

# CAMBRIDGE/RSA CELTA COURSE NOV/DEC 1999

## COURSE ASSIGNMENTS

### • 1) CASE STUDY

②

✓ Set: Thu week 1 ✓

✓ Submit: Mon week 4 → Pass, resubmitted

✓ Return: Fri week 4

### • 2) LANGUAGE ANALYSIS

①

✓ Set: Tue week 2 ✓

✓ Submit: Mon week 3 ✓

✓ Return: Fri week 3 ✓ → Pass

### 3) EVALUATION OF MATERIALS

③

✓ Set: Tue week 3

✓ Submit: Mon week 5 → Pass

✓ Return: Thu week 5

④

### • 4) REFLECTION ON TEACHING AND LEARNING

✓ Set: Mon week 2 ✓

✓ Submit: Tue week 5

Return: Fri week 5 → Pass

Aug 5/20  
S. Anna

due Monday Week 4

Pass

## STUDENT CASE STUDY

### Aim

To develop an insight into students as people and as language learners and to develop the ability to assess students' level and problems through a detailed study of one student.

### TASK

Select a student and arrange times to meet. Your TP class is the most obvious source, though the student doesn't have to be a TP student. Whoever you choose, however, should be actively studying English, i.e. attending a course somewhere, and should not be someone you know intimately !

Use the following notes to guide you and write a report on your case study. It would be helpful if you made use of headings and sub-headings. Please submit copies of any relevant material used.

This is a very practical assignment, and one where the process of actually "examining" a learner in some detail is just as important as the finished product.

### Section A: The student as a person and as a language learner

Here you are concerned with those factors that may influence or affect the student's learning, both positively and negatively.

Consider the following:

- The student's background
- Previous language learning experiences
  - How long has s/he been learning English ?
  - What approach was taken ?
  - What is her/his opinion of this previous experience ?
- Motivation
  - Any specific aims in learning English ?
- Attitude to learning and to the language
  - Does s/he like learning English ?
  - What language problems does s/he feel s/he has ?
  - What does s/he feel s/he needs to work on ?
  - Does s/he devote any time to study outside the classroom ?
- Anything else that you think may affect her/his learning

*(Section A should form no more than 25% of the total assignment)*

### Section B: The student's language level

Assess in the following areas:

1. Effectiveness of oral communication (speaking and listening)
  - How easily do you understand her/him ?
  - To what extent do you have to grade your language in order to make yourself understood ?
  - How easily does s/he understand you ?
  - Mention specific problems if appropriate.
2. Structural accuracy
  - Do grammatical errors impede your understanding ?
  - Are there any particular problem areas ? Give examples.
3. Appropriacy and survival English
  - Does s/he make marked conversational errors, such as sounding too formal informal ?
  - Ask a few survival situation questions of the "What would you say ....." variety. (Assess) the responses in terms of appropriacy (comment on accuracy only if it affects appropriacy). Give examples of some of the student's responses.

Survival English

#### 4. Pronunciation

Generally, how easy is s/he to listen to ? Are there any particular problem areas re pronunciation (e.g. sounds, stress, intonation, fluidity) ? Give examples.

#### 5. Writing

Assess this in terms of ability to write for a communicative purpose. You could ask the student to write a letter e.g. accepting an invitation to stay with an English-speaking friend. Assess the letter in terms of appropriacy and ability to convey the message.

*Attach a copy of the letter.*

#### Section C: Conclusions

*should be relevant to what was said before*

Imagine you were to give the students a recommended 'study plan' for the coming period. Which of the above areas would you advise her/him to work on in the immediate future ? State why you selected these particular areas.

*Your final report should be not less than 1000 words and - ideally - not more than 1500 words.*

#### WHAT ARE WE LOOKING FOR ?

An assignment that covers the topics outlined above. Evidence of ability to identify specific problems areas, to choose areas that need working on and to offer rationale for your choices. Some awareness of the factors that may influence learning.

We don't need to agree with everything you write, and we are aware of the relatively low level of TEFL experience that you're bringing to this assignment.

An example of a fail assignment could be one that is simply a vague +/- or anecdotal account of the topics you discussed, with little or no reference to the student's ability. Another example might be one that has an awful lot of information in section A, but little or no analysis in sections B and C.

*After we  
from Oxford*

*Scientific*

*his opinion of this  
I asked if he thought this is a good method of learning and he said "definitely"  
because it's natural language. He said how good the classes are depends on the  
teacher and that the material is secondary. (second). He learns a lot of things from  
movies*

*QA*

## Student Case Study

I approached Marek since he was the only person reading an English magazine (Newsweek) in the library. After I described the assignment, he seemed quite eager to share his language skills and to be helpful with the project.

Some background information concerning his work experience and education follows. He is now a legal assistant to a judge in a local court and is trained to be a lawyer.

Concerning his early English education, his earliest exposure to English was in elementary school, where his parents encouraged him to study English, <sup>and</sup> where he had compulsory Czech, Russian, and some German and English. For four years in middle school he studied the same four languages.

His opinion of the instruction was that it consisted of dry academic textbook knowledge involving rote learning with an emphasis on reading and writing. He said by the time he was 18 he "spoke poorly in English" and recalls having spoken to only one native speaker of English and had only spoken English to Czech teachers of English who were, according to him, not good at speaking English. After middle school he entered a technical college in 1989 and stayed until 1992. In 1993 he started at a law university where he got a law degree in 1998 and had English classes all along the way during those five years. He even had a course given by a non-Czech speaking professor from Washington, D.C. who gave a course entirely in English called "Introduction to the American legal System" so Marek received a great deal of listening practice in English from that course. Upon graduation in September 1998 he began working and continued his English studies with a more informal approach.

He is now enrolled in a class where he and four other students meet with a Czech teacher of English every Monday

evening. They read and study from a textbook (Cambridge Advanced English), discuss current topics from magazines and newspapers, and read short stories and screenplays.

Sometimes they also watch video-taped movies together as a class and with the pause button they stop the movie at some points and translate, reword ("retell" in his words), and discuss in English what happened up to that point. They will also rewind if necessary to repeat a scene and at the end of the movie they have a discussion about it. They recently watched A Fish Called Wanda which probably contains a number of difficult English puns and jokes needing explanation and discussion (he told me Czechs are particularly fond of alliteration and word play in their own language). When I asked him if he thought this was a good method of learning he said "definitely" because it's "natural language" and he learns idioms and slang which <sup>are</sup> what he thinks he needs most for everyday conversation. When the class is using the text or discussion <sup>and point</sup> he said how good the class is depends on the teacher's ability and that the material is secondary ("second").

He also studies on his own by reading magazines and newspapers in English and through conversation. I asked him why is he studying English and he answered: for his job, international travel, opportunities, the internet and email, and for enjoying cultural products such as movies and songs. Another reason is that he enjoys learning English and speaking to native speakers. He said English is important unlike Italian which he said was useless (I said "unless you're in Italy" and he said "or in New York").

