impossible to comply with their request." Slide 4: I weighed up the risks of losing the client for future projects as they had already spent a considerable amount of money with us over the years. Slide 5: On that basis, I agreed to the changes but reiterated that there won't be any more. Slide 6: I only make quick decisions if the risk involves something detrimental to the organization I am working for.</li> <li>9. The instructor gives the student a classwork. The classwork is 'scrambled sentences'. The personal information of the sentences in PPT "LP_37S" is divided into parts to form scrambled words questions. The classwork is presented in PPT slides "LP_37X" and the students are requested to write them down on a paper. The PPT will contain the following scrambled sentences: Slide 1: much make quick information decisions without often earlier an was stint, hand in I required to in. Slide 2: were requesting particular project a one changes</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The scrambled sentences writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>client situation involved to a important we working on.  Slide 3: an looked needed hour they request within almost answer and it comply impossible an to with their.  Slide 4: weighed future money amount I up the risks spent of the for projects as losing they had a client of with us over already the years considerable.  Slide 5: any reiterated be changes basis more that on, agreed I to the that won't there but.  Slide 6: am detrimental only something make I quick decisions if involves the risk to the organization I working for.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "VdoLP37" is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.  13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (<u>name of the student</u>), tell me about a time when you made a quick decision with limited information.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.  9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarizati on		<p>14. The instructor plays the video with a background music containing the PPT "Exvdo LP37" of scrambled sentences exercise. The length of the video is 1 minute and 45 seconds. The instructor requests the students to say the sentences in order out loud as they appear on screen. The exercise is repeated only once.  15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 38**

- a. Sub- skill: MG 3
- b. Specific resources: Revision video clips of MG 1 & MG 2, Revision exercise videos clip of MG 1 & MG 2, Video clip of MG 3, 9 slide PPT containing 9 sentences of MG 3, 9 slide PPT with scrambled sentences exercise of MG 3, a video with background music containing the PPT exercises of MG 3



Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): work, determined, manage, motivate, team, required, company, objectives, organization, plans, decision, innovative, involve, client,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions "Vdo LP36" and "Vdo LP37" by compiling them to a single video clip "RVdo LP38". The length of the video is 1 minute and 20 seconds.</li> <li>3. The instructor presents the exercise video "RExvdo LP38" by compiling the exercise videos of the prior two sessions- "Exvdo LP36" and "Exvdo LP37" with scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 3 minutes and 10 seconds.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to share one's experience of handling a crisis.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	<p>project, risk, request, goals, targets, help, reiterate, brief, comply, reiterated, turmoil, scouted, appraisals</p> <p>b. Grammar (fluency &amp; correct use): Present continuous tense (conditional)</p>	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP38". The length of the video is 59 seconds and it will be played three times.</li> <li>8. The instructor presents the 9 slide PPT "LP_38S". The slides of the PPT will contain these sentences:  Slide 1: Once we were literally seven days away from a project deadline and everything was going smooth and according to plan.  Slide 2: Unfortunately, two important members of the team had to go off without notice.  Slide 3: The project was thrown into turmoil, and it initially looked like it won't get delivered.  Slide 4: Considering the consequences for the client, I decided to step up to the plate and search for ways we could get the project over the finishing line.  Slide 5: I scouted for talent from other departments, and managed to hire two people to help us complete the project.  Slide 6: We all worked around the clock, pulled together, dug deep and focused on the project outcomes.  Slide 7: The project was completed, and more importantly, to the required specification.  Slide 8: I believe I am at my best when under pressure.  Slide 9: I can always be relied upon to be resilient, innovative and determined.</li> <li>9. The instructor gives the student a classwork. The classwork is 'scrambled sentences'. The personal information of the sentences in the PPT "LP_38S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_38X" and the students are requested to write them down on a paper. The PPT will contain these scrambled sentences:  Slide 1: according deadline going we were literally seven plan days once away from a project smooth and everything was and to.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The scrambled sentences writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>Slide 2: notice had, two important team members of the to go off without unfortunately.</p> <p>Slide 3: won't project the was looked thrown turmoil, it initially into like it get delivered and.</p> <p>Slide 4: over considering step consequences and finishing plate search could line for the client, project to the up decided to the for ways we I get the the.</p> <p>Slide 5: people departments complete help hire scouted I for talent project from other, and managed to two to us the.</p> <p>Slide 6: worked and focused all we the outcomes project around the clock, pulled together, dug deep on.</p> <p>Slide 7: required project the was, and specification more importantly, to the completed.</p> <p>Slide 8: when best I under believe am at my pressure I.</p> <p>Slide 9: innovative be relied upon can always to be, and I resilient determined.</p> <p>While the students do the classwork the video clip "Vdo LP38" is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p> <p>12. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), tell me about a time you handled a crisis.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT "Exvdo LP38" of scrambled sentences exercise. The length of the video is 2 minutes and 22 seconds. The instructor requests the students to say the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 39

- a. Sub- skill: MG 4
- b. Specific resources: Revision video clips of MG 1, MG 2 & MG 3, Revision exercise

video clips of MG 1, MG 2 & MG 3, Video clip of MG 4, 6 slide PPT containing 6 sentences of MG 4, 6 slide PPT with scrambled sentences exercise of MG 4, a video with background music containing the PPT exercises of MG 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): work, determined, manage, motivate, team, required, company, objectives, organization, plans, decision, innovative, involve, client,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous three sessions "Vdo LP36", "Vdo LP37", and "Vdo LP38" by compiling them to a single video clip "RVdo LP39". The length of the video is 2 minutes and 19 seconds.</li> <li>3. The instructor presents the exercise video "REXvdo LP39" by compiling the exercise videos of the prior three sessions "Vdo LP36", "Vdo LP37", and "Vdo LP38" with scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 5 minutes and 32 seconds.</li> <li>4. The instructor compliments the students' performance but, no particular students' name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to speak about one's success in an interview.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	project, risk, request, goals, targets, help, reiterate, brief, comply, reiterated, turmoil, scouted, appraisals b. Grammar (fluency & correct use): Present continuous tense (conditional)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video clip "Vdo LP39". The length of the video is 43 seconds and it will be played three times.</li> <li>8. The instructor presents the 6 slide PPT "LP_39S". The slides of the PPT will contain these sentences: Slide 1: If I get to lead your company, I plan to do three things within the first few weeks. Slide 2: First and foremost, I will obtain a clear brief about how I can help the company strategically meet its goals and targets. Slide 3: Secondly, I will carry out in depth appraisals with each member of staff to find out how they can contribute to the wider organizational objectives within their role. Slide 4: Finally, I will brief the team fully on my expectations in respect to their performance. Slide 5: I will also reiterate the goals and targets we will all be working towards. Slide 6: It will then be my task to manage, lead and motivate the team.</li> <li>9. The instructor gives the student a classwork. The classwork is 'scrambled sentences'. The personal information of the sentences in the PPT "LP_39S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_39X" and the students are requested to write them down on a paper. The PPT will contain these scrambled sentences: Slide 1: first your plan things do I if the weeks to lead I to get few company, within three.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The scrambled sentences writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>Slide 2: brief foremost targets obtain clear I how help meet first strategically and, will and goals about company a I can the its.</p> <p>Slide 3: organizational their staff each appraisals they can wider within I will carry out in depth to find member objectives contribute secondly, with of out how to the role.</p> <p>Slide 4: finally their brief expectations performance respect will the team fully on my, in I to.</p> <p>Slide 5: be towards reiterate will also I the and goals targets we will all working.</p> <p>Slide 6: team task then manage motivate will the lead it be to, and my.</p> <p>While the students do the classwork the video clip “Vdo LP39” is played thrice.</p> <p>10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>12. The instructor waits for the students to respond. Plan A: If the students respond affirmatively then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.</p> <p>13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), if you are successful in this interview today, what is the first thing will you do as a newly appointed manager?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>14. The instructor plays the video with a background music containing the PPT “Exvdo LP39” of scrambled sentences exercise. The length of the video is 1 minute and 40 seconds. The instructor requests the students to say the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 40 (Revision 8)**

- a. Sub- skill: Revision of MG 1, MG 2, MG 3, and MG 4
- b. Specific resources: Video clip of MG 1, Video clip of MG 2, Video clip of MG 3, Video clip of MG 4, 5 slide PPT containing 5 sentences of MG 1, 6 slide PPT containing 6

sentences of MG 2, 9 slide PPT containing 9 sentences of MG 3, 6 slide PPT containing 6 sentences of MG 4, 5 slide PPT with scrambled sentences exercise of MG 1, 6 slide PPT with scrambled sentences exercise of MG 2, 9 slide PPT with scrambled sentences exercise of MG 3, 6 slide PPT with scrambled sentences exercise of MG 4, a video with background music containing the PPT exercises of MG 1, MG 2, MG 3, and MG 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): work, determined, manage, motivate,	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on speaking about one's management skills, how to describe one's experience of making a quick decision, how to share one's experience of handling a crisis, and how to speak about one's success in an interview.	1. The students greet the instructor.
Presentation	team, required, company, objectives, organization, plans, decision, innovative, involve, client, project, risk, request, goals, targets, help, reiterate, brief, comply, reiterated, turmoil, scouted, appraisals b. Grammar (fluency & correct use): Present continuous tense (conditional)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP40". The length of the video is 3 minutes and 2 seconds. The video is played three times. 5. The instructor presents the 26 slides PPT "LP_40S". The slides of the PPT will contain these sentences: Slide 1: I think I am a hardworking, determined and a competent leader and a manager. Slide 2: I have the appropriate level of experience and expertise to inspire and motivate my team. Slide 3: I can ensure that my team works tirelessly towards achieving the company objectives. Slide 4: Having studied your organization in some detail, I clearly find it as an innovative and forward-thinking company with ambitious plans for the future. Slide 5: Considering my personal career goals, I feel that we will be able to collaborate effectively to realize these future plans. Slide 6: In an earlier stint, I was often required to make quick decisions without much information in hand. Slide 7: One particular situation involved a client requesting important changes to a project we were working on. Slide 8: They needed an answer within an hour and it looked almost impossible to comply with their request." Slide 9: I weighed up the risks of losing the client for future projects as they had already spent a considerable amount of money with us over the years. Slide 10: On that basis, I agreed to the changes but reiterated that there won't be any more. Slide 11: I only make quick decisions if the risk involves something detrimental to the organization I am working for. Slide 12: Once we were literally seven days away from a project deadline and everything was going smooth and	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

