

Cambridge Diploma in English Language Teaching to Adults

NAME: Nergiz Kern	DATE: 2 nd October 2007	ASSIGNMENT: Resources and materials
CLASS LEVEL: Upper-intermediate	LESSON LENGTH: 60 minutes	MATERIALS (Book & Page Nos.): Martin L. Kings's speech, transcript, pictures

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

The class varies in size and composition. It is a multi-cultural group from six different countries. They are all adults, the youngest being 18 years old and the oldest 36. Some of them are attending other courses in the morning and some are preparing for exams (e. g. FCE). Their motivations and reasons for studying are quite divers as well as their previous learning backgrounds. Most of them have spent considerable time studying and learning English formally as well as informally. Several students have been in the UK for a longer period of time varying from 6 months to two years. Some would like to stay and live in the UK but most of them are only here to improve their English.

Although the class has not been together for long, they work together very well and participate willingly in the lessons and interact with each other in a very friendly atmosphere. With the exception two students, who are rather shy when it comes to speaking in front of the whole class, they are eager to speak and also take risks in using new language.

In this course, they have been following the Cutting Edge upper-intermediate coursebook. Some of them are strong upper-intermediate and a few are at the lower end of the level but have had no problems so far coping with the tasks given.

Name	Nationality	Age	Profiles
Carlos	Spanish	23	Has been learning English for 10 years. Instrumentally. Studies Business Management and believes that knowing English will improve his job prospects and will help in in business meetings. Also interest in English in general. Believes that he learns best by doing fun activities and therefore enjoys games in the classroom. Mainly wants to improve his writing and speaking skills and his pronunciation.
Ramiro	Spanish	18	Has been learning English for 10 years. He studies Psychology. Instrumentally as well as integratively motivated. Needs English for his studies but also believes that English is an important world language and is generally interested in it. This is his 2 nd time in the UK and he wants to come again. Is a visual learner. Participates actively in the classroom. Wants to mainly improve listening skills and pronunciation. Has a very strong Spanish accents which makes him difficult to understand at times.
Daniela	Slovakia	25	Has been learning English for 7 years. She has been living and working in the UK for two years. Integratively motivated Self-confident and outspoken.
Daniela	Korean	36	Has been learning English for about 20 years. Has been a teacher. Instrumentally motivated. Needs English for her job as a travel agent. Wants to take the FCE. Highly motivated. Has a strong desire to master English and puts a lot of effort into learning it. She wants to improve all four skills as well as her grammar, knowledge of vocabulary and pronunciation. Self-confident, active, interested and inquisitive learner. Positively curious and interested in learning about other people and cultures.

Marta	Polish	24	Has been learning English for 11 years. Has and MSc in Chemical Technology. Mainly instrumentally motivated. Needs English for business meetings and attending conferences. Wants to improve all her skills plus grammar, vocabulary and pronunciation and become a fluent speaker. A quiet and concentrated learner.
Nathalie	Swiss	16	Instrumentally and integratively motivated. Needs English for school but also wants to make friends. Planning to go to Australia as an exchange student. Wants to mainly improve her speaking skills and improve her grammar, vocabulary and pronunciation. Quiet and shy in the classroom. Doesn't participate in whole class speaking activities but engaged in pair or small group activities which suit her personality.
Yasmin	Swiss	17	Instrumentally motivated. Needs English for school. Wants to speak fluently and also improve her listening skills. Grammar, vocabulary and pronunciation are also important. She wants to go to the USA as an exchange student.
Laura	Spanish	21	Has been s English for 13 years. Has lived in Sheffield, UK for 6 months. Studies Philology. A highly motivated learner. Interested in all aspects of the language. Instrumentally as well as integratively motivated. Needs English for her studies but is also thinking of emigrating to the UK. Mentioned also a relationship as reason for learning English. Very self-confident and outgoing. Likes to speak and speaking is also what she wants to further improve, in addition to vocabulary and pronunciation. Her pronunciation is already quite good. When learning / studying she needs things neat and organised.
Maritza	Peruvian	30	Has lived in the UK for 6 months. Is doing her Master's degree. Instrumentally as well as integratively motivated. Needs English to finish her Master's degree. Has an English boyfriend. Wants to improve pronunciation and knowledge of vocabulary. Seems to me strong in all four skills. Self-confident in the classroom.
Eva	Poland	21	Has been learning English for about 7 month. Has moved to the UK one year and two months ago and wants to stay for another 6 months or longer. Works night-shift in a factory. Has studied Russian and German in Poland. Integratively motivated. Has a lot of friends and wants to speak with them. Seems to be mathematical-analytical type of learner.
Chikayo	Japan	30	Is a nurse. Quit her job to come to the UK and learn English. Confident speaker. Is mainly interested in social English to make friends here. Wants to improve writing, speaking and listening skills and also mentioned grammar and pronunciation

