

**Cambridge Diploma in English Language Teaching to Adults**

<b>NAME:</b> Nergiz Kern	<b>DATE:</b> 24 <sup>th</sup> Oct 2007	<b>ASSIGNMENT:</b> Language Systems 2 – Present Perfect
<b>CLASS LEVEL:</b> Pre-Intermediate	<b>LESSON LENGTH:</b> 55 min	<b>MATERIALS (Book &amp; Page Nos.):</b> <i>Life Lines Pre-Intermediate pp. 56 – 57</i> <i>(adapted) plus own</i>

**CLASS PROFILE (general description of type of class & group dynamics)**

This is my first lesson with this group. I do not know any of the students except one, Fehamet, who I have had the chance to observe and talk to in the past three weeks. Although, I observed the class during two lessons this week, it is difficult to say anything about class dynamics because no consistent group has formed yet. However, they were generally helpful and considerate towards each other and participated actively in the lesson. It is a multi-cultural group with students from the Czech Republic, Spain, Turkey, France, South Korea and China. Their ages range from 18 to 33. Their reasons for being here and learning English vary from being sent by the parents to living and working here to needing English for their job or studies. Most of the students are here to improve their English and will return after their courses, except one who lives and works in the UK. Some general observations I have made so far show that the students' grammar mistakes seem to be mainly due to L1 interference and their interlanguage. The most common mistake was omission. Again, some due to transfer from L1 like omitting the verb "be" (Turkish and Arab students), prepositions and articles (all). Some interlanguage errors were omission of the third person -s and the present participle -(ing) and wrong tense usages. All of these mistakes are typical for the pre-intermediate level. When they had to discuss and correct sentences with grammar mistakes it was obvious that they had knowledge about different tenses (systematic stage according to Pit Corder (1981), their form and use but either could not remember them correctly or mixed the forms, e. g. They recognised "Have you ever been to Mexico" as correct but thought that "I have been to Spain last year" is also correct. Other areas students need help with is range of vocabulary and listening skills, especially understanding the teacher and each other.

In this course, they will be following the Life Lines pre-intermediate course book which has activities and exercises practising all skills plus grammar and vocabulary in every unit. It also has a balance of inductive and deductive approach. Very useful for this level is also the grammar section at the back of the book (good for students with intrapersonal intelligence who like to learn by themselves) and the tapescript (very useful for practising intonation and weak forms, which is important at this level).

Name	Nationality	Age	Profiles
Ezgi	Turkish	24	Is a mathematics teacher. Needs English for her job and also wants to learn it for travelling. Mainly instrumentally motivated. Has been here for three weeks and is planning to stay for six months. Wants to improve her pronunciation and her speaking and writing skills. Mentioned spelling, speaking and reading as the most difficult areas, followed by pronunciation, grammar, writing and understanding spoken English. It seems to me that she has quite a good passive knowledge but gives the impression of being shy and lacks confidence in speaking but participates in excursions and other activities to improve. Needs positive feedback and encouragement. Being able to do activities in the classroom successfully makes her feel happy and gives her the feeling she can cope. At the moment, pair and small group activities seem to suit her best.

Hanna	Czech	18	Is the youngest in the group. Studies at a business school and will probably need English for her job but does not seem to need it for her studies. Instrumentally motivated; her parents sent her. Speaks German and seems to prefer this language and might want to teach it one day. Her focus is on improving speaking, especially on the phone and for travelling and on writing (as she might have to write business letters). Mentioned writing and spelling as the most difficult, followed by pronunciation, speaking and understanding spoken English, reading and grammar. Positively curious and outgoing. Seeks opportunities to speak to different students as well as teachers. Seems to be relaxed and enjoying herself, which are important factors in lowering the affective filter and aiding learning. Seems to be quite good at spotting grammar mistakes but cannot always use the correct forms.
Fehamet	Turkish	29	Is an office worker in a textile company. Needs English for her job and for travelling. Instrumentally motivated. She wants to take the TOEFL because it is a question of prestige in her company. The company also pays a higher salary according to the points achieved on the test. Studied English at school in Turkey and took private lessons several times a week before she came here. Was elementary level when she arrived and is now pre-intermediate. Could not speak a complete sentence when she arrived but has improved greatly since then. Has been here for three weeks and is planning to stay for at least six months. Wants to improve in all areas and skills with a special emphasis on pronunciation. Mentioned pronunciation, speaking and understanding cassettes and TV as most difficult, followed by reading, writing and remembering words. Mentioned spelling and understanding the teacher as easy. Is an outgoing, positively inquisitive learner. Is success-driven. Success makes her want to study even harder and any mistakes or errors make her sad. Studies a lot re-writing her notes from the lesson. Takes her lessons and studies very seriously. She makes use of the multi-media centre every day and tries not to miss any free lessons. Participates in excursions and speaks to students from different countries. Has many qualities of a good learner, like taking responsibility for learning, but puts a lot of pressure on herself which might hinder her learning. Another factor that might raise her affective filter is that she is very homesick. This her first time abroad and she does not want to stay. She is also a person who needs a good rapport with her teachers and a lot of encouraging words. A pat on the shoulder and a "well-done" from the teacher makes her happy and work harder.
David	Spanish	30	Is unemployed and is using the chance to learn English saying that he needs it for his job. For him speaking, pronunciation, reading textbooks and writing are the most important things to improve on. Finds reading and speaking the most difficult skills followed by grammar, writing and understanding spoken English. A quiet student. Needs time to think what to say. Therefore, benefits from pair and small group work or tasks which he can prepare and gets his own time to speak. Transfers spelling from Spanish for words that are similar (ingilsh, comunicacion).
Saeed	Saudi Arabian	30	Needs English for his studies. Wants to do his Master's in MBA – possibly in the UK or USA. Wants to improve his grammar. Mentioned grammar and understanding cassettes and the TV as difficult. Although pre-intermediate level, he has problems with capitalisation as there are no capital letters in Arabic. Is a quiet but attentive student.