Section B

Concerning his language abilities, his languages in descending order of proficiency are Czech (he once taught Czech in the Ukraine as a government missionary during a fall term at law school), English, Russian, German, and mostly for reading Italian and French though he feels he's forgotten much of the latter two from disuse. Regarding his spoken English I would say



- he is advanced in English conversation with minor grammatical and pronunciation errors (most usually the omission of articles). His vocabulary is very good but
- ① occasionally there are a few missed words (e.g. using "second" instead of "secondary"). He said the words he most wants to add to his vocabulary are slang words and idioms since those are the most useful for conversation. He said he wants to learn more, in his words, "street language rather than Oxford English" for practical English conversation.

In speaking to Marek, as I do with all second language listeners, I made an effort to enunciate words more clearly and carefully than I would with English native language listeners but the pace of speaking and the vocabulary is about the same. In speaking to him I didn't have to carefully monitor my language. He seemed to understand what I was saying (as he said he did) and I could understand him.

Concerning his pronunciation, his pronunciation sounds are Czech and he has a tendency to switch "v" and "w" which occasionally caused a misunderstood word. For instance, someone might think "woted" means "wanted" rather than the intended "voted". Another example is when he <sup>(saw)</sup> said "Woody Allen" he had to describe the person and mention that he is a comedian before I knew he was referring to "Woody Allen". Also sometimes his "th" sounds would have a "d" sound and an "ng" sound might become a "nk" sound.

His word stress has the Czech syllabic stress sound and rhythm but his speaking is fluid and I think he speaks with feeling. I consider him fluent though with some grammatical mistakes.

I think his overall effectiveness in communicating ideas is excellent.

Below are a few of the mispronounced words:

word:	pronounced as:
windows	→ "vindows"
fur caps	→ "for caps"
ceramics	→ "keramics"
very	→ "wery"
training	→ "trainink"
voted	→ "woted"
together	→ "togedder"
Woody	→ "Voody"

In grammar the most prevalent error was the omission of articles, particularly "a" and "an" and often "the".

Some of the incorrectly stated phrases were:

intended phrase:	what was said:
a person who I know	→ "a person which I know"
incorrect	relative pronoun

It hasn't been paid for yet → "We didn't buy it so far"  
 he might have been taught that "yet" means "so far"

It's difficult to explain it to you → "It's difficult to explain you"

what was said would mean it's difficult to describe

you or figure you out rather than the intended

"it's hard to say" or "it's hard to explain"

Also he would often end a sentence with "and this" meaning "and so on" or "and so forth" where it probably would be best to omit it altogether.

Below are examples of some of the survival questions I asked him.

I asked him what would you say if:

- You don't understand something

M: "Sorry, I don't understand"

(This is correct but a native speaker would probably say "I'm sorry, I don't understand")

- there's a medical emergency

(e.g. someone is having a heart attack in a restaurant)

M: "Call ambulance!"

(or he would call one himself)

(Here's an example of the omitted article "an". Here, in an emergency situation only the essential words are used by the non-native speakers and the low functional load words are omitted.)

- You witness a bad automobile accident

on the telephone, M: "So I am at the spot of accident. Come here! It's (gives address)."

(Again the article "an" is omitted. The native speaker would probably say "There's been an accident. <sup>Send help</sup> immediately!")

③

- you want to find the local Czech embassy

M: "Excuse me, can you show me on the map where is this address?"

or: where it is located?

A native speaker might say "Excuse me, I'm looking for the Czech embassy. Can you show me where it is on this map?" A person listening to the question as it was originally asked might not understand it.

④



- You want to know the cost of something  
M: "How much is it?"  
or: "What is the price?"  
✓ (These are correct but a native speaker might ask "How much does it cost?")
- You are one hour late to an appointment  
M: "Sorry, I'm really stupid! I'm late!"  
✓ (This is grammatically correct, perhaps including I'm sorry, but this statement shows a self-punishing and self-deprecating attitude toward the speaker for a lack of punctuality and politeness.)
- You call the police because there's been a burglary  
M: "Come to (he says the address)! because the house was robbed!"  
A native speaker might say "Come to (the address). We've been robbed!" In such an emergency the word "because" would not be used.

⑤

Concerning his writing ability the attached letter describes life in a kibbutz. The articles "a" and "an" are frequently omitted (on the verbatim page lines 1, 2, 4, 10, 13, 18)

Below are some of the spelling mistakes in the writing sample:

word:	spelled as:
bureaucratic	→ "bureocratic"
voluntary	→ "voluntarity"
definitely	→ "definetely"
thousands	→ "thousends"

✓ I think in the writing sample the level of <sup>(ability to convey the message)</sup> communication is very high with some grammatical errors involving verb tenses, relative pronouns, word choice and word order as indicated on the attached correction page.

Kuland 6.

We discussed this strip together and he explained the situation, and the slogans, and identified all of the characters — all in English.

REFLEX  
WADL

# ZELENÝ RAOUL

## NEKONEČNÝ PŘÍBĚH ČESKÉ REPUBLIKY OČIMA UFONA

SCÉNÁŘ: HRUTEBA ©  
KRESBY: ŠTEPÁN MAREŠ  
REŽIE: RUSÁKOV

V ROCE 2009 ŽIJE UŽ POUZE POSLEDNÍ STUDENT, KTERÝ SE UČASNIL VELKÉHO LISTOPADU 1989, VŠUDE KAM TENTO ČLOVĚK VYDĚJE, JE POMĚRNĚ VYŠNĚ A UCTIVĚN. NAKONEC — TĚSNĚ PŘED JEHO SMŘENÍM SE UKÁŽE, ŽE TENTO STUDENT JE VE SKUTEČNOSTI ZNÁMÝ ZPRÁVČÍK-RÓŽKA, ESTERHOU ZKROTILKA PŘESNĚ VŠECHNÝ A VŠECHNO...



NAŠE OBECNÍ HOSPODA VYDĚJE ZVENKU ROZDĚVILE...



... ALE UVNITŘ TO KVAŠE A KOPI...



... A JAK TEN PROFESOR DYNĚ MLUVÍ, NENÍ NEJAKÝ TERPEL?

MINIMI... JESTĚ PIVO, PEPO.



UŽ TENHO BUDO DOŠT? PIVO, VEN!

NEBO HO, TADYDILKA... DOMLUVME SE NA NEJŠÍ MLO-SEM.



STĚHNĚ SI SEKÁ KE SKOLU JEN JS TEJNĚ SVĚTĚ HRAJEM KAM-RADEM... JESTĚ PIVO, PEPO.



KDYŽ SE DOMLUVME NA PŘÍZ ZMĚNĚM, POUDE VENCA OD VALU...

JENŽE TĚ BY S NAMA DO TĚHO MUSEL JÍT I PEPA...

PŘED ODSTRANĚNÍM SVĚTĚSŤA MUSÍTE V RESTAURACI ZEMKAT "OČI DŮMŮ VĚTSINU..."



MEZITÍM PŘED HOSPODOU...



JESTĚ PIVO, PEPO.



KDE JE?

KAM ŠEL?

KAM ODEŠEL?

PETICE K 17. LISTOPADU SE STUDENTSKÝM VÝVODEM POKUSIL VYKLA Z RUKOU.

