

University of Cambridge CELTA Focus On The Learners (750 - 1000 words)

Feedback Sheet *please include this as the first page of your assignment

Name	Submission date	Word count	Signature to confirm own work

This assignment will be assessed according to the following **criteria**:

a) showing awareness of how your learners' backgrounds, previous learning experiences and learning styles affect learning	
b) identifying your learners' language/skills needs	
c) correctly using terminology relating to the description of language systems/ language skills	
d) selecting appropriate material and/or resources to aid your learners' language development	
e) providing a rationale for using specific activities with your learners	
f i) finding, selecting and referencing information from one or more sources	
f ii) using written language that is clear, accurate and appropriate to the task	
Comments on resubmission (if applicable):	

Assessment:

Grade	Date	First marker	Second marker
Pass 1 st submission			
Resubmission			
Pass on resubmission			
Fail			

Needs Analysis

Needs analysis is an essential aspect in the process of providing effective, customised, and therefore, meaningful learning opportunities for our learners. Any professional teacher/educator will incorporate some element of needs analysis into their teaching to help them better plan for, adapt to and manage the specific needs of individuals and individual groups of learners.

- 1) Find some time in the two weeks to get to know your learners and find out more information. Use the following chart to help guide you with questions.
- 2) Complete your chart and use it to share the information you have gathered with your peers in your TP group.

Your name: _____

Names of learners	
Languages spoken (and level)	
Reasons for learning English	
Level of education	
Previous English learning experiences	
Preferred learning experiences <i>(E.g. group work, visual support, etc.)</i>	
Strengths in English	
General areas for improvement in English	
Specific skills (and aspects of those skills) that need work and why <i>(You can obtain this information by giving the learners a task, observing them in class, and asking them directly)</i>	
Specific areas of grammar that need work. <i>(You can obtain this information by requesting a short written paragraph, recording their conversation and asking the learners directly)</i>	
Specific areas of pronunciation that need work. <i>(You can obtain this information by recording your conversation and asking the learners directly)</i>	

FOTL Assignment parts 2, 4 and 6 – Suggestions for collecting information

1) Speaking task:

To collect evidence of grammar, speaking, or pronunciation needs, **record** (e.g. on your phone. **Remember** to ask their permission before recording them) some of your learners answering the following types questions, or similar ones (as many as needed to collect sufficient sample). These questions can also help you to answer the other sections of the class profile:

- *How long have you studied English? Where did you study? Did you enjoy it? Etc.*
- *What is the most difficult thing about learning English?*
- *What do you like to do in your free time?*
- *Describe your daily routine* (evidence of present forms)
- *Tell me about your last weekend/holiday/birthday/etc.* (evidence of past forms)
- *What are your plans for the future?* (evidence of future forms)
- *Etc.*

2) Writing task:

To collect evidence of grammar or writing needs, ask your learners to complete a short writing task, which you will collect (**Note** – you can also use any writing tasks your students produce during TP).

- Provide a few sentence stems of familiar topics and ask them to write at least one sentence for each, e.g.
 - *In my free time...*
 - *Every morning I...*
 - *In my family...*

3) Reading task:

To collect evidence of reading needs, observe your learners doing reading tasks during Teaching Practice. Which tasks did they find most challenging? If you can, ask them why they found these ones difficult? (length, time limit, etc.) Then, decide what aspects of reading, e.g. subskills, these tasks focus on.

4) Listening task:

To collect evidence of listening needs, observe your learners doing reading tasks during Teaching Practice. Which tasks did they find most challenging? If you can, ask them why they found these ones difficult? (accent, speed, etc.) Then, decide what aspects of listening, e.g. subskills, these tasks focus on.

Writing up your assignment

- 1) You will need to identify the generic needs of this class.
- 2) Use the information from your chart and peer group discussions to help you.
- 3) You will also need to reference one or more sources, e.g. Swan & Smith's *Learner English*.
- 4) Include a bibliography on a separate page at the end of the essay before the appendices.
- 5) Include a word count at the end of the essay.
- 6) Include your selected materials as appendices in this document or photocopy these and submit by hand. **Do not submit more than two specific activities for each section, i.e. no chapters, full websites, multiple pages of activities, etc.**
- 7) Write in continuous prose and make sure to meet the word count. There is an example assignment included at the end of this document for you to refer to.
- 8) Submit only a single Word document (you can include the remedial materials as photos/screenshots/PDFs).
- 9) Complete and submit the assignment by the date marked on the course schedule.

