

Fehamet — Detailed Profile of a Language Learner

Learner identification

Fehamet is a 29-year old student from Turkey. I have chosen her for my assignment as I will be soon teaching in Turkey and do not have much experience with Turkish learners of English. In addition to that, I want to find ways of helping her improve her English, as I have observed, in and outside of class, that she has many good learner qualities but also some negative attitudes that might hinder her learning.

General background

Fehamet studied economics and is an office worker in a textile company in Turkey. She lives with her family in Tarsus, a town in the south-west of Turkey. She likes to have her family and friends around. In her free time, she plays tennis, goes bowling and likes meeting her friends. She reads thrillers, history books and biographies. She follows international and regional news regularly and has a good general knowledge. This is Fehamet's first time abroad and she is very homesick.

Language learning background

Former

Fehamet started learning English at sixteen. The lessons were based on the grammar-translation method. She hated English and was not good at it. Later, she took English lessons at university. Before she came to the UK, she had private lessons for several months, which were also grammar-focused.

Present

Fehamet was placed at elementary level when she arrived and has moved up to pre-intermediate and has improved greatly since. At the beginning, it was obvious that she had a good passive knowledge but could not put it into practice. Whitehead¹ calls this inability "The Inert Knowledge Problem".

She has been here for two months and is planning to stay for at least six months and, if necessary, for a year. At the moment, she is attending a general English course. When she goes back, she wants to take the TOEFL test.

Fehamet takes her lessons very seriously. She makes use of the multi-media centre frequently, attends additional free lessons, participates in excursions and speaks to students from different countries.

¹ 1929 in Renkl, A, Mandl, H. & Gruber 1996

Learning needs

To find out about Fehamet's needs and wants, I asked her to fill in a needs analysis form² and spoke to her. At work, Fehamet rarely needs English but will need it more in the future. Then, it will be in different business situations, written and spoken English. She also wants to improve her English to pass the TOEFL exam and for travelling.

She wants to improve all systems and skills especially speaking fluency and accuracy and understanding spoken English. She says pronunciation, speaking and understanding cassettes and TV are very difficult, followed by reading, writing and remembering words. She often misunderstands oral instructions and lacks fluency in speaking.

Learning style

From my observations of Fehamet, I can say that she has many good learner characteristics³. She ...

- takes on responsibility for her learning,
- reflects on her learning and ask questions about and compares English to Turkish,
- takes risks and tries out new language.

However, she has also some characteristics which are counter-productive. She puts pressure on herself and gets depressed when she does not understand something *"raising her 'affective filter' and thus placing a barrier in the way of efficient learning"*⁴.

She mentioned understanding better when seeing things. She re-writes her notes and uses symbols and colours⁵ and likes discussing a text with peers as it helps her to understand. Having assumed she might be a visual learner and have interpersonal intelligence, I used a learner-style⁶ questionnaire and a Multiple Intelligences checklist⁷ to confirm this.

One assumption of NLP⁸ is that we take in information in different ways⁹. According to the questionnaire, Fehamet is mainly a visual and kinaesthetic learner.

Gardner's Multiple Intelligence theory suggests that there are eight different intelligences¹⁰. The Multiple-Intelligence checklist indicates Fehamet as having bodily-

² Appendix 1

³ Nunan, D. & Carter, R. 2001 and Rubin and Thompson: 1983 in Nunan: 1991

⁴ Prodromou: 1995, p. 20 and Dulay & Burt: 1977 in Krashen: 1987 p. 31

⁵ Appendix 2

⁶ Appendix 3

⁷ Appendix 4

⁸ Neuro Linguistic Programming

⁹ Revell & Norman: 1988

¹⁰ Wingate: 1996

kinaesthetic intelligence. She scores even higher in linguistic and interpersonal intelligences. This confirms my observations and what Fehamet says about herself. She needs good rapport with her teachers and likes communicative activities. She also shows empathy towards her peers, which is another trait a good learner has¹¹.

Fehamet seems to be more field-dependent than field-independent¹². She has a greater skill in interpersonal relationships and seems to learn better by interacting with people. Which would explain why grammar-focused teaching has not been so beneficial for her.

