DELTA Module 3 – Extended Assignment

Teaching Young Learners aged 13-17

Word Count: 4, 423

Contents

1. Introduction

1.1 Why I chose to focus on teaching young learners aged 13-18

My personal goal for this assignment is to improve my own knowledge for the benefit of my own teaching, and also to benefit the schools which I work for by being able to make suggestions and assist with designing courses for these schools which are suitable for teenagers aged 13-17. So far in my career, I have generally taught teenagers in a similar way to how I teach adults, with just a few more 'fun games' or activities thrown in to add variety. I have generally found that most teachers in the schools where I teach do the same, and there is very little in the way of specialist training or courses for young learners. I want to use this assignment as an opportunity to think about how a course can be made relevant and interesting to learners of this age group, fully taking in to account how teenagers learn and how teaching can be adjusted to take this into account.

1.2 Differences between learners aged 13-18 and Adults, and how these differences can be addressed

One of the challenges with choosing young learners aged 13-17 is a lack of literature which is written specifically for this age group. Much of the literature on teaching young learners narrows its scope to children aged 7-12, for example *Teaching Young Learners* (Cameron, 2001)*,* and *Educating Second Language Children.* (Genesee, 1994)*. C*ontrastingly, a wide range of course books and activity books aimed at teenagers exist (Williams, 2002, p. 306) which suggests that the teaching of teenagers should in some way be separate from the teaching of both younger children and adults.

For this reason, I will start by focusing on three relevant major differences between young learners and adults highlighted by the literature on young learners, and then talk about how these relate to teenagers by drawing on both literature and my own experience.

1.2.1 Motivation

Whereas adults can be extrinsically and intrinsically motivated, young children are generally intrinsically motivated, meaning that they are motivated to learn 'because they enjoy the process of learning English for its own sake' (Pinter, 2006, p. 37). However, extrinsic motivations (such as wanting to learn English because it is an important language) start to appear after the age of 12 (Nikolov, 2000, p. 42). In my experience, teenagers are more aware of the need to learn English than young learners, but unlike with adults, in class they are often not motivated purely by 'the need to learn English'. They are often studying because it is a requirement of their school program, to pass school exams, or because their parents have insisted on it. Therefore, motivation to learn the language itself can seem low.

Part of the solution to this is to adopt a task based approach. A task based approach helps to provide motivation in the classroom, as the learner's goal becomes the completion of the task (Bourke, 2006, p. 282), thus appealing to the intrinsic nature of young learner's motivation. In my experience, for learners aged 13-17, this is extremely important. Although some may be more like adults and be motivated to learn, most learners at this age need clear tasks to engage in with a clear purpose.

Another solution is to base the content of lessons and courses on topics, rather than language aims. As James M. Bourke states:

> A topic-based/task-based syllabus can yield very stimulating units of work for young learners and remove many of the roadblocks to successful second language learning.
>
> (2006, p. 286)

1.2.2 How young learners learn English

Children are still learning about the world and have not yet developed the full cognitive abilities of adults (McKay, 2006, p. 6). This means that, for example, they struggle to think about language in an abstract sense, for example when thinking about grammar (Cameron, 2001, p. 106), and that tasks may be difficult for them on both a cognitive and linguistic level (Cameron, 2001, p. 24). It also means that their ability to concentrate for extended periods may be lower than adults, however if a task or activity is interesting then teenagers 'can focus on a single project for an entire lesson' (Lewis, 2007, p. 7) Teenagers, evidently, are more cognitively able than children, but less so than adults. According to Piaget's influential 'stages of development' theory, children from 11 years old:

> Are able to think beyond the immediate context in more abstract terms and can carry out logical operations such as deductive reasoning in a systematic way
>
> - (Pinter, 2006, p. 7)

However, in my experience, teenagers often still struggle with abstract concepts. As Lewis Gordon writes: 'since they (teenagers) are relatively inexperienced (in thinking abstractly), they tend to paint their reality in very broad strokes' (Lewis, 2007, p. 8).

For teaching, this means two things. Firstly, it means that teachers need to take a meaning-based approach to language with young learners, and to try and avoid treating language as an analytical system. Secondly, as students are beginning to reflect on their own learning, sometimes referred to as their metacognitive abilities (Pinter, 2006, p. 23), it can be useful to help students to focus on how they learn and to provide them with strategies for better learning.