ČETLI JISTĚ DETEKTIVKU EDUARDA FIKERA ZNAMÉHO ČERNA? A ČETLI JISTĚ KODOLU NAVEŠE? UŽ JISTĚ NĚKDY JEDNĚ SNĚŽNĚ KALE? A KULE ARMATIVNĚ? BIL JAN TĚSKOČ PROBLÉMYM KEM HEDRAVITU? A VY?

POKRAČOVÁNÍ PŘÍSTĚ!

\* → He said that banner means "Thank you, but it's time to go"







## Study Plan

I think every language learner (or even native speaker) from beginning to advanced levels needs to add to his vocabulary - it's a never ending process. For a language learner it can be done by reading the word then looking it up and writing it down in a notebook, or better yet, on index cards which can then be alphabetized. The words learned by reading can then be used in speaking and listening. Marek expressed the desire to learn slang words and idioms in particular since he feels that those would be useful in everyday conversations.

For Marek I think the "v" and "w" pronunciation problem could be overcome by practice and by instinctively and subconsciously absorbing the concept that the two letters do not represent the same sound in English. Also the "th" and "ng" consonant blends could be absorbed through practice.

I think adding the articles (a, an, the) before nouns (and adjectives where appropriate) could also result with practice and use. One possible method is to read correctly written sentences containing the desired articles aloud. Another way is to listen to English language radio and also to listen to and talk to native speakers of English after being informed of the strong and weak pronunciations of the articles. One method is listening to and repeating cassette tapes that have the desired articles, vocabulary, pronunciation, and grammar. Another way is to include an article when learning a new noun vocabulary word. e.g. "an apple"

"a book"

"the tree", etc.

For Marek, I think it's a good idea to continue the weekly Monday class and to talk to as many native speakers of English as possible for practice. To improve, one has to continue practicing.

Richard B

## Corrections on the writing sample

- M: Once ~~upon a time~~ I lived in <sup>an</sup> agricultural settlement called <sup>an article omission</sup>
- M: <sup>It was</sup> Kibbutz. <sup>a</sup> Quite an interesting experience. And This system & organization <sup>sentence fragment</sup>
- M: of life fascinates me <sup>even now</sup> ~~until now~~. For <sup>myself</sup> ~~the~~ who <sup>grew</sup> ~~has grown up~~ in <sup>a</sup> system <sup>needed reflexive, simple past, article omission</sup>
- M: called communism which in fact was <sup>sf. bureau</sup> ~~bureaucratic~~ socialism <sup>it</sup> ~~seems to me~~ <sup>strange</sup> <sup>converb misplaced</sup>
- M: ~~strange~~ that something based on shared property and <sup>sf. voluntary</sup> ~~voluntarity~~ and
- M: Collective decisions can work and last for such a long time - in fact, for
- M: Several generations. <sup>It seems</sup> ~~It's~~ almost impossible that <sup>the</sup> even <sup>the</sup> children of children of <sup>the article omission</sup>
- M: the founders who were <sup>definitely sf.</sup> ~~definetely~~ idealists can still continue in the same
- M: project. This system <sup>suits</sup> ~~fits~~ only <sup>a small</sup> ~~to the~~ very minority of <sup>the</sup> a population,
- M: but it seems to me ~~strange~~ that there are <sup>any of</sup> even <sup>sf. a</sup> those couple of thousands
- M: of people <sup>who</sup> ~~which~~ are able to give up standard career <sup>lives</sup> life and <sup>who/which relative pronoun</sup>
- M: <sup>Paradise</sup> ~~egossim~~ and live so alternatively but ~~at least~~ economically successfully.
- M: It's <sup>an</sup> <sup>article omission</sup> interesting example that even very different ways of life
- M: can be lived and even succeed.

I think the content of the writing is very high although there are the grammatical and spelling errors as indicated.



Pavel KONEČNÝ

Once upon a time I lived in agricultural settlement called kibbutz. Quite an interesting experience. And this system & organization of life fascinates me until now. For we photographed up in system called communism which in fact was bureaucratic socialism - seems to me strange that something based on shared property and voluntariness and collective decisions can work and last for such a long time - in fact for several generations. It's almost impossible that even children of children of founders who were definitely idealists can still continue in the same project. This system fits only to very minority of population, but it seems to <sup>strongly</sup> ~~be~~ that there are even those couple of thousands of people which are able to give up standard career life and egoism and live so alternatively but at least economically successfully. It's interesting example that even very different way of life can be lived and even succeed.

0603.1680.11

Marck Konečný  
(Mark)

Richard B

### Verbatim:

1        Once upon a time I lived in agricultural settlement  
2        called Kibbutz. Quite an interesting experience. And  
3        this system & organisation of life fascinates me until  
4        now. For me who has grown up in system called  
5        communism which in fact was bureaucratic socialism  
6        seems to me strange that something based on  
7        shared property and voluntarity and collective  
8        decisions can work and last for such a long  
9        time — in fact for several generations. It's  
10       almost impossible that even children of children  
11       of founders who were definitely idealists can  
12       still continue in the same project. This system  
13       fits only to very minority of population, but it  
14       seems to me strange that there are even those  
15       ... couple of thousands of people which  
16       are able to give up standard career life and  
17       egoism and live so alternatively but at least  
18       economically successfully. It's interesting  
19       example that even very different way of life  
20       can be lived and even succeed.

(during the summer of 1991)

Richard D.

Corrected and revised:

Once I lived in an agricultural settlement called a Kibbutz. It was quite an interesting experience. This system and community of people fascinates me even now. For someone who grew up in a system called communism, which actually was bureaucratic socialism, it seems strange to me that a system based on shared property and voluntary yet collective decisions can work and last for such a long time—in fact, for several generations. It seems almost impossible that even the children of the children of the founders who were (most definitely) idealists can continue living harmoniously in the same project. This type of system is feasible for only a small minority of the population but it seems odd to me that there are any of those few thousand people who are willing to give up a normal career (or a higher standard of living) and their own egos and live such an alternative yet economically successful life. I think this is an interesting example that demonstrates that even very different ways of living can be experienced and can even succeed.

## RICHARD - Case Study


12

- ① 'missed words' is an odd way to describe it.
- ② A common reference to the mythical "Oxford English" !
- ③ He gets the message across though.
- ④ Not sure - I think they'd work out what he wanted.
- ⑤ OK, but I think you're being a bit harsh with him, from the survival English point of view.

You've made many successful improvements on your original version, + the end result is a good Case Study - well done.

A clear...

PASS



This can replace the original version in your file.

due Mon Week 3

CELTA COURSE ASSIGNMENT  
LANGUAGE ANALYSIS

Pass

Instructions

With each of the sentences below:

- Analyse the form (give the grammatical term for the language in question, if there is one)
- State what you see as the meaning / difference in meaning
- State what student problems you would anticipate if you were teaching it.
- State how you would check understanding; if appropriate use concept questions and/or timelines (not necessarily both - decide if it's more appropriate to use one or the other, or both).

You can assume the students know the vocabulary in the example. So, in q.2 for example, you don't need to analyse/check 'students', 'bell', etc. Deal only with the structures.