Motivation for learning

Motivation is an important factor in learning. Gardner¹³ suggests that "effort, desire and positive affect" are necessary components of motivation. He differentiates between integrative (wanting to integrate or being interested in a culture and the language) and instrumental (increase in salary, passing an exam) motivation.

Intrinsic (the learner's natural interest) and extrinsic motivation (coming from outside) and success in the tasks are three other major sources of motivation in learning¹⁴.

Fehamet is mainly instrumentally motivated. Her reason for learning English is mainly prestige. Her company also pays a bonus according to the employees' TOEFL results. It is generally assumed that integratively motivated learners are more successful but Fehamet is highly motivated and has improved greatly in a short time.

Although, curious about the people and the language, Fehamet is not integratively motivated. She is critical about the British culture and language ("What a strange language!", "That doesn't make sense.") and does not like living the UK.

She is also intrinsically motivated. It was her decision to come to the UK to improve her English. She says the lessons here are fun and enjoys doing different kinds of activities.

Success makes Fehamet want to study harder and mistakes make her sad, which shows that she has resultative motivation¹⁵.

Principles of testing and assessment

Assessment of students can take three forms¹⁶:

1. Informal (e.g teacher observation)
2. Formal (tests)
3. Self-assessment (e.g. learner diaries, questionnaires, monitoring)

¹¹ Brown & Douglas: 2000

¹² Ellis, R: 1985, p. 115, based on Hawkey 1982

¹³ Lecture, p. 13

¹⁴ Fisher: 1990 in Littlejohn, A: 2001

¹⁵ Ellis: 1997, pp. 75-76

¹⁶ Harris & McCann: 1994, p. 2

I have assessed Fehamet **informally** by observing her in and outside class and chatting with her. As informal assessment is subjective and not reliable alone¹⁷, I also tested her **formally**. Regarding **self-assessment**, we often talked about her reflections on her learning.

*"A test is a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement"*¹⁸.

There are four types of test¹⁹:

1. Placement
2. Diagnostic
3. Achievement (or progress) and
4. Proficiency.

I used ...

- **progress tests** from different pre-intermediate coursebooks to test grammar areas, pronunciation, reading and listening. Lexis has been tested **indirectly** in the skills tests.
- a **proficiency test** for listening from a PET sample test, and
- written and spoken samples, which were partly done under test conditions (formal letter and monologue).

All of the above were collected for **diagnostic** purposes, to find out about Fehamet's strengths and weaknesses.

Test criteria

Good tests should have...

1. **validity**: If the content consists of samples what learners have been taught and has face validity meaning that it appears to test what it is supposed to test and that learners see it as valid.
2. **reliability**: If a person was given the same test again, the result would be the same.
3. **practicality**: If a test is easy to devise, carry out and mark and it is economical.
4. **positive backwash effect**: If a test has beneficial effect on the teaching²⁰.

¹⁷ *ibid.*, p. 5

¹⁸ Harrison: 1983, p. 1

¹⁹ *ibid.*

²⁰ Baxter, A: 1997, pp. 18-20; Davies, A: 1990, pp. 21-24

Rationale for diagnostic and assessment procedure

A diagnostic test has short-time objectives and provides information about progress which can be used systematically for remedial work²¹. The most useful kinds of language test are those that combine **discrete-point** (analytical) and **integrative tests**²² (tests which give information about more than one point).

From Turkey, Fehamet is used to written formal assessments, which are usually discrete-point tests. Therefore, such tests have **face validity** for her. This is why I used discrete-point tests to assess Fehamet's knowledge of grammar and pronunciation²³. As they are directly related to what Fehamet has just been taught and relate to areas that she told me she has problems with, they have **content validity** and can have a **positive washback effect** and enhance her motivation²⁴.

I have chosen two listening tests. The first one is from a pre-intermediate coursebook progress test, the other one from a PET²⁵ exam at intermediate level. As Fehamet is a visual learner, I wanted to see, if the pictures help her deal with a more difficult listening task.

For the reading test, I have chosen a topic which she is familiar with and might be interested in reading. Reading is a skill she says she has problems with.

All the above-mentioned tests have **content** and **face validity**. They test what they are supposed to test, are at her level, contain items that she has recently been taught, and they look familiar to tests that Fehamet is used to and has trust in. They are **objective** as there is only one possible answer to each question. **Reliability** is given as the test items are geared towards specific problem areas that I have observed she regularly makes mistakes in, and would probably do so if she took the tests again. The tests are also in a style which has proved to give reliable results (especially the PET task). They are **practical**, as they are easy to device, administer and and mark.