1.2.3 Social Dynamics and Behaviour

Learners aged 13-18 are 'searching for individual identity' (Harmer, 2001, p. 39), and as a result may be seek approval by peers rather than the teacher, which ultimately may cause them to 'show off' or disrespect rules in an attempt to assert their own authority. Teenagers are also generally more easily embarrassed, especially when talking about themselves (Lewis, 2007, p. 7).

In terms of approach, therefore, it is important to to give students as large a degree of autonomy over their learning as possible. This can help give them a sense of 'ownership' of the classroom and

the classroom rules and improve their behaviour (Lewis, 2007, p. 9). This might include negotiating the rules of the classroom, or doing larger projects which allow for more learner autonomy. Teachers also need to show a large degree of respect and patience for teenagers, and show interest in 'their world', without trying to act like you are a teenager yourself.

Word Count: 1,040

2. Needs Analysis

2.1 What kind of information the 'needs analysis' will gather

Some aspects the course has been pre-determined by the language centre, namely that:

- The course has been advertised as **focusing mainly speaking** and will involve a communicative approach.
- The course is for intermediate level learners.
- The course is for Italian students

The needs analysis will attempt to collect *some* information about learner's motivation and communicative goals (sections 1 and 2 of the needs analysis questionnaire). However, a 'situation analysis' (Richards J. C., 1990, p. 2) which assesses what motivates the learners and what their learning preferences are will be more relevant, because learners are studying for their future so the final 'communicative needs' t (Richards J. C., 1990, p. 29) of their learning are yet to be revealed.

For this reason, I have chosen three methods of needs analysis:

(1) A situational 'needs analysis' questionnaire which gathers information about learning preferences and topics and activities that the students are interested in **(Appendix 3.1)**

(2) An learning styles test questionnaire**(Appendix 3.2)** to gather information about how learners learn.

(3) A diagnostic test – the PET speaking test and a short written assignment. **(Appendix 3.3)**

I chose a diagnostic test which focused on the relevant skills, e.g. speaking and writing. I chose the Cambridge PET test as the speaking test because they are a form of performance assessment (McKay, 2006, p. 98)as assess student's abilities to perform certain tasks, which is better for young learners than a 'discrete-point assessment' (McKay, 2006, p. 99) The tasks layouts are clear both for the learners and for the test administrator. Hopefully, the PET test will also have high face validity, as the learners are expecting a speaking course, they will probably expect a spoken entry test.

2.2 Results

2.2.1: Who are the students, and what is their learning background?

In total, there will be 11 learners in the class. The youngest will be 13 and the oldest 17. They are all Italian and all speak Italian as their mother tongue. They are coming to London as a single group for one week, to learn English and to visit certain tourist attractions. All of the learners started learning English at around age 6 and have been learning for an average of 9 years (**Appendix 2.1**)

The most common interests are sport (6 students) and music (5 students). Outside of the classroom, most students only use English when they travel, although a few read books or magazines (1 learner), listen to English songs (3 students) or watch English T.V. or movies (3 students).

As expected, for the majority of students, their communicative needs are unspecific. However, three students explicitly stated that they need English for travel, and most students use English when they travel.

All learners have been learning English for a long time, but have not yet progressed to a very high level, which suggests that learners need to develop better strategies for learning and develop a better awareness of how they learn.

2.2.2 What topics and activities are likely to motivate the learners, and how do they learn?

To avoid isolating individuals from the course, I eliminated topics or activities where one or more students were not interested or three or more students were only a little interested. For topics, this left only food, British culture and Film and T.V. Of these, I highlighted those which more than half of the class chose 'I love it!', leaving Film and T.V. and British Culture. Of these, British Culture was (somewhat surprisingly) the most popular. Travel was also a major interest (see **appendix 2.2)**

I used the same system as above for analysing the results of the *activities* they prefer doing. In general, there was a strong preference for larger, group projects. The activity which stood out was writing a class magazine, with an average score of 5/5, doing a presentation and writing and performing a play.

I then compared these with the results of the learning styles questionnaire (see **appendix 2.3**), which shows a strong preference for kinaesthetic learning and a slight preference for visual learning. This shows that activities and tasks in this course will need to be active where possible, and involve physical movement.