If you give concept questions, add the answers to the questions.

With questions that give two or more sentences, your task is to deal with the differences between them, not examine each one in isolation.

---

Example - I used to go to the cinema every weekend.

Form

subj. + 'used to' + 'infinitive without 'to'

(There's no special grammatical term for this form)

Meaning

A repeated action in the past. Suggests former habit, or at least that the action was done regularly.

Anticipated problems (a selection)

Confusion with 'to be used to' (e.g. I'm used to walking to work)

Problems with form: e.g. "I'm used to go to the cinema"

Pronunciation: e.g. saying /ju:zd tu:/ instead of /ju:s tə/

Checking understanding

Do I go now ? (No)

Did I go often ? (Yes)

---

see over for main task



## Task

- 1a She's lived there for years.
- 1b She lived there for years.
- 2a The students had left when the bell rang.
- 2b The students left when the bell rang.
- 2c The students were leaving when the bell rang.
- 3. I was going to ring you yesterday.
- 4. I wish I'd known.
- 5. He had his car repaired.
- 6a I'll visit my grandmother tomorrow.
- 6b I'm going to visit my grandmother tomorrow.
- 7a They stopped to talk to each other.
- 7b They stopped talking to each other.
- 8a If I have time this weekend I'll go to the pub.
- 8b If I had time this weekend I'd go to the pub.

form  
meaning  
anticipate problems  
check understanding

## WHAT ARE WE LOOKING FOR ?

Evidence of ability to analyse form.

Evidence of ability to analyse meaning.

Evidence of ability to identify what might cause students problems with the above.

Evidence of ability to think of clear ways of checking understanding.

All are equally important.

You don't have to get them all "right" to pass. What might cause a fail ? Consistent inability to show evidence of one of the above (e.g. a candidate who consistently failed to show evidence of ability to analyse form would probably fail, regardless of evidence they'd showed in other areas). Also, seriously wayward answers on two or more questions would mean that failing is a possibility; in such a case it might depend on how well you'd done on other questions.

There's no upper or lower word limit for this assignment. Simply do it !

Monday, Week 3

Richard Bloodworth

## Language Analysis

Below are examples of sentences analyzed for their form, meaning, anticipated students' problems, and methods for checking the students' understanding.

ex. 1a. She's lived there for years.

She's = She has → She has lived there for years.

form: Subject + auxiliary verb (has) + past participle +  
[adverb + preposition + object of the preposition.] (1)

She | has lived  
          ~~here~~ for years (2)

meaning: She lives there (where she now lives) now and  
has been living there for (implied: many) years. ✓

anticipated problems: The student thinking that the subject  
lived there in the past for a stretch of several years  
but not now.

pronunciation: the student not  
pronouncing the second "s" in "she's" thus changing  
the meaning of the sentence or the student pronouncing  
the second "s" in "she's" as an "z" rather than a "z".  
Possibly pronouncing "lived" as "laivd" rather than "lɪvd".

checking understanding: Does she live there now? Yes ✓  
Has she lived there for a long time? Yes ✓

ex. 1b. She lived there for years

form: Subject + simple past verb + [adverb +  
object of preposition stating time passage.]

She | lived  
          ~~here~~ for years

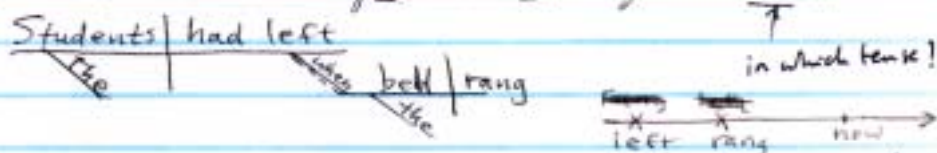
meaning: She lived there in the past for (implied:  
several) years. ✓

anticipating problems: <sup>the student</sup> thinking "for" is "four" ✓

pronunciation problems: pronouncing "lived" as "laivd" rather than "LIVd". ✓

checking understanding: Does she live there now? No ✓  
Did she live there in the past? Yes  
Did she live there for a long time? Yes

2a. The students had left when the bell rang.  
form: [Article + plural] subject + past perfect verb +  
adverbial clause containing [an article] + subject + verb.

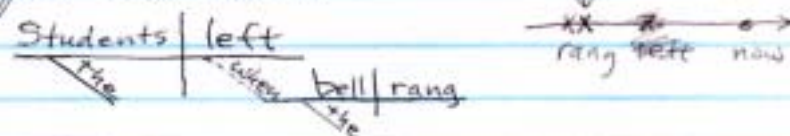


meaning: At the moment the bell rang (in a past time) the students were not there because they had already gone. (left)

anticipating problem: The student thinking ~~thinking~~ that the students left after hearing the bell. ✓ The students possibly confusing "left" with the directional indication.

checking understanding: Did the students hear the bell before they left? No ✓  
Did the students leave after or when the bell rang? <sup>before</sup> No  
Were the rooms empty of students when the bell rang? yes

2b. The students left when the bell rang.  
form: [Articles +] subject + past tense + adverbial  
past tense clause.



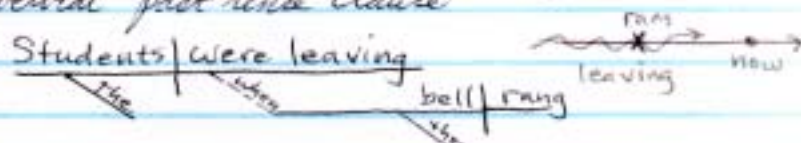
meaning: Upon hearing the bell the students vacated the rooms. ✓

anticipating problems: Perhaps confusing left with the directional indication. Perhaps not understanding "when the bell rang" as meaning the moment the bell rang. ✓

checking understanding: Were the students in the room when the bell rang? Yes ✓

Did they leave the room after (or at the moment) the bell rang? Yes ✓

ex 2c The students were leaving when the bell rang.  
form: [Article +] Subject + past continuous verb +  
 adverbial past tense clause ⑤



meaning: At the moment the bell rang the students were already in the process of leaving the room. ✓

anticipated problems: Difficulty with the past continuous as an action occurring over an extended period of time. Perhaps, with the adverbial clause "when the bell rang" meaning the moment the bell rang rather than "when did it ring?" ⑥

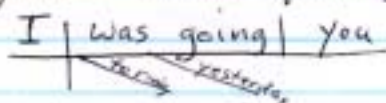
checking understanding: Did the students leave before the bell rang? No

Did the students leave after the bell rang? No ✓

During the ringing of the bell were the students leaving? Yes ⑦ ⑧

ex 3 I was going to ring you yesterday.

form: Subject + past progressive verb + infinitive +  
 [Object + adverb of time.]



meaning: I had intended to call on the telephone yesterday (but something came up that prevented me from doing so, or I forgot) ✓



anticipated problems: the meaning of "was going" as a past intention possibly thinking of "ring" as referring to the band worn around the finger so that perhaps the student is thinking that the speaker was thinking of giving a ring to someone yesterday. ✓

checking understanding: Did the subject call you  
yesterday? No ✓

Did I intend (want) to? Yes ✓

Did I try to call you yesterday? No ✓

Did I forget to call? Maybe ✓

ex. 4 I wish I'd known.