I have chosen a monologue for the speaking test to see how Fehamet copes with taking long turns, which is one of the skills students at pre-intermediate need to start practising. It will also allow me to analyse discourse. Moreover, it reflects her needs as she mentioned speaking fluently as one of her priorities.

I set a formal letter task for the writing test as Fehamet will need English at work and knowledge of the conventions of formal letters is crucial. As it reflects her needs, I think this is a motivating task. Fehamet has not been taught to write formal letters yet, but she has been exposed to some at work and in her lessons.

The writing and speaking tests are **integrative** as they give me information about many systems areas beside the actual skill. The results are less **reliable**, however, as a lot depends on the topic. Therefore, I have chosen topics that she has knowledge about. To avoid **sub-**

²¹ Harrison: 1983, p. 6

²² Davies: 1990, p. 34

²³ Progress Test A has been administered by Fehamet's regular teacher at a different school around the same time as I tested Fehamet.

²⁴ Harrison: 1983, p. 6

²⁵ Intermediate-level Cambridge exam

jectivity, I will use exam-type criteria for the analysis. The tests are **valid** because the content is relevant and has come up in class, and they test what they are supposed to test - writing and speaking skills. They also have **face validity**; the tasks are in a form common in exams.

Although Fehamet wants to take the TOEFL test next year in Turkey, I did not use it for my diagnostic test. Considering her personality, getting a low mark would demotivate her and have a negative washback effect.

Samples

“An Interview is the most satisfactory way of starting an oral test”²⁶. It is structured, authentic and not too rigid; it allows the interviewee to give personal responses and add detail. I had several purposes in using this format:

- finding information about Fehamet’s background and needs,
- gauging her speaking skills and understanding of spoken English and
- gathering data about system areas like grammar and lexis and pronunciation.

The writing samples consists of a formal and informal letter, and an article for a school magazine. My aim was to set achievable tasks for her level with content that she is familiar with in order to assess her knowledge of register and discourse.

Analysis

In Behaviourist theory²⁷ errors were seen as something negative. This view has fortunately changed. Errors can give us valuable information at what developmental stage a learner is and thus put us in a position to help them better. According to Corder²⁸ mistakes can be lapses (less serious) or errors (more serious). He also divides them into pre-systematic (has no knowledge yet), systematic and post-systematic.

Grammar

Strengths

Uses some structures often correctly: type one conditional, 6 l. 257 *If I need..., I find...* ; present and past tense simple, used to, 6 l. 195 *I used to play ball*; comparatives, 5b l. 6, 6 l. 141, 334. She also gets prepositions right, if tested shortly after being taught.

Uses present perfect correctly in discrete-item tests, 7f ex. 5, in some instances also in the speaking but probably more as a chunk than applying the rule, as this is only the case in sentences she has learned or heard often (6 l. 176, 180 “I have been to...”)

²⁶ Underhill: 1987 p. 32

²⁷ Skinner in Gross: 1987, 14)

²⁸ in Ellis, R: 1985

Good at question formation, 7h ex. E, 8b ex. 6, which is often a weak area for students at pre-intermediate level.

Weaknesses

Some of her major problems are:

Omission: Fehamet omits the verb to be, articles and prepositions in writing and speaking: 6 l. 129 *I'm staying host family*, 6 l. 163 *I curious Paris*. This is normally a beginner error. In her case it is due to L1 interference.

Prepositions: Sometimes wrong, 5a l. 3, 8, 9 and sometimes placed after the noun *I live Turkey in* (example from chats with her). The use and variety of prepositions are difficult as they are different in the Turkish system. The problem is also normal at her level and causes even problems for advanced learners.

Tense: Uses the past simple instead of present perfect although she knows the rules, which is typical for pre-intermediate students (systematic-stage - no automaticity yet), 5b l. 6 ... *I went to Oxford*, l. 294 *I passed from elementary class to pre-intermediate class*. Simple and continuous are still problematic - L1 problem. Sometimes she mixes the forms, 7g ex 7/9 *She is going to flying* - an developmental problem.