(Adapted from an assignment designed by Ben Naismith, 2017)

Example assignment (Note – this is a real assignment with my comments. The assignment was graded PASS on first submission)

Focus on The Learners

1. Background Information

There are eight regular attendees in the class, taking lessons daily for two hours. Most of them are Colombian and one of them is Venezuelan. There are six women and two men, and their ages range from 24 to 50 years old. All the students work – some of them at Multilingua Language Center in technology support, sales, and reception work – and some of them in their respective fields (International Relations, Public Accounting). All have been attending a pre-intermediate class at Multilingua Language Center for the last two weeks. Some of them attended classes at high school and university at an elementary level but their experiences with previous English lessons was poor since they felt they didn't reach their desired level of fluency or accuracy and they felt they didn't learn as much. Some of them have also studied in different language schools and studied on their own **specially** with audiovisual resources like YouTube. All have instrumental motivations for learning English (to improve their job situation and prospects, travel abroad and **immigrate** to English-speaking countries). Many of them also show intrinsic interest in English language and culture, particularly music, films and tv documentaries. All the students are dynamic and lively during the lessons, and they respond well to collaborative tasks (freer speaking tasks and peer-checking). Most of them seem to be more visual learners (making notes and noticing colors on the materials) but some of them are also drawn to auditory tasks (listening and drilling).

Commented [BH1]: A good overview of the group's:

- learning context
- nationalities
- ages
- work background
- current level of English
- learning background
- motivations
- interests
- personality / learning preferences

Well done 😊

2. Grammar Issues

One specific area of grammar that this class has an issue with is the overuse of the definite article "the". As Garcia Mayo (2008:561) says "all instances of definite article overuse in the cultural, structural and general reference categories found are due to transfer from Spanish."

This can be categorized as a recurring issue given that it appeared in multiple occasions across different sessions.

On one occasion John said:

"The people on this moment doesn't have the time."

Instead of:

"People in this moment don't have time."

In another instance Diana said:

"I had the coffee with milk."

Instead of:

"I had coffee with milk."

Commented [BH2]: Good observation, supported by two examples of this grammar mistake and reference to the literature 😊

3. Grammar support

To help this group of learners improve in their use of the definite article, I have selected the following supplementary activities taken from Murphy (2009) *Essential Grammar in Use 2nd ed*, CUP, pages 147 – 149 (See Appendix #1).

This material will help learners improve in this particular grammar point because they can read the explanations (p.146, 148) and controlled practice (p.147, 149) of when to use and when **no** to use the definite article. Then they could check their answers (included with the tasks).

Commented [BH3]: Good. This material [links back](#) to the problem you have identified, and is [appropriate](#) for the level of class. It should improve their [understanding](#) of how we use the definite article and provide [practice](#) of this grammar area.

4. Phonology Issues

One specific area of pronunciation that this group of learners has an issue with is the /aɪ/ sound in words with different vowel combinations. As Helman described (2004: 455) "Given that Spanish has only one sound per vowel, we can see that the addition of distinct vowel sounds of English must seem quite complicated to the English-language learner."

This is a recurrent issue because I observed the same confusion **in** two different occasions. In one lesson, Ana said:

Commented [BH4]: Again, good observation, supported by two examples of this phonology mistake and reference to the literature 😊

"News show too much violence / 'viələns/"

Instead of:

"News show too much violence / 'vaiələns/"

And on another occasion, Diana said:

"She is very kind /kind/"

Instead of:

"She is very kind / kaɪnd/"

5. Phonology support

In order to help this group of learners improve on this area of pronunciation, I have chosen the following supplementary activity taken from Marks (2007) *English Pronunciation In Use Elementary*, CUP, page 26 (audio A56a,b,c) and page 27 (audio A59 – A60) and ex. 9.3 (see Appendix #2).

This will help the class improve upon this particular pronunciation issue because learners can see the diagram of the mouth shape while hearing the target sound, a strategy that might appeals to visual and auditory learners. Then they can practice identifying the target sound in commonly used words while associating the sound with different spellings (ex. 9.3) in the controlled practice task.