$I'd = I \text{ had} \rightarrow I \text{ wish (that) } I \text{ had known.}$

form: Subject + present tense verb + (that) + clause containing a subject + a past perfect verb (had + past participle).

I wish (that) I had known

meaning: I wish (desire) now that in the past I knew then what I know now. ✓

Anticipated problems: The student perhaps thinking of "wish" as meaning "to make a wish". The student thinking that the subject still does not know. ✓

Checking understanding: Do I know now? yes ✓

Did I know before now? No ✓

Do I wish that I have the knowledge I 9  
have ~~to~~ now at a particular time in the past?

ex. 5 He had his car repaired

Form: Subject + auxiliary <sup>have</sup> verb + [adjective] +  
object + past tense verb

⑪ past participle

He had repaired car



meaning: In the past he had someone repair or fix his automobile for him rather than him doing it himself. ✓

anticipated problems: The student thinking the subject repaired the car himself. Difficulty with the split auxiliary verb and verb had... repaired. Perhaps using "have" instead of "had". Perhaps vocabulary problems with "repaired" thinking it means "to pair together again". (12)

Checking understanding: Did he have his car repaired? Yes (had his car) → Did he do it himself? No (repaired) → Was his car coupled with another car again? No (13)

ex 6a

I'll visit my grandmother tomorrow.

I'll = I will (or shall) visit my grandmother tomorrow.

form: Subject + future verb (auxiliary verb will + present tense form) [+ adjective + object + adverb of time]

I | will visit | grandmother  
           ~~tomorrow~~                   ~~by~~

meaning: Tomorrow I will go and see (visit) my grandmother (probably where she lives). (14)

anticipated problems: not hearing the future tense.

Pronunciation: not pronouncing the "ll" in "I'll" so that "I'll" could be pronounced as "ai" instead of "ail". ✓

Checking Comprehension: Will you see your grandmother tomorrow? Yes  
 Will she come to your house? No  
 Will you go to her house (or where she lives)? Yes. (15)

ex 6b. I'm going to visit my grandmother tomorrow.

I'm = I am → I am going to visit my grandmother tomorrow.

form: Subject (present continuous form + infinitive suggesting future intention) [+ adjective + object + adverb of time]

I | am going | grandmother  
 to visit to tomorrow my

meaning: My intentions or plans are to go and see my grandmother (probably where she lives) tomorrow.

anticipated problem: The student not understanding "I'm going to visit" as representing a future action and instead saying "I go visit" or "I go to visit".

checking understanding: Do you plan to see my grandmother tomorrow? Yes ✓  
 Is she coming to my house? Yes No  
 Am I going to her house? Yes

ex 7a They stopped to talk to each other.

form: [Pronoun subject + past verb + infinitive + preposition + adverbial determiner + object of preposition]

They | stopped  
 to talk to other each

stopped  
~~XXXXXX~~  
 talk

meaning: They were in motion, probably walking or engaged in some activity, but halted their action in order to be able to converse with one another.

anticipated problem: The student might think that the (probably) two people were talking but then stopped talking to each other. Also, not understanding "each other" as meaning two people mutually engaged in an activity.



Checking understanding: Did they talk to each other? yes  
 Did they stop what they were doing ~~in~~  
 in order to talk to each other? yes  
 Did they stop talking? No

(17)

ex 7b They stopped talking to each other.

Form: (Pronoun <sup>subject</sup>) + past verb + present  
 participle <sup>with determiner</sup> + [preposition + object of the preposition]  
 > gerund talking stopped hold

meaning: They were in the act of talking to each other and then they stopped. ✓

anticipated problems: The student not understanding that the two people were talking and then stopped. The student thinking that perhaps the two will never talk to each other again. The student not understanding "each other" as meaning a <sup>mutually</sup> ~~mutual~~ two people engaged in an activity.

Checking understanding: Did they stop talking? yes  
 Were they talking to each other? yes.  
 "Was one of the people talking to the other person? yes  
 Did they continue to talk to each other? No

(20)

ex. 8a If I have time this weekend I'll go to the pub.

Form: Conditional Clause beginning with "if" + Subject +  
 present verb + object, + Subject + future verb +  
 [preposition + object of preposition].  
 (cause / time / condition + verb)

I will go

to pub

If I have time

weekend

meaning: On the condition that time allows me to I will go to the pub this weekend.

anticipated problem: Understanding "If I have time" as a condition and "have time" meaning "to have enough free time", Pronouncing "I'll" as "ai" instead of "aiI"

checking understanding: <sup>Am I</sup> ~~Are you~~ going to the pub this weekend? Maybe.

Do I want to go to the pub this weekend? Yes.

Do ~~you~~ <sup>I</sup> have enough time to go to the pub this weekend? Maybe. ✓

ex. 8b <sup>if I would</sup> If I had the time this weekend I'd go to the pub.

form: Conditional clause with subject and past perfect verb + <sup>with its</sup> object <sup>adjective + noun</sup> + the main subject + auxiliary verb + present verb + [preposition + article + object + object of the preposition].

I | would go <sub>to pub</sub> <sub>this weekend</sub> if I | had | time <sub>to go</sub>

meaning: This could mean (if ~~it were~~ <sup>this weekend</sup> you) I would go to the pub, if I had the time. It sounds as if the speaker is encouraging the other to go to the pub.

(25)  
(likelihood)

anticipated problems: The student not understanding that "If I had the time" refers to a future state.

The student thinking "I'd" means "I had" rather than "I would". ✓

checking understanding: Do I want to go to the pub? Yes.  
Am I encouraging someone to go to the pub? Possibly.  
Is that person going to the pub? Maybe.  
Am I going to the pub? Probably not.

(25)

- ① No need to mention this. It's not intrinsic to the structure. (See my square brackets throughout the assignment)
- ② By all means use these if they help you analyse the structure. Bear in mind, though, that if they are not 'universally accepted convention', and many puzzle students.
- ③ This concept question repeats the target structure, so is best avoided.
- ④ Quite a difficult question for the students.
- ⑤ State the form of the Past Continuous.
- ⑥ Not sure what you mean here.
- ⑦ D.H. ④
- ⑧ As, in 2abc, we're dealing with sequence of action, I think timelines would be more effective than concept questions. See overleaf for examples.
- ⑨ Whoah! This question's far too complicated. How about "Am I happy about it?"!  
 - 'have' is intrinsic to this structure.
- ⑪ This is a Past Participle.
- ⑫ Repeats the target structure.
- ⑬ I don't understand this question.
- ⑭ You need to say something about when the decision was made.
- ⑮ Doesn't focus on the 'decision' aspect, nor does it offer contrast with the 'going to' sentence.
- ⑯ 'going' is intrinsic to this structure.
- ⑰ OK, though a bit complicated. Alternative: "Which happened first?"
- ⑱ It's technically a gerund here.
- ⑲ Which is possible.
- ⑳ Quite confusing. See ⑬. See also ⑧
- ㉑ It's not Past Perfect, it's Past Simple
- ㉒ Careful! This could imply that they can put any auxiliary verb here!
- ㉓ infinitive (without 'to')
- ㉔ You need to look again at your analysis of this form.
- ㉕ I don't think the 'encouragement' angle is necessarily part of the concept. The key difference between 8a + 8b is how the speaker views the likelihood of the pub visit.