She has learned some of the articles rules but cannot put always put them into practice, 5c l. 1 *Turkey is very old ... country*, 6 l. 84 *She will be interviewer*. Sometimes it is an intra-lingual problem. She overgeneralises the rule "play the instrument", 6 l. 195 *I used to play the ball*. Articles also do not exist in Turkish.

Wrong word order: 5c l. 6/7 *Turkey covered the four direction with see*, 6 l. 69 *Other my sister*, 7e ex 2 5 *We go to hardly ever bed late*. First error is probably pre-systematic. Second one could be L1 transfer. Last one is developmental.

Concorde problem with plurals, 5b+c, stems from L1. In Turkish one says „I have bought many card“ but is also common at pre-intermediate level.

Lexis

Strengths

Being field dependent, Fehamet likes lexical chunks²⁹ and seems to learn and apply them easily, 5c l. 2 *different kind of*, l. 18 ...*the other key is....*. This sometimes helps her get the grammar right and use complex structures.

She also takes risks and uses some new language which is sometimes high-level, 6 l. 124 *Certainly,...*, l. 301 *I target...*

Weaknesses

There is a lot of repetition, 5c l. 14-17 *very nice, very important, very very important*, which makes her speaking and writing less interesting. At her level and looking at what

²⁹ Lewis: 1997, 3 in Harmer: 2006, p. 74

has been covered in her lessons, she should have a greater range of vocabulary (see **speaking** for more reasons).

Fehamet misapplies some words (5b l. 11 ... *only nothing you*, 6. l. 22 *We stay third floor*. 6 l. 50 *Exactly!*, l. 74 *Ah. Yet, fourteen months*. This is a developmental problem typical for learners at pre-intermediate level.

Phonology

Strengths

Generally good pronunciation. Does not have any serious problems with most individual sounds and words.

Word stress is generally correct.

Weaknesses

Main problem is intonation, which is flat ("zero tone"³⁰) making her sound bored and unfriendly, e.g 6 l. 4 *You're welcome*. Maybe she has no awareness of the English intonation system yet (pre-systematic) or has to concentrate hard on what and how to say something. This could be considered natural and an "authentic choice"³¹. Also, she is not an auditory learner and has no musical intelligence, therefore, she might not hear falling or rising intonation and rhythm and pick it up naturally. In Turkish her pitch range is varied.

Some word stress problems in the test, 7h ex. F. Probably due to tiredness (end of test). Also, she might not be aware that stress shifts within word families, *photograph* - *photographer*. Mistake with *frightened* - *surprised*. Here she might think that *-ned* / *-sed* are syllables due to L1 syllables constructions. She also has problems with verbs ending in *-ed*, 7g ex. 2. At pre-intermediate level she must have been taught the rules.

- Pronounces *th* as /t/ instead of /θ/, 6 l. 37 *with...*, 6 l. 292 *think*. This sound does not exist in Turkish. She can pronounce it when she concentrates but often forgets. This can cause confusion.

Minor problems that do not impede understanding:

- Uses contractions only with structures that she has heard a lot (*I'm*, *don't* but *I have got*, *She has got*).
- She does not connect speech (elision, assimilation, etc.) and stresses grammar words (e.g. auxiliaries and prepositions). This makes her sound over-precise and gives her speech a staccato effect. This is normal at pre-intermediate level and happens because she has to concentrate and searches for words.
- Pronounces *th* as /d/ instead of /ð/ or /s/ instead of /θ/.
- -ing pronounced as /ɪŋk/, 6 l. 60, 108.

³⁰ Underhill: 2005, p. 93

³¹ *ibid.* p. 93

- words ending in /d/ often pronounced as /t/, 6 l. 93 *stayed*, 6 l. 154 *and, abroad*.
- Long vowel sounds sometimes shortened, 6 l. 64 *father* /'fʌdə/, l. 294 *passed* /pʌst/
- Inserts vowel after /s/ and /t/ in initial consonant clusters, 6 l. *stranger* /sətə'reɪndʒə/

The last five are typical for Turkish speakers.

Discourse (written and spoken)

Strengths

Uses anaphoric reference in informal letter, 5 b.

Her Writing is generally well-organised (sequencing, paragraphing, openings and closings).