Tina	Chinese	29	Has lived in Bournemouth for a year. Works in a care home for elderly people. Is integratively as well as instrumentally motivated. Needs English for her job and being able to integrate. In general, her pronunciation is good but she has problems with some sounds, e.g. Turkish [tɛ:kis]
Nasem	French/Algerian	28	I have not been able find out much about his background yet. However, he seems to be an outgoing and assertive student who participates actively in the class and integrates well. His knowledge of grammar seems to be quite good.
Sam	South Korean	33	Studies "Chemical Industry". Wants to study in Scotland or Manchester next year. Is a serious and quiet learner which might be due to his cultural background. Might profit from tasks done individually or in pairs.

## **NEEDS OF THE GROUP**

As it is a new class and I cannot say much about specific needs of individual students besides what I have mentioned in the class and individual profiles. However, generally, pre-intermediate classes are of mixed-ability, which seems to be the case with this group as well. From my experience as a teacher, I can say that, at this level, besides a need to increase their vocabulary, they need to review the structures they have come across so far. At beginner or elementary level they are exposed to a variety of grammatical structures and tenses but often they are not quite clear about the differences in use and also tend to mix up various forms (e.g. "have you ever went ...", "Did you ever see ..." or "I have been to Spain, last year."). This was confirmed to me by a teacher the group has worked with the previous weeks and by my own observations in two lessons this week. Most students have no problem grasping the use of present simple and past simple forms in English. But the present perfect is usually very confusing especially when it comes to distinguishing between the present perfect and the past simple as both can refer to the past. This could be due to the learners' interlanguage. However, there is also the problem of L1 interference, especially for the Spanish and French speakers in the group. As a learner of English myself, I remember that it was exactly this point that I had difficulty in understanding. For German speakers it is not so much the form but more the different use of the present perfect that causes problems. Knowing French did not help me either as the French form the past simple with the auxiliary "have".

Because of the problems mentioned above, I want to help the students to find out or rediscover the difference between these two tenses and highlight their forms. I will also review some common irregular verb forms.

At this level students are also usually tentative speakers because they are often unsure of how to say something. But in order for real learning to take place, they need to use the new language they have learnt. Therefore, I am planning to provide plenty of speaking practice from more controlled to free in this lesson.

## **MAIN AIMS AND OBJECTIVES**

- To review the use of present perfect to speak about past experience
- To help students find out or rediscover when the present perfect and past simple tenses are used
- To provide students with guided, semi-guided and free practice in using the target grammar

## **SUBSIDIARY AIMS AND OBJECTIVES**

- To develop students speaking skills by providing guided and free speaking practice

## **TIMETABLE FIT**

This week students will have several writing lessons, a presentation lesson and a lesson on phrasal verbs. There will also be some listening and speaking tasks. My grammar lesson will be a good balance and useful for the tasks they will have to do in the other lessons, especially the writing tasks. On their second

day, students had to analyse and correct various sentences with grammar mistakes the result of which was that they need to review the tenses, especially the past simple and present perfect.