		<p>according to plan.</p> <p>Slide 13: Unfortunately, two important members of the team had to go off without notice.</p> <p>Slide 14: The project was thrown into turmoil, and it initially looked like it won't get delivered.</p> <p>Slide 15: Considering the consequences for the client, I decided to step up to the plate and search for ways we could get the project over the finishing line.</p> <p>Slide 16: I scouted for talent from other departments, and managed to hire two people to help us complete the project.</p> <p>Slide 17: We all worked around the clock, pulled together, dug deep and focused on the project outcomes.</p> <p>Slide 18: The project was completed, and more importantly, to the required specification.</p> <p>Slide 19: I believe I am at my best when under pressure.</p> <p>Slide 20: I can always be relied upon to be resilient, innovative and determined.</p> <p>Slide 21: If I get to lead your company, I plan to do three things within the first few weeks.</p> <p>Slide 22: First and foremost, I will obtain a clear brief about how I can help the company strategically meet its goals and targets.</p> <p>Slide 23: Secondly, I will carry out in depth appraisals with each member of staff to find out how they can contribute to the wider organizational objectives within their role.</p> <p>Slide 24: Finally, I will brief the team fully on my expectations in respect to their performance.</p> <p>Slide 25: I will also reiterate the goals and targets we will all be working towards.</p> <p>Slide 26: It will then be my task to manage, lead and motivate the team.</p> <p>6. The instructor gives the student a class work. The class work is 'scrambled sentences'. The personal information of the PPT "LP_40S" is divided into parts to form scrambled word questions. The class work is presented in PPT slides. The PPT "LP_40X" will contain the following scrambled sentences:</p> <p>Slide 1: leader I am a think competent manager hardworking, determined I and a and a.</p> <p>Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate.</p> <p>Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.</p> <p>Slide 4: studied ambitious having plans your in some detail, I organization clearly find it as an and forward-thinking company future innovative with for the.</p> <p>Slide 5: to will my be realize considering career goals, personal effectively that we feel I future able to these collaborate.</p> <p>Slide 6: much make quick information decisions without often earlier an was stint, hand in I required to in.</p> <p>Slide 7: were requesting particular project a one changes client situation involved to a important we working on.</p> <p>Slide 8: an looked needed hour they request within</p>	
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		<p>almost answer and it comply impossible an to with their.</p> <p>Slide 9: weighed future money amount I up the risks spent of the for projects as losing they had a client of with us over already the years considerable.</p> <p>Slide 10: any reiterated be changes basis more that on, agreed I to the that won't there but.</p> <p>Slide 11: am detrimental only something make I quick decisions if involves the risk to the organization I working for.</p> <p>Slide 12: according deadline going we were literally seven plan days once away from a project smooth and everything was and to.</p> <p>Slide 13: notice had, two important team members of the to go off without unfortunately.</p> <p>Slide 14: won't project the was looked thrown turmoil, it initially into like it get delivered and.</p> <p>Slide 15: over considering step consequences and finishing plate search could line for the client, project to the up decided to the for ways we I get the the.</p> <p>Slide 16: people departments complete help hire scouted I for talent project from other, and managed to two to us the.</p> <p>Slide 17: worked and focused all we the outcomes project around the clock, pulled together, dug deep on.</p> <p>Slide 18: required project the was, and specification more importantly, to the completed.</p> <p>Slide 19: when best I under believe am at my pressure I.</p> <p>Slide 20: innovative be relied upon can always to be, and I resilient determined.</p> <p>Slide 21: first your plan things do I if the weeks to lead I to get few company, within three.</p> <p>Slide 22: brief foremost targets obtain clear I how help meet first strategically and, will and goals about company a I can the its.</p> <p>Slide 23: organizational their staff each appraisals they can wider within I will carry out in depth to find member objectives contribute secondly, with of out how to the role.</p> <p>Slide 24: finally their brief expectations performance respect will the team fully on my, in I to.</p> <p>Slide 25: be towards reiterate will also I the and goals targets we will all working.</p> <p>Slide 26: team task then manage motivate will the lead it be to, and my.</p> <p>7. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p> <p>9. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the role-play.</p>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>7. The students respond to the instructor-</p>

		<p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>),</p> <ol style="list-style-type: none"> <li>Tell me about your management skills.</li> <li>Tell me about a time when you made a quick decision with limited information.</li> <li>Tell me about a time you handled a crisis.</li> <li>If you are successful in this interview today, what is the first thing will you do as a newly appointed manager?</li> </ol>	<p>interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP40"- the video with a background music containing the PPTs of all the scrambled sentences exercise. The length of the video is 7 minutes and 12 seconds. The instructor requests the students to say sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 41

- Sub- skill: IP 1
- Specific resources: Video clip of IP 1, paragraph video with a background audio of the speaker, 6 slides in the PPT containing 6 sentences, 6 slide PPT with fill-in-the-gaps and scrambled sentences exercise, Video exercise of IP 1 with background music containing the PPT exercises

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): handouts, morning, presentation, research, hope, generous, thank, work, ongoing, study, data, help	<p>1. The instructor greets the students.</p> <p>2. The instructor prepares the students for the day's lesson on how to greet and address the audience during a presentation.</p>	<p>1. The students greet the instructor.</p>
Presentation	b. Grammar (fluency & correct use):	<p>3. The instructor announces the topic of the class for that day.</p> <p>4. The instructor plays the video "Vdo LP41". The length of the video is 22 seconds. The video clip is played twice.</p> <p>5. The instructor plays the paragraph video "PVdo LP41" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 23 seconds.</p> <p>6. The instructor presents the 6 slides PPT "LP_41S". The slides of the PPT contain these sentences: Slide 1: A very good morning to one and all. Slide 2: Welcome to my presentation.</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud</p>



	Simple present tense (complex sentence)	<p>Slide 3: Thank you for your interest in my research.  Slide 4: I thank the organizers for allowing me to present my research before you all.  Slide 5: I hope we will have a fruitful morning of engaging interactions.  Slide 6: Please refer to the handouts for a closer look at the data.</p> <p>7. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ and ‘scrambled sentences’ exercises. The personal information of the sentences in the PPT “LP_41S” is deleted and also, divided into parts to form scrambled word questions. The classwork is presented in PPT slides “LP_41X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps and scrambled sentences exercises:  Slide 1: Good very to a all morning and one.  Slide 2: Welcome presentation to my.  Slide 3: Thank your interest you taking in my for research.  Slide 4: I also ____ the organizers ____ give ____ me this opportunity to ____ my research before you all.  Slide 5: I ____ that we ____ ____ a fruitful morning ____ engaging interactions.  Slide 6: Please ____ ____ the handouts ____ a closer look ____ the data.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “VdoLP41” is played thrice.  8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>and revise (orally) them several times.  6. The fill-in-the-gaps and scrambled sentences writing exercises are performed by the students.  7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.  10. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (<u>name of the student</u>), please greet your audience.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.  9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarizati on		<p>12. The instructor plays the video with a background music containing the PPT exercises “Exvdo LP41” of fill-in-the-gaps and scrambled sentences exercises. The length of the video is 1 minute 11 seconds. The instructor requests the students to say filled-in sentences and arrange the sentences in order out loud as they appear on screen. The exercise is repeated only once.  13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

		they have learnt that day.	
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## Lesson Plan 42

- a. Sub- skill: IP 2
- b. Specific resources: Video clip of IP 1, Video clip of IP 2, paragraph video of IP 1 with a background audio of the speaker, paragraph video of IP 2 with a background audio of the speaker, 6 slide PPT with fill-in-the-gaps and scrambled sentences exercises of IP 1, 4 slide PPT with fill-in-the-gaps exercise of IP 2, 4 slide PPT containing 4 sentences of IP 2, Video exercise of IP 2 with background music containing the PPT exercises

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): handouts, morning, presentation, research, hope, generous, thank, work, ongoing, study, data, help,	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video "Vdo LP41" and "PVdo LP41". The lengths of the videos are 22 seconds and 23 seconds respectively.</li> <li>3. The instructor presents the PPT "LP_41X" with fill-in-the-gap and scrambled sentences exercises and asks the students to say the sentences out loud together.</li> <li>4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day's lesson on how to introduce oneself in a presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps and arranging the words in order using their personal information.</li> </ol>
Presentation	generous, indebted, endeavor, facilitated b. Grammar (fluency & correct use): Simple present tense (complex sentence)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video "Vdo LP42". The length of the video is 43 seconds. The video clip is played twice.</li> <li>8. The instructor plays the paragraph video "PVdo LP42" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 14 seconds.</li> <li>9. The instructor presents the 4 slides PPT "LP_42S". The slides of the PPT contain these sentences: Slide 1: My name is Riya Sen. Slide 2: I am a student/researcher working as a Research Assistant at the Department of English, Tezpur University. Slide 3: I am pleased to present my work on the topic "Language Shift in Rabha." Slide 4: This presentation is a report on my ongoing research on the Socio-linguistic Study of Rabha.</li> <li>10. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' exercise. The personal information of the sentences in the PPT "LP_42S" is deleted. The classwork is presented in PPT slides</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using</li> </ol>

		<p>“LP_42X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:</p> <p>Slide 1: My name _ ____.</p> <p>Slide 2: I ___ a _____ as a _____ at the Department of _____, _____ University.</p> <p>Slide 3: I ___ please_ to ___ my ___ on the topic “_____”</p> <p>Slide 4: _____ presentation _____. ___ a report ___ my ongo_ research ___ the ___ Study of _____.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP42” is played thrice.</p> <p>11. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>their notebook.</p>
Evaluation		<p>12. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>13. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>14. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please introduce yourself and the topic of your presentation.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarizati on		<p>15. The instructor plays the video with a background music containing the PPT exercises “Exvdo LP42” of fill-in-the-gaps exercise. The length of the video is 42 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>16. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 43

- a. Sub- skill: IP 3
- b. Specific resources: Revision video clips of IP 1 & IP 2, Revision paragraph videos of IP 1 & IP 2 with a background audio of the speaker, Revision exercise videos clips of IP 1 & IP 2, Video clip of IP 3, paragraph video of IP 3 with a background audio of the speaker, 3 slide PPT containing 3 sentences of IP 3, 3 slide PPT with fill-in-the-gap exercises of IP 3, a video with background music containing the PPT exercises of IP 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): handouts, morning, presentation, research, hope, generous, thank, work, ongoing, study, data, help, generous, indebted, endeavor, facilitated b. Grammar (fluency & correct use): Simple present tense (complex sentence)	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video of the previous two sessions "Vdo LP41" and "Vdo LP42" by compiling them to a single video clip "RVdo LP43". The length of the video is 1 minute and 6 seconds.</p> <p>3. The instructor plays the paragraph video of the previous two sessions "PVdo LP41" and "PVdo LP42" by compiling them to a single video clip "RPVdo LP43". The length of the video is 37 seconds.</p> <p>4. The instructor presents the exercise video "RExvdo LP 43" by compiling the exercise videos of the prior two sessions- "Exvdo LP41" and "Exvdo LP42" with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 1 minute and 55 seconds.</p> <p>5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</p> <p>6. The instructor prepares the students for the day's lesson on how to introduce the topic of the presentation.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps and arranging the words in order out loud using their personal information.</p>
Presentation		<p>7. The instructor announces the topic of the class for that day.</p> <p>8. The instructor plays the video "Vdo LP43". The length of the video is 43 seconds. The video clip is played twice.</p> <p>9. The instructor plays the paragraph video "PVdo LP43" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 14 seconds.</p> <p>10. The instructor presents the 3 slides PPT "LP_43S". The slides of the PPT contain these sentences: Slide 1: It is an ongoing project funded by ICSSR. Slide 2: Through this presentation I hope to inform you about some of the key findings I have arrived at so far. Slide 3: Your suggestions and comments will certainly help shape my research better, so I request you to freely share your views.</p> <p>11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' exercise. The personal information of the sentences in the PPT "LP_43S" is deleted. The classwork is presented in PPT slides "LP_43X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences: Slide 1: It ___ an ongoing project fund_ by ____. Slide 2: ___ this presentation I ___ to ___ you about some ___ the key findings I ___ arrive_ at so far. Slide 3: ___ suggestions and comments ___ certainly ___ shape my research better, so I _____ you to freely _____ your views.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP43" is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>

		work.	
Evaluation		<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.</p> <p>14. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), please introduce the topic of your presentation.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.</p> <p>9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>16. The instructor plays the video with a background music containing the PPT exercises "Exvdo LP43" of fill-in-the-gaps exercise. The length of the video is 43 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 44**