6. Skills Issues

One specific skill that this group of learners has some issues with is listening for detail. This is a recurring issue because I was able to observe and listen to learners express this to be an issue on few occasions.

On one occasion, most of the learners had trouble understanding the names of people interviewed on a radio program but they successfully completed the listening for gist task. During the breakout room task (checking and peer-reviewing) it was clear that for some of the learners, the accents of some of the voice actors and their different tones and registers made it more difficult to understand their names than other details that they were listening for (detailed on task's instructions).

On another occasion, with a different listening text, most of the class requested more attempts to listen to the audio to answer the detailed information task about a museum guide about a painting. Although most of the learners understood the context and the overall description of the painting, when it came to identify where each character was located in the painting, they showed difficulties. This might have been due to some confusion with the use of prepositions, but if they had identified some of the characters, then listening for the location of the rest of the characters could have been easier.

7. Skills support

In order to help this group of learners address this aspect of listening, I have selected the following supplementary activity taken from Aspinall (2002) *Test Your Listening*, Pearson Education Limited, pages 2-3 and 58-59. (see Appendix #3).

These exercises will help the class address the issue because they provide students with practice in finding details, specific words, collocations and phrases in monologues and conversations. Having different listening texts but similar listening tasks could help improve the learners' listening for detail skill.

Word count (976)

Bibliography

Aspinall (2002) *Test Your Listening*, Pearson Education Limited.

García Mayo (2008) "The acquisition of four nongeneric uses of the article the by Spanish EFL learners" in *System*, 36. pp. 550 – 565.

Helman (2004) "Building on the Sound System of Spanish: Insights from the Alphabetic Spellings of English- Language Learners" in *The Reading Teacher*, 57, 5. pp. 452 – 460.

Commented [BH5]: Good. This material links back to the problem you have identified, and is appropriate for the level of class. It should improve their understanding of how to produce the target diphthong and provide practice of this pronunciation area.

Commented [BH6]: Good ☺
Note that these exercises also ask the learners to produce the target sound in different words.

Commented [BH7]: * This isn't a problem with listening for detailed understanding. It is more likely to be due to a lack of familiarity with/exposure to certain English accents.

Commented [BH8]: Ok. This is evidence of their difficulties with listening for detailed understanding tasks.

Commented [BH9]: Ok, part of this material does focus on listening for detailed understanding (see my comments below).

Commented [BH10]: ☺

Commented [BH11]: Good ☺

Marks (2007) *English Pronunciation in Use Elementary – Self-study and classroom use*, CUP.

Murphy (2009) *Essential Grammar in Use – A self-study reference and practice book for elementary students of English 2nd ed.*, CUP.

Appendices:

Appendix # 1

Commented [BH12]: Good ©



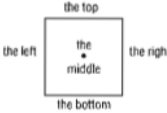


UNIT
69

the ...

- A** We use **the** when it is clear which thing or person we mean:
- What is **the name** of this street? (this street has only one name)
 - Who is **the best player** in your team?
 - Can you tell me **the time**, please? (= the time *now*)
 - My office is on **the first floor**. (= the first floor of the building)
- Don't forget **the**:
- Do you live near **the city centre**? (*not* 'near city centre')
 - Excuse me, where is **the nearest bank**? (*not* 'where is nearest ...')

- B** **the same** ...
- We live in **the same street**. (*not* 'in same street')
 - 'Are these two books different?' 'No, they're **the same**.' (*not* 'they're same')

C We say:

<p>the sun / the moon / the world / the sky / the sea / the country:</p> <ul style="list-style-type: none"> • The sky is blue and the sun is shining. • Do you live in a town or in the country? 	
<p>the police / the fire brigade / the army (of a city, country etc.):</p> <ul style="list-style-type: none"> • My brother is a soldier. He's in the army. 	
<p>the top / the end / the middle / the left etc.:</p> <ul style="list-style-type: none"> • Write your name at the top of the page. • My house is at the end of this street. • The table is in the middle of the room. • Do you drive on the right or on the left in your country? 	
<p>(play) the piano / the guitar / the trumpet etc. (musical instruments):</p> <ul style="list-style-type: none"> • Paula is learning to play the piano. 	
<p>the radio:</p> <ul style="list-style-type: none"> • I listen to the radio a lot. 	