NEEDS OF THE GROUP

As the students are all at upper-intermediate level, most of them can use grammatical structures and tenses quite accurately even in situation where they have to use a mix of tenses, as far as I have been able to observe so far. But as most of them need English for their university studies or will need it for work afterwards, they still want to further improve their grammar. Their range of vocabulary is very good and they are able to find synonyms for words ranging from informal to formal.

At present, I cannot say anything about their writing skills. None of the other DELTA teachers has done any writing tasks with them yet, and in my lesson with them, they only had to take notes for a speaking activity.

I couldn't detect any severe pronunciation problems which would impede understanding except with Ramiro who has a very strong Spanish accent, and teachers as well as his peers have sometimes problems understanding him. Having said that, there is still a need to work on pronunciation because at this level they more frequently come across longer and more unusual words. More importantly, there is a need to

work on sentence stress, intonation and connected speech. Accordingly, all students mentioned pronunciation as one of the areas they would like to improve on.

As a result of my observations and because for almost all students improving their listening skills is one of their priorities, I have chosen listening as a focus of this lesson. I decided to use authentic material because at this level they have been exposed to a lot of coursebook listening tasks specifically graded and recorded for learners. What they need now is being able to cope with real speakers in real environments with all the difficulties (background noise, quality of recording, accent, etc.) that come with it. Exposing students to real spoken English is, in addition, one way of helping them to improve their pronunciation. Most of the students in this group will also have to give speeches, presentations or talks in front of other people in their work lives or as students.

MAIN AIMS AND OBJECTIVES

- To build students confidence in dealing with an authentic listening resource – Martin Luther King's famous “I have a dream” speech.
- To provide practice in listening for specific and detailed information
- To provide practice in note-taking from a speech

SUBSIDIARY AIMS AND OBJECTIVES

- To help students notice a rhetorical device often used in powerful speeches, namely anaphora (repetition of a word or a phrase at the beginning of a sentence or paragraph)
- To provide speaking practice by giving a short speech

TIMETABLE FIT (previous & future work)

Most of the previous lessons have concentrated on various reading skills incorporating speaking. One of the lessons was about writing skills with the help of the Internet. In several of them authentic written material has been used. Therefore, this listening lesson fits in in two respects. Firstly, as a balance to the reading skills lessons. Secondly, as an exposure to yet another but different kind of authentic material.