- a. Sub- skill: IP 4
- b. Specific resources: Revision video clips of IP 1, IP 2 & IP 3, Revision paragraph videos of IP 1, IP 2 & IP 3 with a background audio of the speaker, Revision exercise videos clips of IP 1, IP 2 & IP 3, Video clip of IP 4, paragraph video of IP 4 with a background audio of the speaker, 6 slide PPT containing 6 sentences of IP 4, 6 slide PPT with fill-in-the-gaps exercises of IP 4, a video with background music containing the PPT exercises of IP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): handouts, morning, presentation, research, hope,	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video of the previous two sessions "Vdo LP41", "Vdo LP42", and "Vdo LP43" by compiling them to a single video clip "RVdo LP44". The length of the video is 1 minute and 6 seconds.</p> <p>3. The instructor plays the paragraph video of the previous two sessions "PVdo LP41", "PVdo LP42", and "PVdo LP43" by compiling them to a single video clip "RPVdo LP44". The length of the video is 1 minute.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps and arranging the words in order</p>

	<p>generous, thank, work, ongoing, study, data, help, generous, indebted, endeavor, facilitated</p> <p>b. Grammar (fluency &amp; correct use): Simple</p>	<p>4. The instructor presents the exercise video “RExvdo LP 44” by compiling the exercise videos of the prior three sessions- “Exvdo LP41”, “Exvdo LP42”, and “Exvdo LP43” with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 2 minutes and 38 seconds.</p> <p>5. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</p> <p>6. The instructor prepares the students for the day’s lesson on how to express gratitude to the contributors of the project.</p>	<p>outloud using their personal information.</p>
<p>Presentation</p>	<p>present tense (complex sentence)</p>	<p>7. The instructor announces the topic of the class for that day.</p> <p>8. The instructor plays the video “Vdo LP44”. The length of the video is 49 seconds. The video clip is played twice.</p> <p>9. The instructor plays the paragraph video “PVdo LP44” which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 49 seconds.</p> <p>10. The instructor presents the 6 slide PPT “LP_44S”. The slides of the PPT contain these sentences:  Slide 1: Before I begin my presentation, I would like to thank my teachers Dr. P. Sinha and Prof. K. Rao, my colleague Amiya Mahanta for their valuable inputs and insights into my study.  Slide 2: I must thank my friend Libina Boro too for helping me with the presentation.  Slide 3: I also take this opportunity to thank the ICSSR for their generous funding which facilitated my research.  Slide 4: I cannot thank my informants from the Garo Hills, Meghalaya, for generously providing me with the data for this research.  Slide 5: I am also highly indebted to the inhabitants of the Brahmaputra valley of Assam for assisting me during my fieldwork.  Slide 6: Had it not been for their unfailing support, this endeavor would have remained incomplete.</p> <p>11. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal information of the sentences in the PPT “LP_44S” is deleted. The classwork is presented in PPT slides “LP_44X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide1: Before I _____ with my presentation, I _____ like to _____ my teachers _____ and _____, my colleague _____ for _____ valuable inputs and insights _____ my study.  Slide 2: I _____ thank my friend _____ too for help_____ me _____ the presentation.  Slide 3: I also _____ this opportunity to _____ the _____ for _____ generous funding which facilitate_ my research.  Slide 4: I cannot _____ my informants from the _____ of _____, enough _____ generously provide_____ me _____ the</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>

		<p>data ___ my research.</p> <p>Slide 5: I ___ also highly indebt_ to the inhabitants ___ the _____ of _____ for assist_ me during my fieldwork.</p> <p>Slide 6: _____ it not _____ for their unfailing support, this endeavour _____ remaine_ incomplete.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP44” is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>14. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), whom do you want to acknowledge for the study?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>16. The instructor plays the video with a background music containing the PPT “Exvdo LP44” of fill-in-the-gaps exercise. The length of the video is 1 minute 17 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 45 (Revision 9)**

- a. Sub- skill: Revision of IP 1, IP 2, IP 3, and IP 4
- b. Specific resources: Video clip of IP 1, Video clip of IP 2, Video clip of IP 3, Video clip of IP 4, 6 slide PPT containing 6 sentences of IP 1, paragraph video of IP 1, IP 2, IP 3, and IP 4 with a background audio of the speaker, 6 slide PPT containing 6 sentences of IP 1, 4 slide PPT containing 4 sentences of IP 2, 3 slide PPT containing 3 sentences of IP 3, 6 slide PPT containing 6 sentences of IP 4. 6 slide PPT with fill-in-the-gaps and scrambled sentences exercises of IP 1, 4 slide PPT with fill-in-the-gaps exercise of IP 2, 3 slide PPT with fill-in-the-gaps exercise of IP 3, 6 slide PPT with fill-in-the-gaps exercise of IP 4, a video with background music containing the PPT exercises of IP 1, IP 2, IP 3, and IP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): handouts, morning, presentation, research, hope, generous, thank, work, ongoing, study, data, help, generous, indebted, endeavor, facilitated	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on how to greet and address the audience during a presentation, how to introduce oneself in a presentation, how to introduce the topic of the presentation, and how to express gratitude to the contributors of the project.	1. The students greet the instructor.
Presentation	b. Grammar (fluency & correct use): Simple present tense (complex sentence)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP45". The length of the video is 1 minute and 55 seconds. The video is played twice. 5. The instructor presents the 19 slides PPT "LP_45S". The slides of the PPT contain these sentences: Slide 1: A very good morning to one and all. Slide 2: Welcome to my presentation. Slide 3: Thank you for your interest in my research. Slide 4: I thank the organizers for allowing me to present my research before you all. Slide 5: I hope we will have a fruitful morning of engaging interactions. Slide 6: Please refer to the handouts for a closer look at the data. Slide 7: My name is Riya Sen. Slide 8: I am a student/researcher working as a Research Assistant at the Department of English, Tezpur University. Slide 9: I am pleased to present my work on the topic "Language Shift in Rabha." Slide 10: This presentation is a report on my ongoing research on the Socio-linguistic Study of Rabha. Slide 11: It is an ongoing project funded by ICSSR. Slide 12: Through this presentation I hope to inform you about some of the key findings I have arrived at so far. Slide 13: Your suggestions and comments will certainly help shape my research better, so I request you to freely share your views. Slide 14: Before I begin my presentation, I would like to thank my teachers Dr. P. Sinha and Prof. K. Rao, my colleague Amiya Mahanta for their valuable inputs and insights into my study. Slide 15: I must thank my friend Libina Boro too for helping me with the presentation. Slide 16: I also take this opportunity to thank the ICSSR for their generous funding which facilitated my research. Slide 17: I cannot thank my informants from the Garo Hills, Meghalaya, for generously providing me with the data for this research. Slide 18: I am also highly indebted to the inhabitants of the Brahmaputra valley of Assam for assisting me during my fieldwork. Slide 19: Had it not been for their unfailing support, this endeavor would have remained incomplete.	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.



		<p>6. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’ and ‘scrambled sentences’ exercises. The personal information of the sentences in the PPT “LP_45S” is deleted. The class work is presented in PPT slide “LP_45X”. The PPT contains the following fill-in-the-gaps and scrambled sentences:</p> <p>Slide 1: Good very to a all morning and one.</p> <p>Slide 2: Welcome presentation to my.</p> <p>Slide 3: Thank your interest you taking in my for research.</p> <p>Slide 4: I also ____ the organizers ____ give____ me this opportunity to ____ my research before you all.</p> <p>Slide 5: I ____ that we ____ a fruitful morning ____ engaging interactions.</p> <p>Slide 6: Please ____ the handouts ____ a closer look ____ the data.</p> <p>Slide 7: My name _ ____.</p> <p>Slide 8: I ____ a ____ as a ____ at the Department of ____, ____ University.</p> <p>Slide 9: I ____ please_ to ____ my ____ on the topic “_____”.</p> <p>Slide 10: ____ presentation _____. ____ a report ____ my ongo_ research ____ the ____ Study of _____.</p> <p>Slide 11: It ____ an ongoing project fund_ by _____.</p> <p>Slide 12: ____ this presentation I ____ to ____ you about some ____ the key findings I ____ arrive_ at so far.</p> <p>Slide 13: ____ suggestions and comments ____ certainly ____ shape my research better, so I ____ you to freely ____ your views.</p> <p>Slide 14: Before I ____ with my presentation, I ____ like to ____ my teachers ____ and _____, my colleague ____ for ____ valuable inputs and insights ____ my study.</p> <p>Slide 15: I ____ thank my friend ____ too for help__ me ____ the presentation.</p> <p>Slide 16: I also ____ this opportunity to ____ the ____ for ____ generous funding which facilitate_ my research.</p> <p>Slide 17: I cannot ____ my informants from the _____ of _____, enough ____ generously provide__ me ____ the data ____ my research.</p> <p>Slide 18: I ____ also highly indebt_ to the inhabitants ____ the _____ of ____ for assist_ me during my fieldwork.</p> <p>Slide 19: ____ it not ____ for their unfailing support, this endeavour ____ remaine_ incomplete.</p> <p>7. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>9. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the</p>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>7. The students respond to the</p>

		<p>role-play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>),</p> <ol style="list-style-type: none"> <li>Please greet your audience.</li> <li>Please introduce yourself.</li> <li>Please introduce the topic of your presentation.</li> <li>Whom do you want to acknowledge for the study?</li> </ol>	<p>instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP45"- the video with a background music containing the PPTs of all the fill-in-the-gaps and scrambled sentences exercises. The instructor requests the students to say the filled-in sentences and say the sentences in order out loud as they appear on screen. The length of the video is 3 minutes and 56 seconds. The exercise is repeated only once.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 46

- Sub- skill: DCP 1
- Specific resources: Video clip of DCP 1, paragraph video with a background audio of the speaker, 7 slides in the PPT containing 7 sentences, 7 slide PPT with fill-in-the-gaps exercise, Video exercise of DCP 1 containing background music

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): overview, limitation, presentation, language, topic, shift, data, scholars, study, subject, factors, work, phenomenon, analysis	<ol style="list-style-type: none"> <li>The instructor greets the class.</li> <li>The instructor prepares the students for the day's lesson on how to give an overview of the presentation.</li> </ol>	<ol style="list-style-type: none"> <li>The students greet the instructor.</li> </ol>
Presentation	b. Grammar (fluency &	<ol style="list-style-type: none"> <li>The instructor announces the topic of the class for that day.</li> <li>The instructor plays the video "Vdo LP46". The length of the video is 39 seconds. The video clip will be played twice.</li> <li>The instructor plays the paragraph video "PVdo LP42" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 39 seconds.</li> <li>The instructor presents the 7 slides PPT "LP_46S". The slides of the PPT contain these sentences: Slide 1: Now, let me give you an overview of my presentation for today.</li> </ol>	<ol style="list-style-type: none"> <li>The students watch, listen, and note down the sentences presented in the video.</li> <li>The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>The students read the sentences aloud and revise (orally)</li> </ol>