Weaknesses

Linking is weak; even basic conjunctions like *and*, *because*, *but*, are rarely used. This results in short, staccato style sentences and gives a “childish” impression (especially in the article about Turkey).

Does not use anaphoric reference or ellipses often in 5c and monologue (6) resulting in repetition, 5c *Turkey..., Turkey ...*, 6 l. 328 *I like Oxford because Oxford is ...*, l. 339 *...we travel one day..., we come back at seven o'clock*.

These are all interlanguage errors and are normal at pre-intermediate level.

Reading

Strengths

Although she says that reading is difficult for her, she answered most questions correctly.

Weaknesses

Fehamet relies heavily on a dictionary and tries to translate word by word.

Lacks some reading sub-skills and relies on bottom-up processing reading for detail before skimming the text for gist. She probably uses these skills when reading in Turkish, but, learners at her level tend to read for detail in L2. They need to be made “*aware of their own reading operations*³²” and trained in these skills as transfer from L1 does not always happen automatically.

Lack of some strategies for unknown vocabulary. She said the text was very difficult. However, the words she did not know should mostly not affect her completing the task. Guessed the answers because they are sequenced and some words appear in both the question and answer, 7c qu. 6 *communicate - communication*.

As she, does not have enough understanding of the English language system yet at her level, she has a general problem recognising new lexical chunks (collocations, fixed ex-

³² Soulé-Sousbielles: 1987, p. 1

pressions) and looks at individual words leading to her misunderstanding the text (pre-systematic).

Listening

Strengths

She answered most questions correctly and did better in the test at her level.

Generally, she has no problems understanding people with different accents.

Interview / outside class: Generally no problem understanding me or others (natives as well as non-natives) if the sentences are short and clear.

Weaknesses

Problems understanding complex sentences (cleft-sentences, wordy sentences).

Her listening problems are partly due to lack of vocabulary. But she is also not an auditory learner. The intermediate listening was more difficult because she did not know some key words (pre-systematic).

She misunderstood me in the interview on several occasions, 6 l. 49/50, 54/55, 105-108). Sometimes, maybe due to lack of clarity of teacher, sometimes she did not understand the grammar or an expression in the question.

Writing

Strengths

Fehamet, seems to have a good knowledge of genre and text organisation.

She uses complex structures such as comparatives, conditional type 1 and uses past and present tense appropriately.

Task achievement is, with some weak points in 5c, good.

Spelling is very good with very few mistakes.

Weaknesses

Lacks accuracy (examples in **grammar**).

There is a lot of repetition due to lack of use of discoursal devices and vocabulary (see **discourse** and **vocabulary** sections).

Fehamet does not seem to have much awareness of formal and informal language (except 5a l. 11 *Best Regards*. She uses contractions, and informal language in a formal letter, 5a l. 1 *Hi, Mrs. Sarah*, l. 2 *I'd like ...*, l. 6 *I'll*. She lacks knowledge of distancing devices and formulaic language, which is due to her level.

Wrong punctuation: Laps - question marks exist in L1.

Speaking

Strengths

She listens actively and repeats new language she hears, 6 l. 82-88, 158/159 and monitors and corrects herself, 6 l. 43 *Tarsus is nearly...near Adana*, 92 *I don't like... I didn't like*. This shows she is aware of her mistakes — a positive factor in learning.

Good interactive communication: Does not just answer my question but comments on it, l. 133 *Ah, nice question*; takes the initiative and tells more although I signalled the end of the interview, ls. 294, 312, 318.

Good communication strategies: Asks for clarification, 6 l. 55 *Tarsus park?*, 106 *Sorry?* Tries different ways of explaining, 6 l. 83-89, l.139 (spells the word); uses non-linguistic means (puzzled looks, gestures).

Discourse management: Her replies and contributions are generally relevant and coherent.

Weaknesses

Main problem is lack of fluency for various reasons:

1. Repetition. Reasons:

- Over-monitoring³³ and self-correction, Which cause a strain on the listener. Maybe because of her personality or education, Fehamet wants to be correct.
- Lack of range of vocabulary such as *much*, *extremely*.
- Used for emphasis. In Turkish doubling of words is a very common form of emphasis (very very, always always, etc.). She might not be aware of the negative effect it has on the audience in English.

2. Sounds hesitant and uses fillers extensively, especially “er”. This might be due to nervousness of being recorded but also because she has to think about how to say something.