(+ the form of 8b)

You need to think again about the meaning of 6a, 8a + 8b, and some of your concept questions are over-complicated. However, in much of the assignment you analyse form + meaning thoroughly and check understanding clearly. Your 'Anticipated Problems' sections ~~were~~ are particularly thorough. In all, a pass.

PASS

J.



# ANALYSING LANGUAGE FOR TEACHING PURPOSES

Richard

Language: (English) sentence: I wish I lived in Paris,.....

Concept:

I don't now live in Paris  
but would like (prefer) to,  
(rather than where I live now), ✓

Form:

I wish (that) I lived (in Paris)  
verb                      verb                      preposition                      object of preposition  
Subject + predicate + Subordinate clause  
No need to analyse this. It's not intrinsic to the structure.

I | wish  
I | lived  
in Paris

Pronunciation:

I wish I lived in Paris, strongest  
emphasis is on wish, (or perhaps equally so with "lived")  
lived → as in "liv" + d (not live + d) ✓

Anticipated problems:

Students thinking "I wish I had lived in Paris  
in the Past." ✓

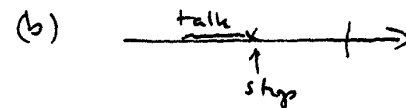
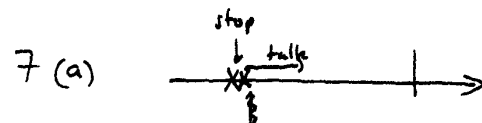
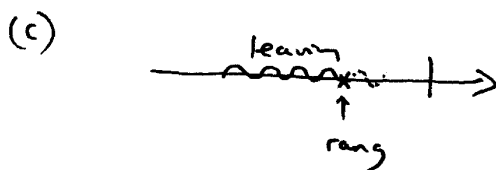
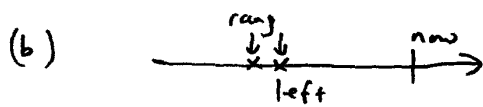
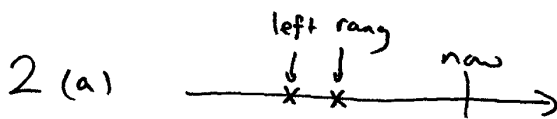
Assumptions:

awareness of the meanings of the words  
wish (desire) and the city of Paris. Awareness of the  
past tense form representing a present time condition. ✓

This is fine, Richard. ✓

Richard Bloodworth

- Library 20 7:30-2:30
- Cafe ~~near~~ Lib-2 2:30-5:30
- Old Town Square 5:30-6:00
- Restaurant bar 6:00



## EVALUATION OF MATERIALS ASSIGNMENT

Pgs

### AIMS

To provide you with practice in evaluating material in an everyday teaching context.

To give you the chance to think about criteria for selection/rejection of material in this context, and how to exploit the material.

To provide you with the opportunity to think about preparing longer lessons than you teach on the course.

### SCENARIO

You teach a class of 12 intermediate students for 2 x 90 minute lessons a week. They are a reasonably motivated and lively class, with a range of different interests - most of them work hard at their English, and study at home. However there are a few students who are noticeably weaker than the others, particularly at grammar and speaking. They all appreciate skills work and learning new vocabulary. Some of the students in the class don't enjoy writing, as they find it difficult and time consuming. The students don't respond well to lessons that appear to be an unrelated mixture of different activities. A few of the students will be going to the UK for a business trip very soon; one or two of the others have been to the UK on holiday, but the rest have never been to an English-speaking country.

The class are using New Headway Intermediate as their coursebook; as the students have paid for the book (and like it), they like and expect to use it. The "mid-course" point is approaching, by which stage the class should have finished Unit 6. You only have 2 lessons to cover the material from this unit and you don't have time to use supplementary material, so you're going to have to be selective, and you'll need to think about how you'll explain your choices of what to cover to the students - as they may want to know why you're not covering everything in the unit.

This scenario is very similar to situations our own teachers are often faced with.

### TASK

After looking carefully at the material and taking into account the above class profile....

1) State what material you would choose not to cover, and why.

With the remaining material.....

2) State what you would include in the first lesson and what you would include in the second lesson. Give your rationale.

3) State which sections/activities you would use exactly as laid out in the book, and which you would adapt. Give your rationale in each case. With adapted sections, state how you would adapt them.

## ORGANISATION

It may be easier to cover point (1) in a separate section.

Thereafter it will probably be easier to deal with (2) and (3) together: go through each lesson, mentioning the coursebook stages/exercises in the order that you would cover them and stating at each point whether you would adapt (2) or not (3).

## WHAT ARE WE LOOKING FOR ?

One thing we are not looking for is an assignment that does it "the correct way"; there are many different ways of approaching the material in this unit, and the tutors themselves would probably approach it differently from each other. The notes under "Scenario" are not cleverly designed to lead you towards "the right answer".

So what are we looking for ?

- Rationale: In this case, evidence that you can evaluate published material and make an informed choice on what to include, exclude or adapt in a particular teaching situation. Consistent failure to state rationale would probably be the most likely cause of a Fail grade on this assignment
- Realistic amount: Evidence that you have an idea about what can be covered in a 90-minute lesson (though we accept that you haven't seen the students in question !)
- Balance: Does the material you've chosen provide enough variety of focus for each 90-minute lesson ?

## HOW MUCH DETAIL ?

This is a question that arises in particular when you're writing about how you might adapt something. Two examples (not referring to a particular section of the unit):

- Imagine a c/bk exercise which lists some questions and asks the students to answer them:
  - *I would adapt this into a pair work activity, with the students asking each other the questions in pairs..... This is fine.*
  - *I would adapt this into a pair work activity. I would regroup the students, asking them to line up according to their birthdays, with those born closer to Jan 1st near the door and those born closer to Dec 31st near the window. I would then ensure that they sat in pairs facing each other and let them start. Meanwhile I would monitor for errors..... This is too much ! We don't need all the 'classroom management' aspects of the lesson.*
- Imagine a c/bk exercise which states "Look up the following words in your dictionary":
  - *Instead of this I would try to elicit the words from the students.... This is fine.*
  - *Instead of this I would try to elicit the words from the students; with the first word I would mime the action; with the second I would draw a picture on the board.... Too much. We don't need a virtual transcript of the lesson. The aim of the assignment is not to evaluate how well you can teach - we get many other opportunities for that !*

State rationale (say why)

u

about ~ 500

Richard Bloodworth

## Evaluation of Materials Assignment

Following is an assessment of the course materials to be used for teaching 12 intermediate students of English as a second language and the lesson outline plan using "New Headway Intermediate" by John and Liz Soars (oup). Following is what material is to be included and what sections are to be omitted and why and which sections could be adapted and modified.