	<p>correct use): Simple future tense (sub-ordinate clause)</p>	<p>Slide 2: My presentation is divided into 6 parts. Slide 3: Firstly I will give an introduction and a brief background to the topic. Slide 4: Secondly, I will talk about the methodology that I have adopted to collect my data. Slide 5: The third part of my presentation will present the findings and analysis of the data which will be followed by further discussion, scope and limitation. Slide 6: Finally, I will show you the list of references. Slide 7: Please feel free to stop me at any point if you need any clarification on any specific point. 7. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gap’ exercise. The personal information of the sentences in the PPT “LP_46S” is deleted. The classwork is presented in PPT slides “LP_46X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise: Slide 1: ____, let me ____ you an overview ____ my presentation for today. Slide 2: My presentation ____ divide_ in_ 6 parts. Slide 3: Firstly, I ____ an introduction and a brief background ____ the topic. Slide 4: Secondly, I ____ about the methodology that I ____ adopt_ to ____ my data. Slide 5: ____ third part ____ my presentation ____ the findings and analysis of the data which ____ follow_ by further discussion, scope and limitation. Slide 6: Finally, I ____ you the list ____ references. Slide 7: Please ____ free to ____ me ____ any point if you ____ any clarification ____ any specific point. The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP46” is played thrice. 8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
<p>Evaluation</p>		<p>9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question. 10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play. 11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), please share with us the overview of your presentation</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question. 9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
<p>Summarization</p>		<p>12. The instructor plays the video with a background music containing the PPT “Exvdo LP46” of fill-in-the-gaps exercises. The length of the video is 1 minute 20</p>	<p>10. The students revise the sentences several times by saying them</p>

		seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once. 13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.	aloud following the order in which they are presented on screen three times before the conclusion of a session.
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### Lesson Plan 47

- a. Sub- skill: DCP 2
- b. Specific resources: Video clip of DCP 1, Video clip of DCP 2, paragraph video of DCP 1 with a background audio of the speaker, paragraph video of DCP 2 with a background audio of the speaker, 7 slide PPT with fill-in-the-gaps exercise of DCP 1, 3 slide PPT with fill-in-the-gaps exercise of DCP 2, 3 slide PPT containing 3 sentences of DCP 2, Video exercise of DCP 2 with background music containing the PPT exercises

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): overview, limitation, presentation, language, topic, shift, data, scholars, study, subject,	1. The instructor greets the students. 2. The instructor plays the video "Vdo LP46" and "PVdo LP46". The lengths of the videos are 39 seconds and 39 seconds respectively. 3. The instructor presents the PPT "LP_46X" with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to describe and explain the topic of the presentation.	1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.
Presentation	factors, work, phenomenon, analysis, repository, quantitative b. Grammar (fluency & correct use): Simple future tense (sub-ordinate clause)	6. The instructor announces the topic of the class for that day. 7. The instructor plays the video "Vdo LP47". The length of the video is 53 seconds. The video clip is played twice. 8. The instructor plays the paragraph video "PVdo LP47" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 30 seconds. 9. The instructor presents the 3 slides PPT "LP_47S". The slides of the PPT contain these sentences: Slide 1: My study revolves around a subject that has captured the attention of scholars and scientists working in this field for years now. Slide 2: G. Watson defined the phenomenon as an important component of language loss in the year 1970 in	3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is

	<p>his pioneering work “Language and Beyond”.</p> <p>Slide 3: Since then, many scholars have been putting forward various definitions on the topic to date.</p> <p>10. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal information of the sentences in the PPT “LP_47S” is deleted. The classwork is presented in PPT slides “LP_47X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:</p> <p>Slide 1: My study _____ around a subject that _____ capture_ the attention ___ scholars and scientists work___ in this field ___ years now.</p> <p>Slide 2: _____ defined the phenomenon as an important component of _____ in the year ___ in ___ pioneering work “_____”.</p> <p>Slide 3: Since ____, many scholars _____ put_ forward various definitions __ the topic __ date.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP47” is played thrice.</p> <p>11. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation	<p>12. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>13. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>14. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please describe and explain the topic of the presentation.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization	<p>15. The instructor plays the video with a background music containing the PPT “Exvdo LP47” of fill-in-the-gaps exercise. The length of the video is 37 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>16. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## **Lesson Plan 48**

- a. Sub- skill: DCP 3
- b. Specific resources: Revision video clips of DCP 1 & DCP 2, Revision paragraph videos of DCP 1 & DCP 2 with a background audio of the speaker, Revision exercise videos clips of DCP 1 & DCP 2, Video clip of DCP 3, paragraph video of DCP 3 with a background audio of the speaker, 3 slide PPT containing 3 sentences of DCP 3, 3 slide PPT with fill-in-the-gaps exercise of DCP 3, a video with background music containing the PPT exercises of DCP 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): overview, limitation, presentation, language, topic, shift, data, scholars, study, subject, factors, work, phenomenon, analysis, repository, quantitative b. Grammar (fluency & correct use): Simple future tense (sub-ordinate clause)	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions “Vdo LP46” and “Vdo LP47” by compiling them to a single video clip “RVdo LP48”. The length of the video is 1 minute and 32 seconds.</li> <li>3. The instructor plays the paragraph video of the previous two sessions “PVdo LP46” and “PVdo LP47” by compiling them to a single video clip “RPVdo LP48”. The length of the video is 1 minute and 10 seconds.</li> <li>4. The instructor presents the exercise video “RExvdo LP 48” by compiling the exercise videos of the prior two sessions- “Exvdo LP46” and “Exvdo LP47” with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. The length of the video is 1 minute and 58 seconds.</li> <li>5. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</li> <li>6. The instructor prepares the students for the day’s lesson on how to define the topic of the presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>7. The instructor announces the topic of the class for that day.</li> <li>8. The instructor plays the video “Vdo LP48”. The length of the video is 53 seconds. The video clip is played twice.</li> <li>9. The instructor plays the paragraph video “PVdo LP48” which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 24 seconds.</li> <li>10. The instructor presents the 3 slides PPT “LP_48S”. The slides of the PPT contain these sentences: Slide 1: My study agrees with the views expressed by D. Peterson. Slide 2: I define the topic this way, following D. Peterson, “Language shift is a phenomenon with language specific factors but is closely correlated with non-linguistic factors.” Slide 3: It is in this sense of the term that I have used the term ‘Language Shift’ in my presentation.</li> <li>11. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the</li> </ol>

	<p>information of the sentences in the PPT “LP_48S” is deleted. The classwork is presented in PPT slides “LP_48X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:</p> <p>Slide 1: My study ____ with the views express__ by _____.</p> <p>Slide 2: I ____ the topic this way, follow _____, “ ____ a phenomenon ____ specific factors but ____ closely correlated with ____ factors.”</p> <p>Slide 3: It ____ in this sense ____ the term that I ____ use_ the term ‘ _____ ’ ____ my presentation.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP48” is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>instructor, read the sentences aloud using their notebook.</p>
Evaluation	<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>14. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please define the topic of your presentation.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization	<p>16. The instructor plays the video with a background music containing the PPT “Exvdo LP48” of fill-in-the-gaps exercise. The length of the video is 37 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 49

- a. Sub- skill: DCP 4
- c. Specific resources: Revision video clips of DCP 1, DCP 2 & DCP 3, Revision paragraph videos of DCP 1, DCP 2 & DCP 3 with a background audio of the speaker, Revision exercise videos clips of DCP 1, DCP 2 & DCP 3, Video clip of DCP 4, paragraph video of DCP 4 with a background audio of the speaker, 3 slide PPT containing 3 sentences of

DCP 4, 3 slide PPT with fill-in-the-gaps exercise of DCP 4, a video with background music containing the PPT exercises of DCP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	<p>a. Vocabulary (pronunciation &amp; proper use): overview, limitation, presentation, language, topic, shift, data, scholars, study, subject, factors, work, phenomenon, analysis, repository, quantitative</p> <p>b. Grammar (fluency &amp; correct use): Simple future</p>	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions “Vdo LP46”, “Vdo LP47”, and “Vdo LP48” by compiling them to a single video clip “RVdo LP49”. The length of the video is 1 minute and 32 seconds.</li> <li>3. The instructor plays the paragraph video of the previous two sessions “PVdo LP46”, “PVdo LP47”, and “PVdo LP48” by compiling them to a single video clip “RPVdo LP49”. The length of the video is 1 minute and 34 seconds.</li> <li>4. The instructor presents the exercise video “RExvdo LP 49” by compiling the exercise videos of the prior three sessions- “Exvdo LP46”, “Exvdo LP47”, and “Exvdo LP48” with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. The length of the video is 2 minutes and 36 seconds.</li> <li>5. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</li> <li>6. The instructor prepares the students for the day’s lesson on how to provide background information of the topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	tense (sub-ordinate clause)	<ol style="list-style-type: none"> <li>7. The instructor announces the topic of the class for that day.</li> <li>8. The instructor plays the video “Vdo LP49”. The length of the video is 47 seconds. The video clip is played twice.</li> <li>9. The instructor plays the paragraph video “PVdo LP49” which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 21 seconds.</li> <li>10. The instructor presents the 3 slides PPT “LP_49S”. The slides of the PPT contain these sentences: Slide1: There is a large repository of research available on the subject. Slide 2: However, most of these studies are not backed by statistical analysis. Slide 3: Whilst some of these studies are particularly useful in understanding the phenomenon from a theoretical perspective, a quantitative analysis is the need of the hour.</li> <li>11. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal information of the sentences in the PPT “LP_49S” is deleted. The classwork is presented in PPT slides “LP_49X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise: Slide 1: There ___ a large repository ___ research available ___ the ____.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>



		<p>Slide 2: However, most ____these studies __ not back_ _ statistical analysis.</p> <p>Slide 3: ____ some of these studies ____ particularly useful __ understanding the phenomenon ____ a theoretical perspective, a quantitative analysis __ the need __ the hour.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP49” is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>14. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please share the background information to your audience.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>16. The instructor plays the video with a background music containing the PPT “Exvdo LP49” of fill-in-the-gaps exercise. The length of the video is 41 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 50 (Revision 10)**

- a. Sub- skill: Revision of DCP 1, DCP 2, DCP 3, and DCP 4
- b. Specific resources: Video clip of DCP 1, Video clip of DCP 2, Video clip of DCP 3, Video clip of DCP 4, 7 slide PPT containing 7 sentences of DCP 1, 3 slide PPT containing 3 sentences of DCP 2, 3 slide PPT containing 3 sentences of DCP 3, 3 slide PPT containing 3 sentences of DCP 4, 7 slide PPT with fill-in-the-gaps exercise of DCP 1, 3 slide PPT with fill-in-the-gaps exercise of DCP 2, 3 slide PPT with fill-in-the-gaps exercise of DCP 3, 3 slide PPT with fill-in-the-gaps exercise of DCP 4, a video with background music containing the PPT exercises of DCP 1, DCP 2, DCP 3, and DCP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): overview, limitation, presentation, language, topic, shift, data, scholars, study, subject, factors, work, phenomenon, analysis, repository, quantitative	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on how to give an overview of the presentation, how to introduce the topic of the presentation, how to define the topic of the presentation, and how to provide background information of the topic.	1. The students greet the instructor.
Presentation	b. Grammar (fluency & correct use): Simple future tense (subordinate clause)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP50". The length of the video is 2 minutes and 19 seconds. The video is played three times. 5. The instructor presents the 16 slides PPT "LP_50S". The slides of the PPT contain these sentences: Slide 1: Now, let me give you an overview of my presentation for today. Slide 2: My presentation is divided into 6 parts. Slide 3: Firstly I will give an introduction and a brief background to the topic. Slide 4: Secondly, I will talk about the methodology that I have adopted to collect my data. Slide 5: The third part of my presentation will present the findings and analysis of the data which will be followed by further discussion, scope and limitation. Slide 6: Finally, I will show you the list of references. Slide 7: Please feel free to stop me at any point if you need any clarification on any specific point. Slide 8: My study revolves around a subject that has captured the attention of scholars and scientists working in this field for years now. Slide 9: G. Watson defined the phenomenon as an important component of language loss in the year 1970 in his pioneering work "Language and Beyond". Slide 10: Since then, many scholars have been putting forward various definitions on the topic to date. Slide 11: My study agrees with the views expressed by D. Peterson. Slide 12: I define the topic this way, following D. Peterson, "Language shift is a phenomenon with language specific factors but is closely correlated with non-linguistic factors." Slide 13: It is in this sense of the term that I have used the term 'Language Shift' in my presentation. Slide 14: There is a large repository of research available on the subject. Slide 15: However, most of these studies are not backed by statistical analysis. Slide 16: Whilst some of these studies are particularly useful in understanding the phenomenon from a	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