Although, repetition, hesitation, fillers, corrections and afterthoughts are also natural features of speaking³⁴ and often useful, she overdoes it.

Discourse management:

Does not use connectors much. At her level she has probably learned more, but these have not become “active knowledge” yet.

What she says, although relevant, is not always coherent (Appendix 6, monologue). Reason: She did not want to take time to think what to say and started immediately, without notes.

Pronunciation / Intonation: See **phonology**.

³³ Krashen: 1987, p. 19

³⁴ Buck: 2001, p. 31;

Learning objectives for the learner

Taking Fehamet's needs and wants, her learning style and personality and her main weaknesses into account, I would suggest following activities and material to help her improve within the next four to 10 months in the UK during which she will be attending a language school - in order of importance:

Reading

Read and listen along to help improve reading speed and comprehension³⁵. This is an integrated way of improving reading fluently, listening, pronunciation, spelling and also grammar (a good balance to her grammar-focused learning). The school's library offers a selection.

Graded readers or texts . She likes reading and it is visual. Also possible: watch the film and then read the book (e.g. *Nelson Mandela*³⁶ (*Biography*), *The Wizard of Oz*³⁷, *Robin Hood*³⁸)

Before starting to read a text, look at the title and pictures and try to guess the content. First read for overall meaning (set a time limit), then read for specific information.

Do not stop reading to look up words. Try to guess the meaning from context before looking it up. Check if the word stands alone or belongs to a group of words (e.g. collocations).

Speaking and listening

Meet peers and practise speaking about various topics (interpersonal and linguistic intelligence, field-dependent).

Record yourself and watch out for fillers (e.g. "er"). Practise and record yourself again. Play "impromptu speech" with friends: Draw a topic card, prepare for 15 seconds and speak about it without hesitating.

Listen to podcasts on an MP3-player while going for a walk (kinaesthetic learner).

Watch DVDs to improve listening comprehension. Practise speaking fluency by taking on someone's role and imitating them.

Find opportunities to speak: Ask for directions. Ask shop assistant for where to find a product. Attend the "Meet-the-locals" evenings at school on Wednesdays at 19.30.

Read poems aloud - helps with rhythm (linguistic and intrapersonal intelligence).

³⁵ Wallace: 1982

³⁶ Degnan-Veness - Longman

³⁷ Brown & Tarner, Macmillan - American English - Film and audio available

³⁸ Colbourn, St. - Macmillan - British English - Film and audio available

Vocabulary

Buy a picture dictionary for adults with workbook³⁹ (visual).

Work with a friend through some of the units in *Vocabulary in Use Pre-Intermediate New Edition*⁴⁰: in colour and with CD-ROM (visual, interactive) and teach each other. Some suggestions related to interests and problems:

- U13 Idioms, fixed expressions (fluency)
U20+21 Frequently asked questions, common responses (fluency)
- U14 Verbs or adjectives + prepositions
- U36 Adjectives (to make writing more interesting) -> Rewrite your essay using different adjectives.
- U 99 Formal / informal English -> Afterwards, look at your letters and find examples, make corrections.
- U55-68 Around the home, clothes, health, transport, food, etc. -> Useful vocabulary during your stay in the UK (e.g. Cook with your family to practise food and kitchen vocabulary).

Note down lexical chunks in class (collocations, fixed, formulaic language) and try to use them in speaking and writing (seems to suit her learning style).

Prepositions: A good practice book is *Working with English Prepositions*⁴¹. Prepositions are grouped (movement, time, place). Work through the relevant unit that you have covered in class. Next time you write a text, check if prepositions are correct.

Keep a notepad in your pocket and note down interesting words you come across and talk about them with your peers.

Use index cards to note vocabulary (kinaesthetic); revise regularly to store words permanently (e.g. when riding a bus, waiting at the doctor's surgery).

When revising, draw mind maps⁴² to group vocabulary. It is visual and reflects how the brain organises vocabulary.

Choose some recently learned words everyday and try to use them in conversations.

Choose different programmes on TV, to learn vocabulary of different areas. Find additional material (video, audio, etc.) accompanying programmes on the BBC website⁴³ to revise.