The entire Unit 6 can be covered; <sup>①</sup> first, pages 56 through 59 for lesson 1 and then the remaining pages 60 through 64 for lesson 2. I would do most of the book exercises but not play the tapes T41, T42, T43, T44, or T44 in the interest of time conservation and also because most of the taped dialogues only supply one word for fill-in the blank sentences which could be compared and checked in pair groups and the answers could be finally checked with the printed transcripts. <sup>②</sup> Also the language review on page 59 would have already been referred to by having done the previous exercises and could be skipped. On lesson 2, which involves listening and speaking, I would include taped dialogues T46a and T46b even though they are lengthy since they are necessary if the listening exercise is to be done but not T47 also <sup>because of</sup> the time factor but also since the script is in <sup>③</sup> the student's book and can be read silently. I would not do (or have the students do) p. 63 ex 3 (find the mistakes in the room) because I think first reading "My favorite room" and then doing exercise 1 where they (the students) draw a room plan and then describe it by writing adjectives <sup>about it</sup> is enough. Also I would not have them do p. 64 ex 6 because most don't enjoy doing the writing assignments and because it could take them an hour <sup>or longer</sup> to write a 250 word description of the room. I think that sort



of assignment is best left as a (voluntary) homework assignment. ✓

# LESSON ONE:

In the first lesson I would have the students proceed through the book chronologically and systematically in the order the material is presented. ④ I would have the students do the first test your grammar section to help determine the use of "like" as a verb or as a preposition and to help explain the meaning within a context. ⑤ The second exercise, matching a sentence with a picture would be useful to demonstrate the differences between the two also using comprehension checking questions, drawing a time line and perhaps miming by students. ✓ Presentation (1) ex. 1 p. 56 would be good to include since it would start a discussion about school exchange programs ex. 2 would be good for reading and understanding the contextual use of "like". Grammar questions p. 57 could be used since they would check the understanding of meaning. The practice questions and answers p. 57 would also check understanding of meaning using questions. At this point I would adapt and modify question 1 p. 57 and, in pairs, have the students make four columns from a, b, c, d and under each have them list some appropriate adjectives and nouns (a. What does he like? b. What's he like? c. What does he look like? d. How is he?) in order to be able to develop a variety of responses. ✓ Afterwards, I would get the students to discuss in pairs things they like from ex. 3 p. 57 since I think they would enjoy this, they would get speaking practice, they would get to talk about themselves (everybody's favourite subject?) and about what they like. ⑥

Next page 58 presentation (2) is a good exercise to practice verb + ing or the infinitive form done as a reading exercise. ⑦ After this the Grammar question p. 58 could be used to check comprehension and approached in a similar way to the previous match the sentence



with the picture from p. 56 in checking for comprehension. The 1 Grammar and listening p. 58 could also be done and checked in pairs and would help identify the form (verb + ing or infinitive) within a context. Next would be Discussing Grammar p. 58 to help the students learn the appropriate word to use and then the Concept Questions could help them understand the meaning more completely. Page 58, 2(2) could help the students learn to change the form and thus the meaning of these sentences.

Ex. 2 p. 59 would be a good exercise to have the students pick the correct words then have the students briefly compare answers in pairs. At this point I would play tape T45 from p. 59 ex 3 in order for the students to check their answers and to end the class with the audio variety provided by the recorded tapes. At the end of lesson one I would hand out a copy of the printed transcripts T41 to T45 so that the students could check their previous answers. (10)

#### LESSON TWO:

In Lesson 2 (the second 90 minute lesson) which concerns mostly reading, speaking, and listening, I would also have the class go through the text systematically having them first do the p. 60 Pre-reading task in pairs, as the book suggests, to get the students talking about food from the countries mentioned. I think this would be a good source of discussion and would then lead in to the readings and discussions of English food. The quotes by the writers might not be fully understood by them but it would be worth their reading quickly before scanning the article to match the general sentences on p. 60, bottom left. This could help them learn to scan read for gist or for specific words. Then a silent independent reading would prepare them for the comprehension check questions that follow on p. 61. (12)

(13)

(14)



At this point I would alter the book's order somewhat and have them first do the language work p. 61 in pairs in order to look for the verb +ing or infinitive and then I would have do the p. 61 Discussion ex. 1 and 2 in pairs to get them to speak about food, culture, favorite places to eat and why. Then after their pair work I would ask the Class questions and whoever wants can answer and we could start a general classroom discussion to get everyone speaking. (15)

The next section involves listening and speaking. I would have the students in pairs discuss the p. 62 Pre-listening task about New York and London to get them talking and to generate their interest in a discussion and the listening task to follow. Then I would ask the class members to comment on the questions (Have you been to New York or London? etc.) for a brief class discussion. After this, I would first have them quickly scan the comprehension check questions p. 62 and to become familiar with the chart form on p. 62 to prepare them for the task to follow. I would give the class the instructions for the task (fill in the chart) then I would have the class listen together to tape T. 46a writing their answers (under "Bob and Sheila") as they listen. Then I would play tape T. 46b and have them answer the same questions (under "Terry"). These exercises are done for listening practice and to develop their listening skills as well as to learn the various uses of "like". After the tapes are played, in pairs they can compare their answers. (16)

The next section is called "writing and speaking" but I would modify it to be "reading and speaking". The first exercise I would have them do is ex. 2 p. 63 as a reading exercise. They would read "My favourite room" for reading practice and in order to prepare them to think of their own room description. After the reading, (17)



they will do Describing a room ex. 1 p. 63 where they can visualize by drawing a floor plan and list adjectives. <sup>describing the room</sup> In pairs, they compare their results for speaking practice. (18)

(19) The next part is a grammar practice ex. 4 p. 64 finding the relative pronouns "which" and "where" which could help them identify their correct usage and placement in a sentence. This exercise would also help them to learn to scan read for gist or for specific purposes such as looking for particular words. The next grammar exercise is ex. 5 p. 64 would be done individually and then checked in pairs and would help them with the correct usage and placement of the relative pronouns: who, which, that, where, and whose. The final exercise which could be done in pairs is the Post Script p. 64 which could be adapted to the amount of time remaining in the lesson. This exercise would be useful as good practice with functional and situational language. (20) In the last 3 or 4 minutes of the class there could be a general class discussion about these "Signs and soundbites" for speaking practice.



- ① The entire unit! Very ambitious!
- ② Do you think this would take less time?
- ③ Not necessarily a bad decision, but would it take longer to read and listen or just to read? I believe the latter may be more time-consuming for ss as they set their own pace.
- ④ What is your rationale here - the authors are not gods!
- ⑤ Any adaptations? If so, why? If not, why not?
- ⑥ You have simply stated why these are in the books, not your rationale for using them or how you would use them.
- ⑦ Better. I can see how this would work and why ✓
- ⑧ What would be ss reason for listening to each other?
- ⑨ Rationale? Any adaptation?
- ~~⑩ Rationale? I don't see how this would work, the picture is specific to~~  
~~stop + my~~  
~~stop + repetitive~~
- ⑩ Rationale for selection and/or adaptation?
- ⑪ Does this mean you wouldn't check answers during the lesson ?!!?
- ⑫ Why?
- ⑬ scan for specific information. skim for gist.
- ⑭ see ⑩
- ⑮ see ⑩
- ⑯ Rationale for adaptation?
- ⑰ What is the reading task?
- ⑱ see ⑩
- ⑲ see ⑩
- ⑳ Why is this specifically useful? Mention class profile.