- D** We do *not* use **the** with:
- | | |
|---|----------------|
| <p>television:</p> <ul style="list-style-type: none"> • I watch television a lot. • What's on television tonight? <p><i>but</i></p> <ul style="list-style-type: none"> • Can you turn off the television? (= the TV set) | THE |
| <p>breakfast / lunch / dinner:</p> <ul style="list-style-type: none"> • What did you have for breakfast? (<i>not</i> 'the breakfast') • Dinner is ready! | THE |
| <p>next / last + week/month/year/summer/Monday etc.:</p> <ul style="list-style-type: none"> • I'm not working next week. (<i>not</i> 'the next week') • Did you have a holiday last summer? (<i>not</i> 'the last summer') | THE |

EXERCISES

**UNIT
69**

69.1 Put in the where necessary. Write OK if the sentence is already correct.

- 1 What is (name) of this street? the name
- 2 What's on television tonight? OK
- 3 Our apartment is on second floor.
- 4 Would you like to go to moon?
- 5 Which is best hotel in this town?
- 6 What time is lunch?
- 7 How far is it to city centre?
- 8 We're going away at end of May.
- 9 What are you doing next weekend?
- 10 I didn't like her first time I met her.
- 11 I'm going out after dinner.
- 12 What's biggest city in world?
- 13 My sister got married last month.
- 14 My dictionary is on top shelf on right.
- 15 We live in country about five miles from nearest village.

69.2 Complete the sentences. Use: **the same + age colour problem street time.**

- 1 I live in North Street and you live in North Street. We live in the same street.
- 2 I arrived at 8.30 and you arrived at 8.30. We arrived at
- 3 Jim is 25 and Sue is 25. Jim and Sue are
- 4 My shirt is dark blue and so is my jacket. My shirt and jacket are
- 5 I've got no money and you've got no money. We've got

69.3 Look at the pictures and complete the sentences. Use **the** if necessary.



- 1 The sun is shining.
- 2 She's playing
- 3 They're having
- 4 He's listening to
- 5 They're watching
- 6 They're swimming in

69.4 Complete these sentences. Choose from the list. Use **the** if necessary.

capital dinner police lunch middle name sky television

- 1 We had dinner at a restaurant last night.
- 2 We stayed at a very nice hotel but I don't remember
- 3 is very clear tonight. You can see all the stars.
- 4 Did you see the film on last night?
- 5 Somebody was trying to break into the shop so I called
- 6 Tokyo is of Japan.
- 7 'What did you have for?' 'A salad.'
- 8 I woke up in of the night.

go to work go home go to the cinema

A



She's at work.



They're going to school.



He's in bed.

We say: .

- (go) **to work**, (be) **at work**, start **work**, finish **work**:
- Goodbye! I'm **going to work** now. (*not* 'to the work')
 - I **finish work** at 5 o'clock every day.
- (go) **to school**, (be) **at school**, start **school**, leave **school** etc.:
- What did you learn **at school** today? (*not* 'at the school')
 - Some children don't like **school**.
- (go) **to university/college**, (be) **at university/college**:
- Helen wants to **go to university** when she **leaves school**.
 - What did you study **at college**?
- (go) **to hospital**, (be) **in hospital**:
- Jack was in an accident. He had to **go to hospital**.
- (go) **to prison**, (be) **in prison**:
- Why is he **in prison**? What did he do?
- (go) **to church**, (be) **in/at church**:
- David usually **goes to church** on Sundays.
- (go) **to bed**, (be) **in bed**:
- I'm tired. I'm **going to bed**. (*not* 'to the bed')
 - 'Where's Jill?' 'She's **in bed**.'
- (go) **home**, (be) **at home** etc.:
- I'm tired. I'm **going home**. (*not* 'to home')
 - Are you going out tonight or are you **staying at home**?