³⁹ For example: Oxford Picture Dictionary

⁴⁰ Redman: 2006

⁴¹ Hall: 1986

⁴² Buzan, T: 1996

⁴³ <http://www.bbc.co.uk/worldservice/learningenglish/>

Pronunciation

Buy coursebook CD + listen and imitate intonation, notice connected speech.

Choose a sequence from a DVD with subtitles. Listen and imitate voices to improve natural intonation and linking.

Intonation: Say same sentence with different intonation (e.g. happy, sad).

Tap sentence rhythm (bodily-kinaesthetic) and sing songs.

*Headway Pronunciation Pre-Intermediate*⁴⁴:

- Strong and weak pronunciation of auxiliaries, Unit 2, 11.
- Connected speech, Unit 12, p. 36 , U 15
- Shifting stress in word families, U. 13 p. 39
- Intonation - (im)polite, U. 4, p. 12, interest/surprise, U 9, p. 26
- Pronunciation of -ed past tense, U. 3, p. 7

*Ship or Sheep*⁴⁵:

There are exercises for connected speech and intonation in every unit. Explains in words and pictures how individual sounds are formed. Look especially at:

- U1,6,11 for long vowels /i:/ /a:/ /u:/
- U13 /ə/
- U41, 42 /θ/ /ð/

Say tongue twisters to practise /θ/, /ð/ and /s/ sounds (e.g. *Tim, the thin twin tinsmith*⁴⁶).

Grammar

Fehamet is already learning in a grammar-focused way outside class. To become more accurate, she needs to use more contextualised ways (see **reading**). However, as she likes learning with a grammar book, I suggest *How English Works*⁴⁷. It is visually appealing and is to some degree contextualised:

- Present and past simple and progressive, p. 146, 148 (non-progressive verbs)
- Present perfect and past, p. 152 - 154, p. 156

⁴⁴ Bowler & Parminter: 1992

⁴⁵ Baker: 2006

⁴⁶ <http://www.geocities.com/Athens/8136/tonguetwisters.html> - The Tongue Twister Database

⁴⁷ Swan & Walter : 1997

- Articles, p. 26 (revision). If problems go to p. 18 - 25
- Word order and short answers, p. 210 - 213, 217 ,228
- The verb *be*, p. 95
- Conjunctions (basic), p. 236 - 237

*Multilevel English Grammar Programme*⁴⁸: Verb *be*, U1, p. 2

Write down rules and examples on index cards (makes it more kinaesthetic and easier to review). Play a game with your friends to see who can generate the most sentences using the rules; quiz each other.

Writing

Write to a friend from BEET who returned home. Correct each others mails (peer correction).

Write e-mail messages to hotels, tourist information, etc. to ask for information, collect useful (formulaic) language.

Keep a journal and write regularly about your day and about English. Give it to your teacher for comments.

Proof-read written work carefully, pay attention to concord (3rd person or plural -s), prepositions, tense. Is it formal / informal enough?

Some other suggestions

Colour code notes and index cards (visual learner).

Start with a business English course (BEC) after intermediate-level or do an internship in a company.

In Turkey

Most of the activities above can be continued in Turkey.

Take brochures from museums, tourist info, etc. which are in two languages, Read the English, try to understand and then read the Turkish.

Offer to be a tourist guide in your city.

Find a "tandem partner"⁴⁹ who wants to learn Turkish.

⁴⁸ Shepherd: 1995

⁴⁹ Tandem learning involves a partnership of two native speakers, learners of each other's language who learn from each other and help one another to learn. - <http://www.uclan.ac.uk/facs/class/languages/translang/tandem.htm>

Bibliography

Suggested resources

Books

- Baker, A. 2006. Ship or Sheep? An Intermediate Pronunciation Course Third Edition with CD. CUP
- Bonner, M & Fuchs, M. 1998. Oxford Picture Dictionary Intermediate Workbook. OUP
- Bowler, B. & Parminter, S. 1992. Headway Pre-Intermediate Pronunciation. OUP
- Brown, L. F. & Tarner, M. The Wizard of Oz. Macmillan
- Buzan, T. 2003. Akılın Gücü. Epsilon Yayınevi (Turkish version of *The Mind Map Book*)
- Colbourn, St. Robin Hood. Macmillan
- Degnan-Veness. 2001. Nelson Mandela. Longman
- Redman, St. 2006. English Vocabulary in Use: Pre-Intermediate & Intermediate with CD-ROM. OUP
- Shapiro, N & Adelson-Goldstein, J. 1998. Oxford Picture Dictionary: Monolingual Edition. OUP
- Shepherd, J. 1995. Multilevel English Grammar Programme. Phoenix ELT
- Swan, M & Walter, C. 1997. How English Works / Grammar Practice Book with answers. OUP