		<p>theoretical perspective, a quantitative analysis is the need of the hour.</p> <p>6. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’. The personal information of the PPT “LP_50S” is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT “LP_50X” contains the following fill-in-the-gaps exercise:</p> <p>Slide 1: ____, let me ____ you an overview ____ my presentation for today.</p> <p>Slide 2: My presentation ____ divide ____ in ____ 6 parts.</p> <p>Slide 3: Firstly, I ____ an introduction and a brief background ____ the topic.</p> <p>Slide 4: Secondly, I ____ about the methodology that I ____ adopt ____ to ____ my data.</p> <p>Slide 5: ____ third part ____ my presentation ____ the findings and analysis of the data which ____ follow ____ by further discussion, scope and limitation.</p> <p>Slide 6: Finally, I ____ you the list ____ references.</p> <p>Slide 7: Please ____ free to ____ me ____ any point if you ____ any clarification ____ any specific point.</p> <p>Slide 8: My study ____ around a subject that ____ capture ____ the attention ____ scholars and scientists work ____ in this field ____ years now.</p> <p>Slide 9: ____ defined the phenomenon as an important component of ____ in the year ____ in ____ pioneering work “____”.</p> <p>Slide 10: Since ____, many scholars ____ put ____ forward various definitions ____ the topic ____ date.</p> <p>Slide 11: My study ____ with the views express ____ by ____.</p> <p>Slide 12: I ____ the topic this way, follow ____, “____ a phenomenon ____ specific factors but ____ closely correlated with ____ factors.”</p> <p>Slide 13: It ____ in this sense ____ the term that I ____ use ____ the term ‘____’ ____ my presentation.</p> <p>Slide 14: There ____ a large repository ____ research available ____ the ____.</p> <p>Slide 15: However, most ____ these studies ____ not back ____ statistical analysis.</p> <p>Slide 16: ____ some of these studies ____ particularly useful ____ understanding the phenomenon ____ a theoretical perspective, a quantitative analysis ____ the need ____ the hour.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP50” is played thrice.</p> <p>7. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>9. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the</p>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-</p>

		<p>instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>),</p> <ol style="list-style-type: none"> <li>Please share with us the overview of your presentation.</li> <li>Please describe and explain the topic of the presentation.</li> <li>Please define the topic of your presentation.</li> <li>Please share the background information to your audience.</li> </ol>	<p>interviewer's question.</p> <p>7. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP50"- the video with a background music containing the PPTs of all the fill-in-the-gaps exercise. The length of the video is 3 minutes and 17 seconds The instructor requests the students to say the filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 51

- Sub- skill: HIRP 1
- Specific resources: Video clip of HIRP 1, paragraph video with a background audio of the speaker, 3 slides in the PPT containing 3 sentences, 3 slide PPT with fill-in-the-gaps exercise, Video exercise of HIRP 1 containing background music

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): holistic, inclusive, decipher, phenomenon, data, pattern, approach, subject, language, shift, video, analysis	<ol style="list-style-type: none"> <li>The instructor greets the class.</li> <li>The instructor prepares the students for the day's lesson on how to justify the topic of the presentation.</li> </ol>	<ol style="list-style-type: none"> <li>The students greet the instructor.</li> </ol>
Presentation	b. Grammar (fluency &	<ol style="list-style-type: none"> <li>The instructor announces the topic of the class for that day.</li> <li>The instructor plays the video "Vdo LP51". The length of the video is 47 seconds. The video clip is played twice.</li> <li>The instructor plays the paragraph video "PVdo LP51" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 26 seconds.</li> <li>The instructor presents the 3 slides PPT "LP_51S". The slides of the PPT contain these sentences:</li> </ol>	<ol style="list-style-type: none"> <li>The students watch, listen, and note down the sentences presented in the video.</li> <li>The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> </ol>

	correct use): Simple present tense (complex sentence)	<p>Slide 1: Moreover, a holistic approach is missing in the current research of the subject.</p> <p>Slide 2: Therefore, my study adopted a more inclusive method backed by statistical analysis to revisit the phenomenon.</p> <p>Slide 3: My goal is to decipher the main causes of this phenomenon cited above from an inclusive and holistic approach with quantitative data from different disciplines.</p> <p>7. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal information of the sentences in the PPT “LP_51S” is deleted. The classwork is presented in PPT slides “LP_51X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:</p> <p>Slide 1: Moreover, a holistic approach ___ missing ___ the current research ___ the subject.</p> <p>Slide 2: Therefore, my study ___ a more ___ method back_ by statistical analysis to ___ the phenomenon.</p> <p>Slide 3: ___ goal _ to ___ the main causes ___ this phenomenon cite_ above ___ an inclusive and holistic approach ___ quantitative data ___ different disciplines.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP51” is played thrice.</p> <p>8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation		<p>9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>10. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), can you please provide us a justification to your topic?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>12. The instructor plays the video with a background music containing the PPT “Exvdo LP51” of fill-in-the-gaps exercise. The length of the video is 41 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

## Lesson Plan 52

- a. Sub- skill: HIRP 2
- b. Specific resources: Video clip of HIRP 1, Video clip of HIRP 2, paragraph video of HIRP 1 with a background audio of the speaker, paragraph video of HIRP 2 with a background audio of the speaker, 3 slide PPT with fill-in-the-gaps exercise of HIRP 1, 4 slide PPT with fill-in-the-gaps exercise of HIRP 2, 4 slide PPT containing 4 sentences of HIRP 2, Video exercise of HIRP 2 with background music containing the PPT exercises

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): holistic, inclusive, decipher, phenomenon, data, pattern, approach, subject, language, shift, video, analysis, vivid, stance	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video “Vdo LP51” and “PVdo LP51”. The lengths of the videos are 47 seconds and 26 seconds respectively.</li> <li>3. The instructor presents the PPT “LP_51X” with fill-in-the-gaps exercise and asks the students to say the sentences out loud together.</li> <li>4. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</li> <li>5. The instructor prepares the students for the day’s lesson on how to present their data during a presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	b. Grammar (fluency & correct use): Simple present tense (complex sentence)	<ol style="list-style-type: none"> <li>6. The instructor announces the topic of the class for that day.</li> <li>7. The instructor plays the video “Vdo LP52”. The length of the video is 54 seconds. The video clip is played twice.</li> <li>8. The instructor plays the paragraph video “PVdo LP52” which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 28 seconds.</li> <li>9. The instructor presents the 4 slide PPT “LP_52S”. The slides of the PPT contain these sentences: Slide 1: The data in Table 1) shows the occurrence of language shift between the years 2020-2021. Slide 2: If we compare the data in Table 1) with that in Table 2) we can observe some common patterns. Slide 3: Figure 4 shows a striking resemblance to the pattern which was found in Table 1 and 2. Slide 4: The collage of pictures in Figure 3) showed the emergence of the phenomenon in vivid detail.</li> <li>10. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal information of the sentences in the PPT “LP_52S” is deleted. The classwork is presented in PPT slides “LP_52X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise: Slide 1: The data __ Table 1 __ the occurrence of ____ _____ the years 2020-2021.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>Slide 2: If we ____ the data ____ Table 1 ____ that in Table 2 we can ____ some common patterns.</p> <p>Slide 3: Figure 4 ____ a striking resemblance ____ the pattern which ____ found ____ Table 1 and 2.</p> <p>Slide 4: ____ collage ____ pictures in Figure 3 ____ the emergence ____ the phenomenon ____ vivid detail.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “VdoLP52” is played thrice.</p> <p>11. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>12. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>13. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>14. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please elaborate the data to your audience.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>15. The instructor plays the video with a background music containing the PPT “Exvdo LP52” of fill-in-the-gaps exercise. The length of the video is 46 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>16. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 53

- a. Sub- skill: HIRP 3
- c. Specific resources: Revision video clips of HIRP 1 & HIRP 2, Revision paragraph videos of HIRP 1 & HIRP 2 with a background audio of the speaker, Revision exercise videos clips of HIRP 1 & HIRP 2, Video clip of HIRP 3, paragraph video of HIRP 3 with a background audio of the speaker, 4 slide PPT containing 4 sentences of HIRP 3, 4 slide PPT with fill-in-the-gaps and scrambled sentences exercises of HIRP 3, a video with background music containing the PPT exercises of HIRP 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): holistic, inclusive, decipher, phenomenon, data, pattern, approach, subject, language, shift, video, analysis, vivid, stance b. Grammar (fluency & correct use): Simple present tense (complex sentence)	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video of the previous two sessions "Vdo LP51" and "Vdo LP52" by compiling them to a single video clip "RVdo LP53". The length of the video is 1 minute and 41 seconds.</p> <p>3. The instructor plays the paragraph video of the previous two sessions "PVdo L51" and "PVdo LP52" by compiling them to a single video clip "RPVdo LP53". The length of the video is 55 seconds.</p> <p>4. The instructor presents the exercise video "RExvdo LP 53" by compiling the exercise videos of the prior two sessions- "Exvdo LP51" and "Exvdo LP52" with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 1 minute and 27 seconds.</p> <p>5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</p> <p>6. The instructor prepares the students for the day's lesson on how to explain the data to the audience.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>
Presentation		<p>7. The instructor announces the topic of the class for that day.</p> <p>8. The instructor plays the video "Vdo LP53". The length of the video is 54 seconds. The video clip is played twice.</p> <p>9. The instructor plays the paragraph video "PVdo LP53" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 28 seconds.</p> <p>10. The instructor presents the 4 slide PPT "LP_53S". The slides of the PPT contain these sentences: Slide 1: In sharp contrast to current literature, the image in Figure 6 points towards the existence of the phenomenon in a much earlier period. Slide 2: Shall we now have a look at the pie charts here for a multi-variate analysis? Slide 3: Now I am playing a brief video recorded during my field visit to the Rabha villages in and around Garo Hills of Meghalaya. Slide 4: It is a short video of one-minute length.</p> <p>11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' and 'scrambled sentences' exercises. The personal information of the sentences in the PPT "LP_53S" is deleted and the individual sentences are divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_53X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps and scrambled sentences exercises: Slide 1: __ sharp contrast __ current literature, the image in Figure 6 ____ towards the existence __ the phenomenon __ a much earlier period. Slide 2: ____ we now ____ a look __ the pie charts here __ a ____ analysis?" Slide 3: ____ I ____ play__ a brief video record__ during</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps and scrambled sentences writing exercises are performed by the students.</p> <p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>



		<p>my field visit __ the _____ villages __ and __ __ Hills of _____.</p> <p>Slide 4: It a video one-minute short length of is. The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP53” is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>14. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), please elaborate the data to your audience.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>16. The instructor plays the video with a background music containing the PPT “Exvdo LP53” of fill-in-the-gaps and scrambled sentences exercises. The length of the video is 46 seconds. The instructor requests the students to say filled-in sentences and arrange the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 54**