PERSONAL TEACHING AIMS

- To generate interest in the topic
- To build rapport with students
- To ensure that my instructions are clear
- To refrain from imposing my opinion on the students

ASSUMPTIONS

- That students have at least general background knowledge about the topic – Civil Rights Movement, Slavery and Racism in America
- That they have heard of Martin Luther King and maybe also know about his famous speech
- That they have listened to authentic material before (songs, TV, radio, lectures)
- That they have taken notes from listening before (e. g. from lectures)
- That they, having studied English for a while, can cope with and are used to tasks in which they are asked not to listen to every single word.
- That they are willing to be challenged

LANGUAGE SYSTEMS ANALYSIS

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/Users/nergizkern/Desktop/DELTA Templates/Completed_Assignments/Resources_&_Materials/Resources & Materials Top Sheet.odt

Five score years = 100
(n)

Emancipation Proclamation (n) = public announcement of great importance

to cash a check (n) = get money for a check

*a bad check (n) -> insufficient funds = to give sb. a check
without having enough money on your account*

a creed (n) = a belief

self-evident (adj) = obvious / not needing to be explained

ANTICIPATED PROBLEMS (language errors / management / materials)	SOLUTIONS
Quality of recording (old).	<ul style="list-style-type: none">• Make sure it is loud enough.• Give task where understanding all parts is not necessary.
Students might find the speech too difficult and get frustrated. A lot of figurative speech, mention of places and historic events	<ul style="list-style-type: none">• Grade the tasks.• Make instructions clear (Don't listen to everything. Concentrate on task).• Activate previous knowledge before reading.• Make pauses at appropriate places to give time to reflect and note down.• Students can read transcript during second listening of part 2 and complete their notes.
Speech is too long.	<ul style="list-style-type: none">• Choose appropriate sections and leave out the rest.
Students might not know about Martin Luther King or the Civil Rights Movement.	If nobody knows, very briefly outline the topic and focus them on the tasks for which a detailed background knowledge of the topic is not necessary.
Because the speech is too long, I will have make sure to stop, go forward and backward at the correct places.	I have noted down the exact times where I have to stop the recording. As the material is digital this should be easier than with a tape.

COMMENTARY (500 words maximum)

I have chosen this speech as a resource because students are rarely exposed to this genre in the classroom. Moreover, most listening in the classroom is short. But the students will most probably have to listen to uninterrupted longer sequences of speech in real life when attending lectures, conferences, business meetings and presentations or even when watching TV or listening to the radio.

In my first lesson with the students, I had the chance to gauge their listening skills and am, therefore, confident that they will be able to cope with the material I have chosen. Although the speech contains a lot of difficult vocabulary and figurative speech, it is delivered relatively slowly and there is lots of repetition. By grading the tasks, having them work in pairs for some task and allowing them to read the transcript at the end of listening part 2, I take away the pressure on individual, especially weaker students. Also, it is a famous and emotional speech, and I hope students will be familiar with it. If not, they will still be able to relate to the topic of racism, freedom and civil rights which are always relevant.

The focus of the lesson is not on teaching vocabulary or any grammar point. I mainly want to give the students the opportunity to listen to longer stretches of material and to start getting used to more challenging authentic listening without bothering to look up or ask for every unknown word. According to Underwood (1989, p. 101) "a listening text should not be judged to be too difficult merely because the students will not be able to understand every word" as "this is also not the way native speakers approach listening." I will introduce only a few words at the beginning which I think are crucial for understanding. The aim of task 1 and listening part 1 is mainly to get the students tuned in and built up confidence by activating their schematic knowledge.

"It is relatively difficult to concentrate on spoken material that is heard 'blind'"(Ur, P:1984). Therefore, I will use pictures as a lead-in to the topic but also as aids in helping students visualise the original setting and create a kind of context and background for the listening and help students concentrate and understand better during the longer period of listening. By using pictures to predict the content of the listening beforehand I want to help the students to develop their top-down processing skills (www.teachingenglish.org.uk).

In order that weaker students don't get frustrated about not having understood enough, they can listen twice to the second part while reading along and comparing their answers with the transcript. This will also help all students to prepare for the last speaking stage.

As the lesson takes place on an early afternoon at the beginning of the week, I hope the students will not be tired and be able to concentrate.

Bibliography

Underwood, M. 1989. Teaching listening. Longman
Ur, P. 1984. Teaching Listening Comprehension. CUP

www.teachingenglish.org.uk