~~THE~~

B

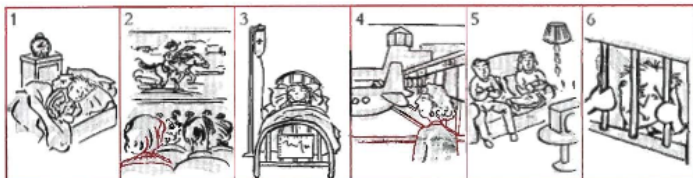
We say:

- (go to) **the cinema / the theatre / the bank / the post office**:
- I never go to **the theatre** but I often go to **the cinema**.
 - 'Are you going to **the bank**?' 'No, **the post office**.'
- (go to) **the doctor, the dentist**:
- You're not well. Why don't you go to **the doctor**?
 - I'm going to **the dentist** tomorrow.
- also **the station / the airport / the city centre** (⇒ Unit 68)

THE

EXERCISES

70.1 Where are these people? Complete the sentences. Sometimes you need **the**.



- 1 He's in bed.
 2 They're at _____
 3 She's in _____
 4 She's at _____
 5 They're at _____
 6 He's in _____

70.2 Complete the sentences. Choose from the list. Use **the** if necessary.

bank bed church home post office school station

- 1 I need some money. I must go to the bank.
 2 David usually goes to church on Sundays.
 3 In Britain, children go to _____ from the age of five.
 4 There were a lot of people at _____, waiting for the train.
 5 I phoned you last night but you weren't at _____.
 6 I'm going to _____ now. Goodnight!
 7 I'm going to _____ to get some stamps.

70.3 Complete the sentences. Sometimes you need **the**.

- 1 If you want to catch a plane, you go to the airport.
 2 If you want to see a film, you go to _____
 3 If you are tired and you want to sleep, you _____
 4 If you rob a bank and the police catch you, you _____
 5 If you have a problem with your teeth, you _____
 6 If you want to study after you leave school, you _____
 7 If you are injured in an accident, you _____

70.4 Put in **the** where necessary. Write **OK** if the sentence is complete.

- 1 We went (to cinema) last night. to the cinema.
 2 I finish work at 5 o'clock every day. OK.
 3 Mary wasn't feeling well yesterday, so she went to doctor. _____
 4 I wasn't feeling well this morning, so I stayed in bed. _____
 5 Why is Angela always late for work? _____
 6 'Where are the children?' 'They're at school!' _____
 7 We've got no money in bank. _____
 8 When I was younger, I went to church every Sunday. _____
 9 What time do you usually get home from work? _____
 10 Do you live far from city centre? _____
 11 'Where shall we meet?' 'At station.' _____
 12 Jim is ill. He's in hospital. _____
 13 Margaret takes her children to school every day. _____
 14 Would you like to go to university? _____
 15 Would you like to go to theatre this evening? _____

Answer key:

UNIT 69

69.1

- 3 ... **the** second floor.
- 4 ... **the** moon?
- 5 ... **the** best hotel in this town?
- 6 OK
- 7 ... **the** city centre.
- 8 ... **the** end of May.
- 9 OK
- 10 ... **the** first time I met her.
- 11 OK
- 12 What's **the** biggest city in the world?
- 13 OK
- 14 My dictionary is on **the** top shelf on **the** right.
- 15 We live in **the** country about five miles from **the** nearest village.

69.2

- 2 the same time
- 3 the same age
- 4 the same colour
- 5 the same problem

69.3

- 2 **the** guitar
- 3 breakfast
- 4 **the** radio
- 5 television/TV
- 6 **the** sea

69.4

- 2 **the** name
- 3 **The** sky
- 4 television
- 5 **the** police
- 6 **the** capital
- 7 lunch
- 8 **the** middle

UNIT 70

70.1

- 2 the cinema
- 3 hospital
- 4 the airport
- 5 home
- 6 prison

70.2

- 3 school
- 4 the nation
- 5 home
- 6 bed
- 7 the post office

70.3

- 2 the cinema
- 3 go to bed
- 4 go to prison
- 5 go to the dentist
- 6 go to university/college
- 7 go to hospital / are taken to hospital

70.4

- 3 the doctor
- 4 OK
- 5 OK
- 6 OK
- 7 the bank
- 8 OK
- 9 OK
- 10 the city centre
- 11 the station
- 12 OK
- 13 OK
- 14 OK
- 15 the theatre

Appendix #2:

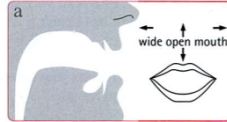
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C

How to make the sound /aɪ/

- A56a** • /aɪ/ is a long sound. It moves from /a/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /aɪ/

A Note: When you say the sound /aɪ/ by itself, you say the word I or eye, or the letter I.