---

Your decision to include nearly all the material represents either serious under-exploitation or a severe lack of awareness of how long activities will take.

You have not mentioned your rationale for selection, rejection or adaptation of material very often.

Overall, you have done enough to squeeze a...

PASS

Sim  
~

due Week 5 Tues

Pass

## CELTA ASSIGNMENT - REFLECTION ON TEACHING AND LEARNING

### AIM / RATIONALE

There is perhaps a danger that on this course you can become too focused on your own lessons, and the feedback on those lessons, and therefore fail to take full advantage of all the other teaching that's going on around you. This assignment is an attempt to encourage you to think carefully about what you have gained or are gaining from the observation of others.

It will also allow the tutors to assess how well you can identify aspects of other people's lessons, or discussions on such lessons, that you feel can inform your own classroom teaching.

### TASK

We would like you to write a summary of what you feel you gained from observation of colleagues and ILC teachers. You might mention things that worked well in the lessons (and why), things that didn't work so well (and why not) and draw conclusions from this. You may often see an opportunity to draw a parallel between an observed lesson and a previous lesson of your own - if so, by all means state it.

Try to see it not so much as a report on what happened but as a summary of what you feel you gained.

Don't feel you have to 'name names'. Indeed, when making a comment inspired by something you've seen in a lesson by an ILC teacher, we'd prefer it if you didn't name names. We've stressed to our teachers that CELTA lesson observations will not be used as a way of obtaining 'covert feedback', and we want to stick to that pledge.

The final section of this assignment should summarise the implications for your own teaching, i.e. based on your thoughts on observation, what relative strengths do you identify in your own teaching, and what are the main areas you need to work on in the immediate future.

### ORGANISATION

As you have three weeks to write this assignment, you might find it convenient to divide it into what you gained in each of the first four weeks. Alternatively, you might arrange it according to different areas of teaching (probably a more difficult task). Up to you.

### WHAT WE'RE LOOKING FOR

Difficult to be specific, as this is a very personal assignment. Many different approaches to the assignment may be equally valid. We don't want to read a 'stream of consciousness', nor a simple report on what happened in the various classrooms over the period, with no reference to what you gained and/or conclude from it; such assignments would probably fail.

As this is submitted near the end of the course, we'll read them all through as soon as we get them, so that we can identify any possible 'fails' and tell the candidates concerned immediately.

How long should it be? 500 words is probably about right, though this is a guideline rather than a requirement.

Richard Blodworth

## Reflections on Teaching and Learning

While observing the other trainees and the ILC teachers I saw several techniques I would like to incorporate into my own lessons.

Watching the other trainees I saw many pleasant personalities (not to be underestimated as an element of teaching) developing good rapport with the students. We were all learning how and, more importantly, when to state task requirements for the lesson; that is, before, not during, an exercise. I saw many of the teachers give time limits ("you have 3 minutes") to do the exercises necessary for time constraints. We were all eager to teach and I think many felt rushed at the beginning of the course during the lessons. We were all careful to try to enunciate clearly and to articulate instructions.

While watching the ILC teachers I noticed them giving pleasant initial greetings to relax the students and to establish teacher-student rapport thus creating a friendly, relaxed and non-threatening environment conducive to learning. The teachers would usually write the topic to be covered that day on the board and would then proceed with warm-up activities or games to illustrate the concept and have the class activities proceed at a natural, unrushed pace. Student involvement was maximized with frequent pair work and sometimes the room was divided into <sup>2 teams</sup> halves of student. In games, points were given to the side with the correct answers thus accomplishing learning in an entertaining context. The supplementary materials (handouts, games, cassette tapes) were kept to a minimum with usually not more than 2 of these activities per lesson so as not to clutter and confuse the

And what  
is your  
conclusion?



procedure of the lesson. → What's your lesson here?

In the lessons I observed the ideas that worked well follow. Eliciting is one of the best methods of getting points across particularly in moving conceptually from meaning to form. Student-teacher interaction as well as student-student interaction is usually effective<sup>too</sup>. Also, what works well is simplicity of instruction and execution and to enunciate clearly and, sometimes, speak slowly. Comprehension checking to test the students' understanding and feedback stages are useful. One idea I used that worked was to label long sentences (A, B, C...) when having them arranged so that the entire sentence doesn't need to be written when giving the answers. Also, pair work is usually effective for maximizing student involvement (if there is an odd number then one group can be with 3 students). Feedback stages are helpful after pair work or task completion.

Some good points raised

The times when a lesson didn't work was when there were too many activities or peripheral supplements such as strips of paper or cassette (or video) tapes. Also, too much talking or lecturing by the teacher is not effective since eliciting is one of the most effective methods of learning. Too much reliance on technology can be a problem too, <sup>such as</sup> operating televisions, tape players, advancing the tape, potential mechanical difficulties. Also, reading aloud by the students is usually not a good idea except for pronunciation practice (but not for comprehension). Also it's not a good idea to <sup>mostly</sup> address a dominant (though perhaps good) student in the class. Talking to students in a stern or demanding way should be avoided.

Are all these points definite "crimes" in the classroom?



As for myself, I think I need to maximize student involvement (with pair work, for instance). I need to be sure to state the assignment task clearly and at the right moment in the lesson. I need to give vocabulary explanations before the task and not during. I need to try to elicit information allowing the information to follow from meaning to form and at the end of a task I need to check the students' understanding of meaning. On a personal level, I want myself and the students to relax so that a good rapport can be established. → You have greatly achieved this.

⊗ Not "explanations" but "demonstration of meaning"

What I think I am good at is empathizing with the students (understanding the difficulty of learning a second language and understanding their language needs). I think I generally have an awareness of the students' misunderstandings (of grammar, vocabulary, etc.) and of their language strengths and weaknesses. I think my strength is supplying appropriate supplements and visuals and discussing topics that students are interested in. Some of the above is certainly true.

What I need to try to not do is to have the students read out loud unless there is a justifiable reason. Also I should try to not talk too much as a teacher and not over-explain concepts but instead use eliciting. Also, I should try not to interrupt students while they are doing a task.

But how does this come from observation?

Of what I have learned from this training course I would say the three golden words are: elicit, maximize, and check; that is, elicit information from the students to go from meaning to form, maximize student involvement with interactive processes such as pair work, and check the students' understanding of meaning with methods such as concept questions.

Richard B.

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With the information and training obtained during this training course I think I will be better equipped to handle many situations I would encounter while teaching English to language learners.

You make many sensible points about teaching and learning, but often veer away from the task of saying what you have gained from observation rather than from the course as a whole. There is, however, enough reference to observation for you to merit a...

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