- a. Sub- skill: HIRP 4
- b. Specific resources: Revision video clips of HIRP 1, HIRP 2 & HIRP 3, Revision paragraph videos of HIRP 1, HIRP 2 & HIRP 3 with a background audio of the speaker, Revision exercise videos clips of HIRP 1, HIRP 2 & HIRP 3, Video clip of HIRP 4, paragraph video of HIRP 4 with a background audio of the speaker, 3 slide PPT containing 3 sentences of HIRP 4, 3 slide PPT with fill-in-the-gaps exercise of HIRP 4, a video with background music containing the PPT exercises of HIRP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	<p>a. Vocabulary (pronunciation &amp; proper use): holistic, inclusive, decipher, phenomenon, data, pattern, approach, subject, language, shift, video, analysis, vivid, stance</p> <p>b. Grammar (fluency &amp; correct use): Simple present tense (complex sentence)</p>	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions “Vdo LP51”, “Vdo LP52”, and “Vdo LP53” by compiling them to a single video clip “RVdo LP54”. The length of the video is 1 minute and 41 seconds.</li> <li>3. The instructor plays the paragraph video of the previous two sessions “PVdo LP51”, “PVdo LP52”, and “PVdo LP53” by compiling them to a single video clip “RPVdo LP54”. The length of the video is 1 minute and 23 seconds.</li> <li>4. The instructor presents the exercise video “RExvdo LP 54” by compiling the exercise videos of the prior three sessions- “Exvdo LP51”, “Exvdo LP52”, and “Exvdo LP53” with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 2 minutes and 14 seconds.</li> <li>5. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</li> <li>6. The instructor prepares the students for the day’s lesson on how to present the findings and analysis of their results.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps and arranging the words in order using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>7. The instructor announces the topic of the class for that day.</li> <li>8. The instructor plays the video “Vdo LP54”. The length of the video is 33 seconds. The video clip is played twice.</li> <li>9. The instructor plays the paragraph video “PVdo LP54” which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 33 seconds.</li> <li>10. The instructor presents the 3 slides PPT “LP_54S”. The slides of the PPT contain these sentences:  Slide 1: As was evident in the data so far, it is safe to deduce that the Language Shift phenomenon in Rabha had diverse and complex reasons behind its emergence.  Slide 2: Our analysis differed drastically from the Generative School of Linguists who had been maintaining a narrow stance on the matter since the year 1980.  Slide 3: This had a serious impact on the organizations which were actively engaging in conducting experimentation in Language Shift and other related subjects.</li> <li>11. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal information of the sentences in the PPT “LP_54S” is deleted. The classwork is presented in PPT slides “LP_54X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:  Slide 1: As ___ evident in the data so far, it ___ safe to ___ that the ___ ___ phenomenon in ___ ___ diverse and complex reasons ___ its emergence.</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>Slide 2: Our analysis differ_ drastically __ the ____ School of ____ who ____ maintain__ a narrow stance ____ the matter ____ the year 1980.</p> <p>Slide 3: This ____ a serious impact ____ the organisations which ____ actively engag_ in conduct____ experimentation in _____ and other related ____.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP54” is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>14. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), what are the findings and analysis of your research?</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>16. The instructor plays the video with a background music containing the PPT “Exvdo LP54” of fill-in-the-gaps exercise. The length of the video is 46 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 55 (Revision 11)**

- a. Sub- skill: Revision of HIRP 1, HIRP 2, HIRP 3, and HIRP 4
- b. Specific resources: Video clip of HIRP 1, Video clip of HIRP 2, Video clip of HIRP 3, Video clip of HIRP 4, 8 slide PPT containing 8 sentences of HIRP 1, 7 slide PPT containing 7 sentences of HIRP 2, 8 slide PPT containing 8 sentences of HIRP 3, 7 slide PPT containing 7 sentences of HIRP 4, 8 slide PPT with scrambled sentences exercise of HIRP 1, 7 slide PPT with scrambled sentences exercise of HIRP 2, 8 slide PPT with scrambled sentences exercise of HIRP 3, 7 slide PPT with scrambled sentences exercise

of HIRP 4, a video with background music containing the PPT exercises of HIRP 1, HIRP 2, HIRP 3, and HIRP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): holistic, inclusive, decipher, phenomenon, data, pattern, approach, subject, language, shift, video, analysis, vivid, stance	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on how to justify the topic of the presentation, how to present their data during a presentation, how to explain the data to the audience, and how to present the findings and analysis of their results.	1. The students greet the instructor.
Presentation	b. Grammar (fluency & correct use): Simple present tense (complex sentence)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week is revised that day. 4. The instructor plays the video clip "Vdo LP55". The length of the video is 2 minutes and 15 seconds. The video is played three times. 5. The instructor presents the 14 slides PPT "LP_55S". The slides of the PPT contain these sentences: Slide 1: Moreover, a holistic approach is missing in the current research of the subject. Slide 2: Therefore, my study adopted a more inclusive method backed by statistical analysis to revisit the phenomenon. Slide 3: My goal is to decipher the main causes of this phenomenon cited above from an inclusive and holistic approach with quantitative data from different disciplines. Slide 4: The data in Table 1) shows the occurrence of language shift between the years 2020-2021. Slide 5: If we compare the data in Table 1) with that in Table 2) we can observe some common patterns. Slide 6: Figure 4 shows a striking resemblance to the pattern which was found in Table 1 and 2. Slide 7: The collage of pictures in Figure 3) showed the emergence of the phenomenon in vivid detail. Slide 8: In sharp contrast to current literature, the image in Figure 6 points towards the existence of the phenomenon in a much earlier period. Slide 9: Shall we now have a look at the pie charts here for a multi-variate analysis? Slide 10: Now I am playing a brief video recorded during my field visit to the Rabha villages in and around Garo Hills of Meghalaya. Slide 11: It is a short video of one-minute length. Slide 12: As was evident in the data so far, it is safe to deduce that the Language Shift phenomenon in Rabha had diverse and complex reasons behind its emergence. Slide 13: Our analysis differed drastically from the Generative School of Linguists who had been maintaining a narrow stance on the matter since the year 1980.	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

		<p>Slide 14: This had a serious impact on the organizations which were actively engaging in conducting experimentation in Language Shift and other related subjects.</p> <p>6. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’ and ‘scrambled sentences’. The class work is presented in PPT slides. The PPT “LP_55X” contains the following fill-in-the-gaps and scrambled sentences:</p> <p>Slide 1: Moreover, a holistic approach ___ missing ___ the current research ___ the subject.</p> <p>Slide 2: Therefore, my study ___ a more _____ method back_ by statistical analysis to ___ the phenomenon.</p> <p>Slide 3: ___ goal ___ to _____ the main causes ___ this phenomenon cite_ above ___ an inclusive and holistic approach ___ quantitative data ___ different disciplines.</p> <p>Slide 4: The data ___ Table 1 ___ the occurrence of ___ _____ the years 2020-2021.</p> <p>Slide 5: If we _____ the data ___ Table 1 ___ that in Table 2 we can _____ some common patterns.</p> <p>Slide 6: Figure 4 _____ a striking resemblance ___ the pattern which ___ found ___ Table 1 and 2.</p> <p>Slide 7: _____ collage ___ pictures in Figure 3 _____ the emergence ___ the phenomenon ___ vivid detail.</p> <p>Slide 8: ___ sharp contrast ___ current literature, the image in Figure 6 _____ towards the existence ___ the phenomenon ___ a much earlier period.</p> <p>Slide 9: ___ we now _____ a look ___ the pie charts here ___ a _____ analysis?”</p> <p>Slide 10: ___ I ___ play___ a brief video record___ during my field visit ___ the _____ villages ___ and _____ Hills of _____.</p> <p>Slide 11: It a video one-minute short length of is.</p> <p>Slide 12: As ___ evident in the data so far, it ___ safe to ___ that the ___ _____ phenomenon in ___ ___ diverse and complex reasons _____ its emergence.</p> <p>Slide 13: Our analysis differ_ drastically ___ the ___ School of _____ who ___ ___ maintain___ a narrow stance ___ the matter ___ the year 1980.</p> <p>Slide 14: This _____ a serious impact ___ the organisations which _____ actively engag_ in conduct___ experimentation in _____ and other related ____.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP55” is played thrice.</p> <p>7. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>9. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the</p>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>7. The students respond to the</p>

		<p>role-play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: <u>(name of the student)</u>,</p> <ol style="list-style-type: none"> <li>Can you please provide us a justification to your topic?</li> <li>Please present the data to your audience.</li> <li>Please elaborate the data to your audience.</li> <li>What are the findings and analysis of your research?</li> </ol>	<p>instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP55"- the video with a background music containing the PPTs of all the fill-in -the-gaps and scrambled sentences exercises. The length of the video is 3 minutes. The instructor requests the students to say the filled-in sentences and say the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 56

- Sub- skill: CP 1
- Specific resources: Video clip of CP 1, paragraph video with a background audio of the speaker, 5 slides in the PPT containing 5 sentences, 5 slide PPT with fill-in-the-gaps exercise, Video exercise of CP 1 containing background music

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use):	<ol style="list-style-type: none"> <li>The instructor greets the class.</li> <li>The instructor prepares the students for the day's lesson on how to further discuss the findings and analysis of their research.</li> </ol>	<ol style="list-style-type: none"> <li>The students greet the instructor.</li> </ol>
Presentation	enriched, delve, propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting	<ol style="list-style-type: none"> <li>The instructor announces the topic of the class for that day.</li> <li>The instructor plays the video "Vdo LP56". The length of the video is 41 seconds. The video clip is played twice.</li> <li>The instructor plays the paragraph video "PVdo LP56" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 42 seconds.</li> <li>The instructor presents the 5 slides PPT "LP_56S". The slides of the PPT contain these sentences: Slide 1: Based on the analysis, we would like to propose a multi-variate model for a valid account of the</li> </ol>	<ol style="list-style-type: none"> <li>The students watch, listen, and note down the sentences presented in the video.</li> <li>The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>The students read the sentences aloud</li> </ol>

	<p>b. Grammar (fluency &amp; correct use): Simple present tense (conditional)</p>	<p>phenomenon. Slide 2: We would also like to suggest that Language Shift has a broader scope as opposed to what the current literature suggests. Slide 3: Due to the pandemic situation, we were unable to collect enough samples that we had initially planned to collect. Slide 4: However, we believe that despite our limitations, our study has important implications for further data enriched studies in this line. Slide 5: We hope that future researchers will further delve into the phenomenon with the help of the model we have proposed.</p> <p>7. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal information of the sentences in the PPT “LP_56S” is deleted. The classwork is presented in PPT slides “LP_56X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise: Slide 1: Based ___ the analysis, we _____like to propose a _____ model ___ a valid account ___ the phenomenon. Slide 2: We ___ also like to ___ that _____ a broader scope as oppose_ to what the current literature _____. Slide 3: Due to the ___ situation, we ___ unable to ___ enough samples that we ___ initially plan_ to collect. Slide 4: However, we ___ that despite our limitations, our study ___ important implications ___ further data enrich__ studies __ this line. Slide 5: We ___ that future researchers ___ further delve ___ the phenomenon ___ the help _ the model we ___ propose_.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “VdoLP56” is played thrice.</p> <p>8. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
<p>Evaluation</p>		<p>9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question. 10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play. 11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed. : (<u>name of the student</u>), please discuss the findings and analysis of your research.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question. 9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>