Internet

Podcasts:

<http://iteslj.org/links/ESL/Listening/Podcasts/>

iTunes shop - podcasts - education - languages

<http://www.bbc.co.uk/worldservice/learningenglish/>



Reference books

- Baxter, A. 1997. Evaluating your Student. Richmond Publishing
- Brown H., Douglas. 2000. Principles of Language Learning and Teaching (Fourth Edition). Longman
- Brown, G. & Yule, G. (1983). Teaching the Spoken Language. CUP.
- Buck, G. 2001. Assessing Listening. CUP
- Buzan, Tony. 1996. The Mind Map Book. Plume
- Davies, A. 1990. Principles of Language Testing. Blackwell
- Ellis, R. 1997. Second Language Acquisition. OUP
- Ellis, R. 1985. Understanding second language acquisition. OUP
- Gross, R. D. 1987. Psychology - The Science of Mind and Behaviour. Arnold
- Harmer, J. 2006. The Practice of English Language Teaching Pearson-Longman
- Harris, M. & McCann, P. 1994. Assessment Heinemann
- Harrison, A. 1983. A Language Testing Handbook. Macmillan Press
- Kenworthy, J. 1987. Teaching English Pronunciation. Longman
- Krashen, St. D. 1987. Principles and Practice in Second Language Acquisition. Prentice-Hall
- Lightbown, P. M. & Spada, N. (2001). How Languages are Learned (Second Edition) OUP
- Nunan, D. 1991. Language Teaching Methodology. Prentice Hall
- Nunan, D. & Carter, R. 2001. Teaching English to Speakers of Other Languages. CUP
- Nuttall, C. 1996. Teaching Reading Skills in a Foreign Language New Edition. Heinemann.

Spada, N. 1999. How Languages are Learned (Revised Edition). OUP
Swan, M. & Smith, B (ed.). (2001) Learner English: A Teacher's Guide to Interference and Other Problems (Second Edition). CUP
Underhill, A. 2005. Sound Foundations - Learning and Teaching Pronunciation. Macmillan
Underhill, N. 1987. Testing Spoken Language CUP
Wallace, C. 1992. Reading. OUP.

Journals

Amer, A. A. The effect of the teacher's reading aloud on the reading comprehension of EFL students. ELT Journal Volume 51/1 January 1997

Prodromou, L. The Backwash Effect: from Testing to Teaching. ELT Journal Volume 49/1, January 1995,

Revell, J. & Norman, S. NLP: what's it all about? MET Volume 7 No 3, July 1988

Soulé-Susbielles, N. Improving students' competence in foreign language reading. ELT Journal Volume 41 No 3, July 1987

Wingate, J. Multiple Intelligences. English Teaching professional. Issue 1, October 1996

Renkl, A, Mandl, H. & Gruber, H. Inert Knowledge: Analyses and Remedies. Educational Psychologist, Volume 31, 1996

Internet

Gardner, H. 2003. M. I. After 20 Years. <http://www.howardgardner.com/Papers/papers.html> downloaded 20 November 2007

Gardner, R. C. Integrative Motivation: Past, Present and Future. <http://publish.uwo.ca/~gardner/GardnerPublicLecture1.pdf> downloaded 20 November 2007

Budden, J. 2005. Multiple Intelligences. <http://www.teachingenglish.org.uk/think/methodology/intelligences.shtml> downloaded 17 November 2007

Littlejohn, A. 2001. Motivation – Where does it come from? Where does it go? <http://www3.telus.net/linguisticsissues/motivation.html> downloaded 20 November 2007

Verster C. Learning styles and teaching. http://www.teachingenglish.org.uk/think/methodology/learning_style.shtml downloaded 22 November 2007

Frost, Richard. Testing and Assessment. <http://www.teachingenglish.org.uk/think/methodology/test.shtml> downloaded 17 November 2007