

Cambridge Diploma in English Language Teaching to Adults

NAME: Nergiz Kern	DATE: 9 th Oct 2007	ASSIGNMENT: Language Systems 1 - Prefixes
CLASS LEVEL: Upper-Intermediate	LESSON LENGTH: 45 min	MATERIALS (Book & Page Nos.): Own, ideas from <i>Total English</i> p. 113, adjectives from <i>New Headway T's book</i> p. 35

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

The class varies in size and composition, though a core group has formed by now and there is, in general, good group dynamics. However, several of the students will be leaving and new ones will join the class. It is a multi-cultural group from six different countries. They are all adults, the youngest being 16 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.

Almost all students participate willingly in the lessons and interact with each other in a very friendly atmosphere. They are motivated, eager to speak and also take risks in using new language which are good learner characteristics. There is only one student who doesn't seem to be very involved in the lessons although her level of English would permit her to do so.

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. However, two students have left the class and joined an intermediate one, though one of them, Marta, returned.

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. 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 accent 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 . Outspoken but gives the impression of not being very interested in the lessons. Participates only if asked to do so and even then only reluctantly although she seems to have quite a good level of English. When eliciting vocabulary she is quick to answer and can provide synonyms and definitions. She seems to be more interested in social English.

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. She seems to have interpersonal intelligence.
Laura	Spanish	21	Has been studying 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. Might have a logical-mathematical intelligence (Gardner's Multiple Intelligences Theory).
Maritza	Peruvian	30	Has lived in the UK for 6 months. Is doing her Master's degree. She is a teacher. 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. Has probably a naturalist intelligence (Gardner's Multiple Intelligences Theory).
Marta	Polish	24	Has been learning English for 11 years. Has an 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. Finding the level of the class a bit difficult, she tried out an intermediate class, but came back. Part of the reason is class dynamics – she feels better in this class which will hopefully lower her affective filter and help her be more confident and improve. At the moment she benefits a lot more from pair or small group work which gives her more time to think and respond.

NEEDS OF THE GROUP

Most students in this class have mentioned they want to learn more vocabulary. Although their range of vocabulary is already quite good, this is not surprising because at the upper-intermediate level students will be reading more outside of the classroom in a less controlled way and authentic texts rather than graded ones. Which means they will be confronted with more unknown words. Most of them will have to read English texts for their studies or at work. This means they have a need to process language they encounter faster and more effectively. Therefore, they need training in strategies which will help them read and understand a text without relying too much on dictionaries and also strategies for organising their vocabulary into groups instead of learning single items. Organising and learning vocabulary in groups (e. g. word families) has been suggested by researchers to help retain words much easier and longer (Thornbury: 2002), (Nation: 2001). For both strategies, knowing about word formation and in this case about what prefixes are, how they change the meaning of words, and what they themselves mean is very helpful. Knowledge of affixes is also very important for those students in the class who are preparing for the FCE.

MAIN AIMS AND OBJECTIVES

- To activate students' previous knowledge of prefixes
- To make aware that prefixes have different forms according to the word they are attached to (il-, ir-, im-)
- To draw attention to the fact that there are exceptions to some rules about prefixes (*illegal*, but *disloyal*)
- To make students aware that prefixes don't usually change word stress

SUBSIDIARY AIMS AND OBJECTIVES

- To help students in becoming more efficient learners
- To develop students listening skills by having them listen to a short personal story
- To develop students fluency in speaking by providing a free speaking task

TIMETABLE FIT

One of my colleagues did a lesson with focus on the third conditional and the topic of important decisions in life using the coursebook *Total English*. I want to connect this lesson to hers by telling about one of my own important decisions and thus exposing them to the structure of the 3rd conditional again plus introducing the words we will work with in this lesson.

Also, this lesson will be the first of two sessions I am planning. In the second lesson, I will introduce some more frequent prefixes and include suffixes and work on word formation.