### PERSONAL TEACHING AIMS

- To use the board effectively
- To build rapport with the group as this will be my first lesson with them

### ASSUMPTIONS

- Students have previously been introduced to the present perfect.
- Students have knowledge of the past simple.
- Students know the most frequent irregular verb forms.
- As students are from different countries, they have some travel experience

### LANGUAGE SYSTEMS ANALYSIS

be – been

come – come

hear (of) – heard

iə                    ɛ:

take – taken

go – gone

əʊ    ʌ

tell - told

leave – left

i:        e

drive – driven

read – read

i:        e

see - seen

have - had

eat - eaten

The Eiffel Tower

e    aʊə

The Taj Mahal

The Parthenon

θ

The Statue of Liberty

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The Pyramids

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Sugar Loaf Mountain

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The Colosseum

ɒ    ə    iə

Sydney Opera House

i    i:    ɒ    ə    ə

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a loaf of    bread

əʊf                    e

loaves of

əʊvz

#### Present Perfect Simple

Affirmat.: I/She have/has + verb (3<sup>rd</sup> form)

Negative: I            have not + verb (3<sup>rd</sup> form)

Question: Have you + verb (3<sup>rd</sup> form)

#### Past Simple

Affirmat.: I/She + verb + -ed /2<sup>nd</sup> form

Negative: I did not + verb (base form)

Question: Did you + verb (base form)

<b>ANTICIPATED PROBLEMS</b> (language errors / management / materials)	<b>SOLUTIONS</b>
Not all students will know the past participle forms of the irregular verbs. They might make pronunciation mistakes, especially with <i>read – read</i> and <i>hear – heard</i>	Review them in game form at the beginning of the lesson, model pronunciation and use phonetic alphabet to highlight pronunciation
Students might mix past simple and present perfect forms.	I will first review the present perfect and later add past simple. I will highlight forms clearly.
Students might not be clear about the difference in meaning and use of the two tenses.	Contrast both tenses, ask concept check questions, draw time lines, and help students find out the rules.
Students might not have travelled to these places.	Tell students they can talk about other places as well.
Difficult to judge time needed for the various tasks as I do not know the class.	Keep the lesson plan flexible, especially the practice activities.

### **COMMENTARY (500 words maximum)**

My intention in this lesson is to activate students previous knowledge of the present perfect and past simple, help fill gaps in their knowledge in order to prepare them for the up-coming lessons and help them use the grammar actively by providing plenty of speaking opportunities.

There are many arguments in favour and against overt grammar teaching (Thornbury: 1999). Personally, I believe that it is important for learners to be made aware of and notice grammar in order to be able to put it into practice and use it appropriately. For me as a learner of language, it was important to be taught about grammar. As much as it is true that knowing the rules does not mean being able to use language correctly, it is also true that with a purely communicative approach (Harmer: 2006) most learners would never become correct users of the language plus there is a danger of fossilisation. Learning by acquisition might be important for fluency but without conscious learning there will be no accuracy. These go hand in hand. This is confirmed by my observations in my own family and among non-native speaker friends of German, English and Turkish. As long as people can get their message across they might not realise their mistakes. Some might argue that getting the message across is all that is needed. However, incorrect use of language, especially for adults, is often viewed as lacking education and can have a negative effect in their lives.

What I agree with, however, is that grammar should not be taught for its own sake but in a meaningful way within a context in order to be effective. I have chosen the topic of travelling as most people can relate to and have something to say about it.

I also believe that it helps students to understand remember better when they are involved in the discovery process. Therefore, I am including guided discovery tasks. An additional advantage is that it gives students a feeling of being able to deal with and “conquer” grammar.

Finally, in order to be able to use what they have found out, students need to be provided with plenty of practice ranging from controlled to free. If these activities are personalised even the better because this is more memorable and more engaging. I have, therefore, planned several personalised practice activities in this lesson. I might, however, leave out one of the stages in case I run out of time. As I do not know the students well enough, the discovery stages might take longer.

I have chosen to use the material in the course book because the quality of the pictures is good making the material look attractive and the the stages of the lesson are logical. I skipped the listening bit as there is no real value in it at this stage. Finally, I added a free speaking task at the end because, as I mentioned in

needs, at this level students need to build confidence in speaking and learning grammar not only means recognising the form and knowing the rules but also being able to use it.

Generally, students have a negative attitude to learning grammar and think of it as being difficult, which raises their affective filter. If the material is interesting and students are engaged in the activities and there is a stress-free environment, their affective filter will be lowered and, thus, they will be more receptive. It will be my aim to provide this environment.

## **BIBLIOGRAPHY**

### **Reference books**

Thornbury, S. 1999. How to Teach Grammar. Longman

Harmer, J. 2006. The Practice of English Language Teaching 4<sup>th</sup> Edition. Pearson-Longman

Corder, P. 1981. Error. OUP