

## Interjections for Conversations Day 1

Student Learning Outcome: By the end of the lesson, Ss will be able to impliment class created stategies to use discourse markers to interject their partner by asking questions in the middle of their partners' story during a story telling activity.

Age/level of students: Advanced ESL college students in their last semester of the language program

Time: 75 minutes

Target language: Interjection Discourse Markers (IDM) (e.g., (but, hold on, oh, seriously, so, then, wait, well, question words, etc.) that set up the beginning of a question) [IDM = A discourse marker that the listener uses to initiate a turn that makes the speaker temporarily or permamently change the topic of the conversation]

Context: In the previous lessons, students learned different discourse markers that could be used to hold turns and did some practice with this in class. And for homework from the last class, students prepared at least one scary story.

Materials: a white(or black)board/markers(or chawks) and hand-outs/worksheetds

\* Teacher always tries to make activities interactive and **models** activities before having students do them.

Stage	Time	Procedures	Interactions	Purposes/Rationales
Awareness 1	20 min.	<ul style="list-style-type: none"> <li>● Greetings</li> <li>● Have a student volunteer tell “a scary story” to the class. The teacher (T) interjects him/her with discourse markers while he/she is storytelling. Before he/she starts telling his/her story, T needs to tell him/her that he/she has to finish the story</li> </ul>	<p>S - Ss Ss - T T - Ss</p>	<ul style="list-style-type: none"> <li>● Repport builder</li> <li>● Awareness-raising (implicitly)</li> <li>● Explicit lesson</li> <li>● Schema folder</li> <li>● Story Telling (engaging)</li> <li>● Real life application</li> </ul>

		<p>regardless of what T does. And T needs to make sure to thank the student volunteer when he/she finishes so that the S do not feel personally attacked.</p> <ul style="list-style-type: none"> <li>• T lets Ss in groups of four discuss how T interjected the story. After the short discussion, T leads a class discussion on it and writes down interjection discourse markers (IDM) that Ss give on the board. T introduces types and functions of IDM using the list on the board. T will also include any useful non-mentioned IDM and make sure to lead this activity as much interactive as possible.</li> </ul>		
Appropriation 1	10 min.	<ul style="list-style-type: none"> <li>• Ss gets a worksheet that has a transcription that is done on a conversation between the Ts. Where IDMs were used in the conversation are deleted and left blank on the worksheet. Ss's job is to come up with an appropriate IDM and do a small role-play in pairs trying to fill in the blanks. Before they start the role-play, they will get some time to prepare what to put in the blanks individually. And they will switch role to play different role. (Role-play Worksheet)</li> <li>• Have Ss in pairs discuss if IDM they used were appropriate. After, T leads a class discussion by asking if Ss have any questions or comments and making comments to the activity.</li> </ul>	<p>S - S Ss - T T - Ss</p>	<ul style="list-style-type: none"> <li>• Controlled practice activity</li> <li>• Language support</li> <li>• Explicit Learning</li> <li>• Lowering anxiety</li> </ul>
Appropriation	10 min.	<ul style="list-style-type: none"> <li>• Ss will be given a monologue story. They will</li> </ul>	S - S	<ul style="list-style-type: none"> <li>• Less controlled practice activity</li> </ul>

2		<p>be asked to write in IDMs with questions that relate to the story into the script. But, questions are going to be limited to “wh- question words” to make the activity funnier and more interesting (i.e., <i>So</i>, why; <i>but</i>, why; ect.). Ss will then role-play the story with their partner. Then, they will switch roles and do it again. (Monologue Worksheet)</p> <ul style="list-style-type: none"> <li>• Have Ss in pairs discuss if the IDMs they used were appropriate. After, T leads a class discussion by asking if Ss have any questions or comments and making comments to the activity.</li> </ul>	<p>Ss - T T - Ss</p>	<ul style="list-style-type: none"> <li>• Less language support</li> <li>• Explicit learning</li> </ul>
Appropriation 3	15 min.	<ul style="list-style-type: none"> <li>• Ss in pairs will get a set of pictures. They will create and tell a story about the pictures while their partners try to interject the storyteller with IDM and questions. Then, they will switch roles and do it again. (Storyboard Worksheet)</li> <li>• T wraps up the activity by asking if Ss have any questions and making comments to the activity.</li> </ul>	<p>S - S Ss - T T -Ss</p>	<ul style="list-style-type: none"> <li>• Free practice activity</li> <li>• No language support</li> </ul>
Autonomy 1	20 min.	<ul style="list-style-type: none"> <li>• Ss in pairs will first have about 3 minutes to prepare to tell a scary story that is at least 3 minutes long. Then, one S will tell the story to their partners. The storyteller’s goal is to finish the story in 5 minutes (T can reduce the time to 4 minutes if activity seems to be easy) and the listener’s goal is to interject the storyteller and prevent them from finishing the story by asking questions with IDM. Storyteller must answer</li> </ul>	<p>S - S T - Ss</p>	<ul style="list-style-type: none"> <li>• Fluency practice activity</li> <li>• No language support</li> <li>• Story-telling (engaging)</li> <li>• Students are creating materials</li> <li>• Accomplishing SLO</li> </ul>

		<p>every question that the listener asks before continueing. After 5 minutes, the teacher will instruct the class to switch roles regardless if the storyteller finished. They can use their technology (e.g., smartphones) to time if they wish to keep track of themselves.</p> <ul style="list-style-type: none"><li>● Homework for next class: Ss will think about polite interjections and interruptive interjections. Then, they will write a 1 page reflection on it and how to use IDM to gain a turn appropriately. It should be posted online by the end of the day.</li></ul>		
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