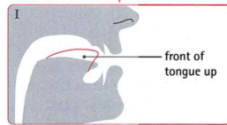


D

Sound and spelling

- A56b** • /aɪ/ is spelled in different ways. Listen and repeat.

i like time white
ie die
y dry July why
igh high night right
uy buy



- A56c** • Listen and say these sentences.

- 1 Do you like dry wine?
- 2 Why don't you try?
- 3 July will be fine.
- 4 Drive on the right.

- 9.2** These verbs are in the past tense. Write the infinitive. They all have /aɪ/.

EXAMPLE drove drive
1 wrote _____ 3 found _____ 5 flew _____
2 tried _____ 4 bought _____

- A59** Listen to check your answers. Check with the Key. Then listen and repeat.

- 9.3** Complete these sentences. All the missing words have /eɪ/ or /aɪ/.

bye day dry eight flight great miles **night** right time way white wine

- 1 The plane left in the evening and arrived the next morning. It was a night.
- 2 It's best to drink _____ with fish.
- 3 Fourteen kilometres is about _____.
- 4 There was no rain yesterday. It was a _____.
- 5 I think I'm lost - is this the _____ to the beach?
- 6 We've had a _____, thanks. _____!

- A60** Listen to check your answers. Check with the Key. Then listen and repeat.

Appendix #3:


Film talk

A Listen to this radio presenter talking about films and match the words and phrases in list 1 to their meanings in list 2.

List 1	List 2
1 round-up	A showing in some cinemas
2 on general release	B different version
3 selected cinemas	C showing in most cinemas
4 adaptation	D follow-up
5 sequel	E collection

B Now complete sentences 1–5 using the words in list 1.

- 1 The film will be _____ from next week.
- 2 Here is a _____ of the latest films.
- 3 This film is a clever _____ of a popular stage play.
- 4 It is a disappointing _____ to the original film.
- 5 You may have some difficulty in getting to see this film as it is only showing at _____.

 In the UK films are given a certificate. U means the film is unclassified and anyone can go. PG means 'parental guidance'. Anyone can go to these films but parents might not want to take young children. 12 is only for those aged 12 or those over 18.

Commented [BH14]: Note: this is more of a vocabulary Test than a listening task.

3 Film talk (continued)

Listen again and fill in the gaps in the listings below using no more than three words each time.

FILM LISTINGS

Title	Certificate	Release Date	Cinema	Story
Gone (1) <i>In sixty seconds</i>	15	(2) _____	General release	A retired (3) _____ is forced to do one more job.
Toy Story 2	U	16 May	(4) _____	Woody is kidnapped by a (5) _____
(6) _____	(7) _____	16 May	(8) _____	A story of (9) _____ and revenge.
Up at the Villa	(10) _____	(11) _____	Chichester cinema & selected cinemas	A triangular (12) _____



Test tip: Read through the task carefully and try and predict what type of information you are listening for. For example: 2: Is a date or a day of the week required?

Commented [BH15]: Note: this is a listening for specific information task.

58 A ghostly visitor

Listen to this man telling a group of people about a haunted house. Decide whether the statements about the ghost are true or false.

- 1 He comes into the room from the garden. T
- 2 He plays Mozart on the piano. _____
- 3 He doesn't frighten people. _____
- 4 He is always smartly dressed. _____
- 5 He sometimes says 'Good morning' to visitors. _____
- 6 He walks straight through the mirror. _____
- 7 He doesn't disturb anything. _____
- 8 He was probably the gardener. _____



Commented [BH16]: Ok, this task requires students to listen for detailed understanding.

59

SECTION 7

A ghostly visitor (continued)

■ Listen again and match the words in list 1 to their meanings in list 2.

List 1

mistook
put out
spooky
chuck
shabby

List 2

throw
confused one thing with another
poorly dressed
offended
frightening

■ Now complete sentences 1–5 with words from List 1.

■ Don't _____ out anything that belongs to me.

■ She looked rather _____ in her old clothes.

■ He _____ a toadstool for a mushroom and was very ill.

■ She was most _____ by his rudeness.

■ It was a _____ old house so they didn't want to stay there.

Commented [BH17]: Note: again, this is more of a vocabulary Test, than a listening task.