PERSONAL TEACHING AIMS

- To further improve my board work
- To teach prefixes in a light-hearted and engaging way

ASSUMPTIONS

- Students have some knowledge about prefixes and know the meanings of these common ones.
- The students will have attended the lesson about the 3rd conditional

LANGUAGE SYSTEMS ANALYSIS

unattractive (adj.) [ʌnə 'træktɪv]

immaturely (adv.) [ɪmə 'tʃʊəli]

irrelevant (adj.) [ɪ 'relɪvənt]

impolite (adj.) [ɪmpə 'laɪt]

unpopular (adj.) [ʌn 'pɒpjʊlə]

disloyal (adj.) [dɪs 'lɔɪəl]

illegal (adj.) [ɪ 'li:gl]

unfriendly (adj.) [ʌn 'frendli]

disrespectful (adj.) [dɪsrɪ 'spektfl]

unreliable (adj.) [ʌnrɪ 'laɪəbl]

unkind (adj.) [ʌn 'kaɪnd]

insensitive (adj.) [ɪn 'sensɪtɪv]

unsuccessful (adj.) [ʌnsək 'sesfl]

ex-husband (n) [eks 'hʌzbænd]

ANTICIPATED PROBLEMS (language errors / management / materials)	SOLUTIONS
If students know more about prefixes, their use and meaning, I would finish much earlier	I will built in some flexibility into the lesson plan. I can introduce or elicit some more prefixes at the end.
I don't know how many students will be there as some will be leaving the school and some new ones will probably be joining the class.	Make some spare copies.

I will probably meet some students for the first time.	If possible chat with them and learn their names before the lesson. Otherwise, ask their names and where they are from quickly at the beginning of the lesson.
The room can get quite warm in the afternoon when the sun is shining.	Roll down the blinds during lunch time. Keep the door and windows open as much as possible, if there is not too much noise coming in.
New students might not know why there is an observer in the class and might feel uncomfortable which would raise their affective filter.	If I feel it is necessary, I will explain briefly.

COMMENTARY (500 words maximum)

One way of helping students understand unknown words is making them aware of the existence of prefixes, what they are for, how they function and what they mean. Most students will have encountered and worked with prefixes before but they need to expand their knowledge (see *needs*). In this lesson they will see some of the more common prefixes some of which they will probably recognise.

My intention in this lesson is to activate students previous knowledge and fill gaps in their knowledge in order to prepare them for the up-coming lessons, especially my next lesson introducing more frequent prefixes and suffixes. Nation (1993) suggests "mini-syllabuses" for teaching word parts, choosing the more frequent ones first. Thus, interference of similar forms is avoided and students are exposed to affixes in a regular manner.

Not all students might find prefixes exciting or they might feel overwhelmed by the number of them, their various forms, meanings and the fact that there are no fast and hard rules to help them decide which prefix to use. Therefore, I will try to keep this lesson light-hearted with a personal story at the beginning and a "guided discovery" approach.

The mini-story I have written for this lesson links to one of the lessons they will have had the day before about the third conditional and the topic of important decisions. I think it is important for students to have the feeling that the lessons are somehow connected. Also, in order to store what one has learned in long-term memory, students need to be exposed to the same structure or vocabulary many times. I think a funny or interesting story or laughter in class helps students not only to be relaxed lowering their affective filter but also to remember the content.

I have created my own material because I wanted to link the topic to the previous lesson (see above) and because in most exercises from books suffixes and prefixes are introduced together (or on the same page). This way, I was also able to choose the words and prefixes I wanted to introduce in order to be able to focus students attention to some specific points I want to raise, e. g. irregularities (illegal but disloyal – both stems starting with "l").

BIBLIOGRAPHY

Reference books

Thornbury, S. 2002. How to teach vocabulary. Longman
 Nation I. S. P. 1990. Teaching & Learning Vocabulary. Heinle & Heinle

Coursebooks

Acklam & Crace. 2006. Total English upper-intermediate. Longman
 Soars & Soars. 1998. New Headway upper-intermediate. OUP