Summarization		<p>12. The instructor plays the video with a background music containing the PPT “Exvdo LP56” of fill-in-the-gaps exercise. The length of the video is 1 minute and 3 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>13. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>
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### **Lesson Plan 57**

- a. Sub- skill: CP 2
- b. Specific resources: Video clip of CP 1, Video clip of CP 2, paragraph video of CP 1 with a background audio of the speaker, paragraph video of CP 2 with a background audio of the speaker, 5 slide PPT with fill-in-the-gaps exercise of CP 1, 4 slide PPT with fill-in-the-gaps exercise of CP 2, 4 slide PPT containing 4 sentences of CP 2, Video exercise of CP 2 with background music containing the PPT exercises

Phase/ Stage	Teaching points	Teacher’s activity	Student’s activity
Preparation	a. Vocabulary (pronunciation & proper use): enriched, delve, propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting, highlight, provoking b. Grammar (fluency & correct use): Simple present tense (conditional)	<p>1. The instructor greets the students.</p> <p>2. The instructor plays the video “Vdo LP56” and “PVdo LP56”. The lengths of the videos are 41 seconds and 42 seconds respectively.</p> <p>3. The instructor presents the PPT “LP_56X” with fill-in-the-gaps exercise and asks the students to say the sentences out loud together.</p> <p>4. The instructor compliments the students’ performance but, no particular student’s name is mentioned for the applause.</p> <p>5. The instructor prepares the students for the day’s lesson on how to conclude the presentation.</p>	<p>1. The students watch and listen to the sentences presented in the video.</p> <p>2. The students say the sentences out loud together by filling in the gaps using their personal information.</p>
Presentation		<p>6. The instructor announces the topic of the class for that day.</p> <p>7. The instructor plays the video “Vdo LP57”. The length of the video is 19 seconds. The video clip is played twice.</p> <p>8. The instructor plays the paragraph video “PVdo LP57” which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 19 seconds.</p> <p>9. The instructor presents the 4 slides PPT “LP_57S”. The slides of the PPT contain these sentences: Slide 1: In conclusion, I would like to highlight the need for an inclusive theory in the study of this phenomenon. Slide 2: Thank you all for your time and patience. Slide 3: I truly appreciate it. Slide 4: Please feel free to ask me questions and give your valuable suggestions.</p> <p>10. The instructor gives the student a classwork. The classwork is ‘fill-in-the-gaps’ exercise. The personal</p>	<p>3. The students watch, listen, and note down the sentences presented in the video.</p> <p>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</p> <p>5. The students read the sentences aloud and revise (orally) them several times.</p> <p>6. The fill-in-the-gaps writing exercise is performed by the students.</p>



	<p>information of the sentences in the PPT “LP_57S” is deleted. The classwork is presented in PPT slides “LP_57X” and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:</p> <p>Slide 1: ___ conclusion, I ___ like to highlight the need ___ an ___ theory in the study of this ____.</p> <p>Slide 2: _____ you all ___ your time and patience.</p> <p>Slide 3: I truly _____ it.</p> <p>Slide 4: Please ___ free to ___ me questions and ___ your valuable _____.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP57” is played thrice.</p> <p>11. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	<p>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</p>
Evaluation	<p>12. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>13. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>14. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please conclude your presentation now.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization	<p>15. The instructor plays the video with a background music containing the PPT “Exvdo LP57” of fill-in-the-gaps exercise. The length of the video is 44 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.</p> <p>16. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### Lesson Plan 58

- a. Sub- skill: CP 3
- b. Specific resources: Revision video clips of CP 1 & CP 2, Revision paragraph videos of CP 1 & CP 2 with a background audio of the speaker, Revision exercise videos clips of CP 1 & CP 2, Video clip of CP 3, paragraph video of CP 3 with a background audio of the speaker, 6 slide PPT containing 6 sentences of CP 3, 6 slide PPT with fill-in-the-gaps

and scrambled sentences exercises of CP 3, a video with background music containing the PPT exercises of CP 3

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): enriched, delve, propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting, highlight, provoking b. Grammar (fluency & correct use):	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions "Vdo LP56" and "Vdo LP57" by compiling them to a single video clip "RVdo LP58". The length of the video is 1 minute.</li> <li>3. The instructor plays the paragraph video of the previous two sessions "PVdo LP56" and "PVdo LP57" by compiling them to a single video clip "RPVdo LP58". The length of the video is 1 minute and 1second.</li> <li>4. The instructor presents the exercise video "RExvdo LP 58" by compiling the exercise videos of the prior two sessions- "Exvdo LP56" and "Exvdo LP57" with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. The length of the video is 1 minute and 47 seconds.</li> <li>5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>6. The instructor prepares the students for the day's lesson on how to answer the questions posed by the audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps using their personal information.</li> </ol>
Presentation	Simple present tense (conditional)	<ol style="list-style-type: none"> <li>7. The instructor announces the topic of the class for that day.</li> <li>8. The instructor plays the video "Vdo LP58". The length of the video is 18 seconds. The video clip will be played twice.</li> <li>9. The instructor plays the paragraph video "PVdo LP58" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 18 seconds.</li> <li>10. The instructor presents the 6 slides PPT "LP_58S". The slides of the PPT contain these sentences: Slide 1: Thank you for your interesting question. Slide 2: It is indeed thought provoking. Slide 3: But I am extremely sorry that I do not have an answer to that as of now. Slide 4: I also thought that that is beyond the scope of my research. Slide 5: But I shall look into it. Slide 6: I would definitely like to study more about it.</li> <li>11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' and 'scrambled sentences' exercises. The personal information of the sentences in the PPT "LP_58S" is deleted and the individual sentences are divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_58X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps and scrambled sentences exercise:</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps and scrambled sentences writing exercises are performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>Slide 1: Thank for interesting question you your.</p> <p>Slide 2: indeed thought it is provoking.</p> <p>Slide 3: But I ____ extremely sorry that I ____not ____ an answer ____ that as __ now.</p> <p>Slide 4: I also ____ that that __ beyond the scope ____my research.</p> <p>Slide 5: But I ____ look ____ it.</p> <p>Slide 6: I ____definitely like to ____ more ____ it.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP58” is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>14. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please answer the question asked by the audience.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>16. The instructor plays the video with a background music containing the PPT “Exvdo LP58” of fill-in-the-gaps and scrambled sentences exercise. The length of the video is 1 minute and 1 second. The instructor requests the students to say filled-in sentences out loud and arrange the sentences in order outloud as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 59**

- a. Sub- skill: CP 4
- b. Specific resources: Revision video clips of CP 1, CP 2 & CP 3, Revision paragraph videos of CP 1, CP 2 & CP 3 with a background audio of the speaker, Revision exercise videos clips of CP 1, CP 2 & CP 3, Video clip of CP 4, paragraph video of CP 4 with a background audio of the speaker, 5 slide PPT containing 5 sentences of CP 4, 5 slide PPT with fill-in-the-gaps and scrambled sentences exercises of CP 4, a video with background music containing the PPT exercises of CP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): enriched, delve, propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting, highlight, provoking b. Grammar (fluency & correct use): Simple present tense (conditional)	<ol style="list-style-type: none"> <li>1. The instructor greets the students.</li> <li>2. The instructor plays the video of the previous two sessions "Vdo LP56", "Vdo LP57", and "Vdo LP58" by compiling them to a single video clip "RVdo LP59". The length of the video is 1 minute and 19 seconds.</li> <li>3. The instructor plays the paragraph video of the previous two sessions "PVdo LP56", "PVdo LP57", and "PVdo LP58" by compiling them to a single video clip "RPVdo LP59". The length of the video is 1 minute and 20 seconds.</li> <li>4. The instructor presents the exercise video "RExvdo LP 58" by compiling the exercise videos of the prior three sessions- "Exvdo LP56", "Exvdo LP57", and "Exvdo LP58" with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 2 minutes and 49 seconds.</li> <li>5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>6. The instructor prepares the students for the day's lesson on how to acknowledge a question or suggestion from the audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students watch and listen to the sentences presented in the video.</li> <li>2. The students say the sentences out loud together by filling in the gaps and arranging the words in order using their personal information.</li> </ol>
Presentation		<ol style="list-style-type: none"> <li>7. The instructor announces the topic of the class for that day.</li> <li>8. The instructor plays the video "Vdo LP59". The length of the video is 18 seconds. The video clip is played twice.</li> <li>9. The instructor plays the paragraph video "PVdo LP59" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 17 seconds.</li> <li>10. The instructor presents the 5 slides PPT "LP_59S". The slides of the PPT contain these sentences: Slide 1: Thank you for your observation. Slide 2: You have raised an interesting issue indeed. Slide 3: This will be very helpful for my next phase of the study where I shall be looking more into the socio-economic implications of the phenomenon. Slide 4: I appreciate your feedback. Slide 5: Thank you once again for your kind words.</li> <li>11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' and 'scrambled sentences' exercises. The personal information of the sentences in the PPT "LP_59S" is deleted and the individual sentences are divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_59X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps and scrambled sentences exercises: Slide 1: Thank observation for your you. Slide 2: You ____ raise_ an interesting ____ indeed. Slide 3: This ____ very helpful __ my next phase __ the</li> </ol>	<ol style="list-style-type: none"> <li>3. The students watch, listen, and note down the sentences presented in the video.</li> <li>4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness.</li> <li>5. The students read the sentences aloud and revise (orally) them several times.</li> <li>6. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students.</li> <li>7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.</li> </ol>

		<p>study where I ____ _ look_ more into the socio-economic implications __ the phenomenon.</p> <p>Slide 4: I feedback your appreciate.</p> <p>Slide 5: Thank for again your you kind words once.</p> <p>The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP59” is played thrice.</p> <p>12. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>13. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.</p> <p>14. The instructor waits for the students to respond.</p> <p>Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.</p> <p>Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.</p> <p>15. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>), please acknowledge the question asked by the audience.</p>	<p>8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.</p> <p>9. The students respond to the instructor-interviewer’s question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>16. The instructor plays the video with a background music containing the PPT “Exvdo LP59” of fill-in-the-gaps and scrambled sentences exercises. The length of the video is 54 seconds. The instructor requests the students to say filled-in sentences out loud and arrange the sentences in order as they appear on screen. The exercise is repeated only once.</p> <p>17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.</p>	<p>10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

### **Lesson Plan 60 (Revision 12)**

- a. Sub- skill: Revision of CP 1, CP 2, CP 3, and CP 4
- b. Specific resources: Video clip of CP 1, Video clip of CP 2, Video clip of CP 3, Video clip of CP 4, 5 slide PPT containing 5 sentences of CP 1, 4 slide PPT containing 4 sentences of CP 2, 6 slide PPT containing 6 sentences of CP 3, 5 slide PPT containing 5 sentences of CP 4, 5 slide PPT with fill-in-the-gaps exercise of CP 1, 4 slide PPT with fill-in-the-gaps exercise of CP 2, 6 slide PPT with fill-in-the-gaps and scrambled sentences exercises of CP 3, 5 slide PPT with fill-in-the-gaps and scrambled sentences

exercises of CP 4, a video with background music containing the PPT exercises of CP 1, CP 2, CP 3, and CP 4

Phase/ Stage	Teaching points	Teacher's activity	Student's activity
Preparation	a. Vocabulary (pronunciation & proper use): enriched, delve, propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting, highlight, provoking	1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on how to further discuss the findings and analysis of their research, how to conclude the presentation, how to answer the questions posed by the audience, and how to acknowledge a question or suggestion from the audience.	1. The students greet the instructor.
Presentation	b. Grammar (fluency & correct use): Simple present tense (conditional)	3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day. 4. The instructor plays the video clip "Vdo LP60". The length of the video is 1 minute and 37 seconds. The video is played three times. 5. The instructor presents the 20 slides PPT "LP_60S". The slides of the PPT contain these sentences: Slide 1: Based on the analysis, we would like to propose a multi-variate model for a valid account of the phenomenon. Slide 2: We would also like to suggest that Language Shift has a broader scope as opposed to what the current literature suggests. Slide 3: Due to the pandemic situation, we were unable to collect enough samples that we had initially planned to collect. Slide 4: However, we believe that despite our limitations, our study has important implications for further data enriched studies in this line. Slide 5: We hope that future researchers will further delve into the phenomenon with the help of the model we have proposed. Slide 6: In conclusion, I would like to highlight the need for an inclusive theory in the study of this phenomenon. Slide 7: Thank you all for your time and patience. Slide 8: I truly appreciate it. Slide 9: Please feel free to ask me questions and give your valuable suggestions. Slide 10: Thank you for your interesting question. Slide 11: It is indeed thought provoking. Slide 12: But I am extremely sorry that I do not have an answer to that as of now. Slide 13: I also thought that that is beyond the scope of my research. Slide 14: But I shall look into it. Slide 15: I would definitely like to study more about it. Slide 16: Thank you for your observation. Slide 17: You have raised an interesting issue indeed. Slide 18: This will be very helpful for my next phase of the study where I shall be looking more into the socio-economic implications of the phenomenon.	2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

		<p>Slide 19: I appreciate your feedback.  Slide 20: Thank you once again for your kind words.  6. The instructor gives the student a class work. The class work is ‘fill-in-the-gaps’ and ‘scrambled sentences’. The personal information of the PPT “LP_60S” is deleted and the individual sentences are divided into parts to form scrambled word questions. The PPT “LP_60X” contains the following fill-in-the-gaps and scrambled sentences:  Slide 1: Based ___ the analysis, we _____like to propose a _____ model ___ a valid account ___ the phenomenon.  Slide 2: We ___ also like to ___ that _____ a broader scope as oppose_ to what the current literature _____.  Slide 3: Due to the ___ situation, we ___ unable to ___ enough samples that we ___ initially plan_ to collect.  Slide 4: However, we ___ that despite our limitations, our study ___ important implications ___ further data enrich_ studies _ this line.  Slide 5: We ___ that future researchers ___ further delve ___ the phenomenon ___ the help _ the model we ___ propose_.  Slide 6: ___ conclusion, I ___ like to highlight the need ___ an ___ theory in the study of this _____.  Slide 7: _____ you all ___ your time and patience.  Slide 8: I truly _____ it.  Slide 9: Please ___ free to ___ me questions and ___ your valuable _____.  Slide 10: Thank for interesting question you your.  Slide 11: indeed thought it is provoking.  Slide 12: But I ___ extremely sorry that I ___not ___ an answer ___ that as _ now.  Slide 13: I also ___ that that _ beyond the scope ___my research.  Slide 14: But I ___ look ___ it.  Slide 15: I ___definitely like to ___ more _____ it.  Slide 16: Thank observation for your you.  Slide 17: You ___ raise_ an interesting ___ indeed.  Slide 18: This ___ _ very helpful _ my next phase _ the study where I ___ _ look_ more into the socio-economic implications _ the phenomenon.  Slide 19: I feedback your appreciate.  Slide 20: Thank for again your you kind words once.  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip “Vdo LP60” is played thrice.  7. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.</p>	
Evaluation		<p>8. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer’s question.  9. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence,</p>	<p>6. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer’s question.  7. The students</p>

		<p>then the instructor motivates them to participate in the role-play.</p> <p>10. The instructor asks four questions to the students one by one in the role-play. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.</p> <p>: (<u>name of the student</u>),</p> <ol style="list-style-type: none"> <li>a. Please discuss the findings and analysis of your research.</li> <li>b. Please conclude your presentation now.</li> <li>c. Please answer the question asked by the audience.</li> <li>d. Please acknowledge the question asked by the audience.</li> </ol>	<p>respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.</p>
Summarization		<p>11. The instructor plays the video "Exvdo LP60"- the video with a background music containing the PPTs of all the fill-in-the-gaps and scrambled sentences exercises. The length of the video is 3 minutes and 44 seconds. The instructor requests the students to say the filled-in sentences and speak the sentences in order out loud as they appear on screen. The exercise is repeated only once.</p> <p>12. The instructor dismisses the class complimenting the students and asking them to practice the sentences that they have revised that day.</p>	<p>8. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.</p>

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## APPENDIX X

### ETHICAL COMMITTEE APPROVAL

Tezpur University Ethics Committee  
Tezpur: 784028 : Assam

#### Communication of Decision of Tezpur University Ethics Committee (TUEC)

IEC No: DoRD/TUEC/PROP/2021/02

Protocol title: Comparing the effectiveness of interleaving and blocked practice in teaching English speaking skills to tertiary level ESL learners: As experimental study		
Principal Investigator: Sujata Kakoty		
Name & Address of Institution: Tezpur University, Tezpur, Assam 784028		
<input checked="" type="checkbox"/> New review	<input type="checkbox"/> Revised review	<input type="checkbox"/> Expedited review
Date of review (D/M/Y): 29-09-2022		
Date of previous review, if revised application:		
Decision of the IEC/IRB:		
<input type="checkbox"/> Recommended	<input checked="" type="checkbox"/> Recommended with suggestions	
<input type="checkbox"/> Revision	<input type="checkbox"/> Rejected	
Suggestions/Reasons/Remarks: a) The proposal is recommended for approval. b) The interviewer and the teacher should not be the same person.		
Recommended for a period of: One (01) year from the date of issue with provision of extension subjected to satisfactory report		

#### Please note

- Inform TUEC immediately in case of any adverse events and serious adverse events
- Inform TUEC in case of any change of study procedure, site and investigator
- This permission is only for period mentioned above. Annual report to be submitted to TUEC
- Members of TUEC have right to monitor the trial with prior intimation

Date: 21/03/2023



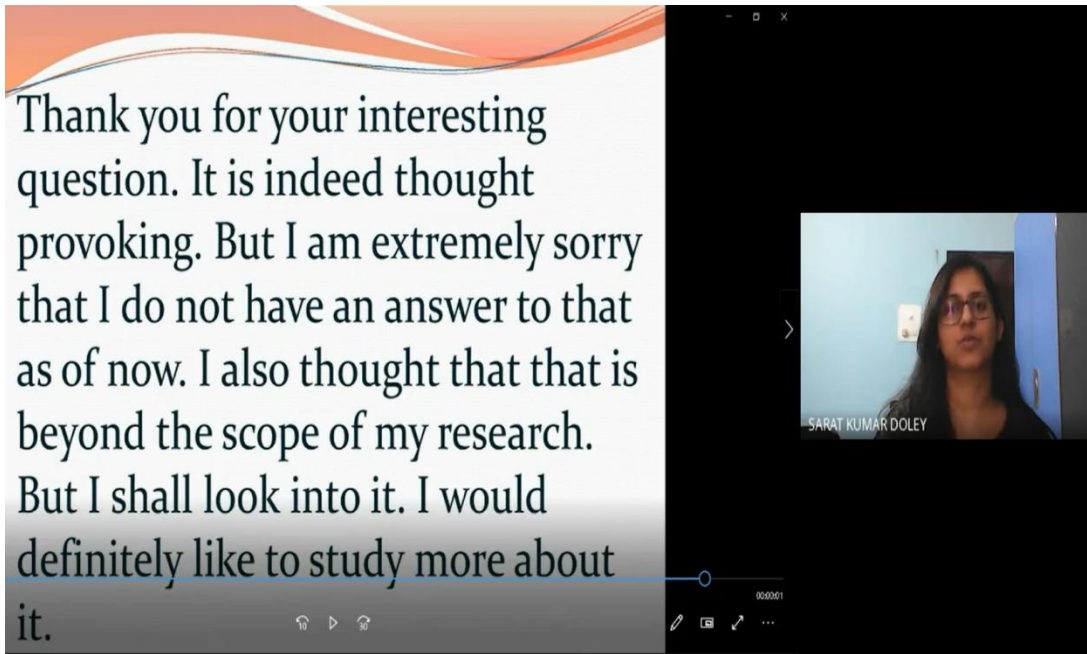
Signature of Chairperson (with seal)

TUEC

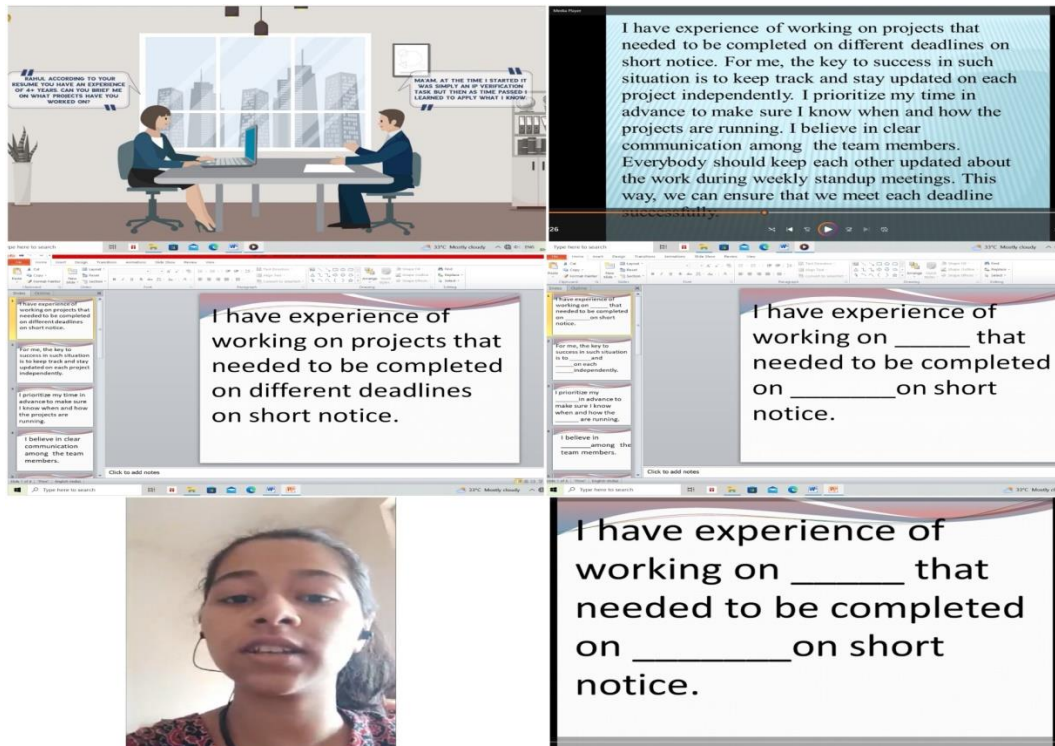
Chairperson  
Tezpur University Ethics Committee

## APPENDIX XI

### SELECT IMAGES FROM THE EXPERIMENTATION



(An online teaching session)



(Materials shown to the participants)



(Some participants during a session)



(Meeting some participants)





(Participants who came for a meeting)