2.2.2 What are their strengths and weaknesses in terms of their ability to perform tasks which are appropriate to their level?

For the diagnostic test, the teacher doing the test was asked to mark ability in each task separately (sample mark sheet – 3.4), to diagnose which tasks they were best able to perform. The teacher also gave each student an overall score in the four bands which are normally given for this speaking test.

From this information, the chart in appendices 2.3 was developed, which revealed the following strengths and weaknesses:

2.3 Summary of learning priorities

Learners are currently strong at:	
1. Describing a picture	**Diagnostic – Task 3 performance (3.8 average)**
2. Discussing their personal backgrounds and giving short answers to questions.	**Diagnostic – Task 2 Performance (4.55 average)**
3. Giving short answers to questions	**Diagnostic – Overall score comments.**

4. Giving grammatically accurate answers to questions	Diagnostic – Appropriacy and accuracy 3.64
5. Learners show signs of having a wide range of vocabulary	Diagnostic – Appropriacy and accuracy comments
Learners currently struggle with:	**Evidence**
1. Expressing agreement and disagreement clearly and politely.	Diagnostic – Task 2 performance (average 2.64) and comments
2. Asking clear questions to gather basic information	Diagnostic – Task 5 performance and comments
3. Practising giving extended monologues and long-turn answers	Diagnostic – Fluency scores
4. Making suggestions and recommendations	Diagnostic – Task Two performance and comments
5. Justifying opinions	Diagnostic – Task Four performance

Within these weaknesses, (1) and (2) will be prioritised because they are very common functions which can be useful in many situations, and were the weakest areas on the diagnostic test. (3) will be focused on slightly less as extended monologues are less common in natural speech.

Word Count: 976

3 Course Proposal

3.1 Choosing a task based syllabus

In terms of approach, this course proposal is intended to strongly reflect the 'systems' approach to course design outlined by Kathleen Graves in this diagram and corresponding description:

Figure 1.1: A Framework of Course Development Processes

> This (a systems approach) means that the components are interrelated and each of the processes influences and is influenced by the others in some way.
>
> (Graves, 2000, p. 4)

By this, it is meant that what was discussed in the introduction and the needs analysis section will heavily influence the design of the course. This is why, for this course, I chose a mainly task based syllabus.

The choice of a task based syllabus was firstly influenced by the considerations in the introduction. A task based syllabus is 'analytic' rather than 'synthetic' because the starting point of the syllabus is not a structural analysis of the language or a set of discrete language items (Wilkins, 1976, p. 8). Analytic syllabuses are clearly more appropriate for younger learners, who do not necessarily see language as an abstract set of rules (see **1.2.2**).

Also, as discussed in **1.2.1**, task based learning reflects the way young leaners learn, as it is a processes based syllabus and not a product based one. Product based syllabuses 'offer sequences of items to be taught', and in which 'objectives are 'often specified in terms of the knowledge and skills which a learner should gain' (Hedge, 2000, p. 348). Many authors criticise product approaches, the major criticism being that they 'They are based on the false assumption that there is a simple, one-to-one relationship between teaching and learning' (Bourke, 2006, p. 280). Whether this assumption is completely false for adults might be debateable, but it seems almost unquestionable for young learners, because, taking into consideration what was said in 1.2.2 about the way young learners learn, for a product based syllabus 'The language has to be packaged in a way that makes sense to children' (Bourke, 2006, p. 282).

For a process approach, it's *how* the learners acquire the language which is the focus of both the course objectives and plan (Hedge, 2000, p. 359). Young learners develop their language through experience, and what they learn depends on what they experience (Cameron, 2001, p. 20). Therefore, a process approach seems far more appropriate for young learners. This is why the course is based not on a specific set of language items or skills, but on set of *processes* which the course aims the learners to go through.

The results is a task-based course, which are based on 'can-do' statements as objectives (Willis & Willis, 2007, p. 183) *tasks* the learners should perform, rather than a list of language items or skills. The course objectives are formulated in terms of *functions* which the learners need to practise fulfilling. The main content of the course plan is a list of tasks in which learners will need to perform these functions.

3.2 Course objectives and teaching approach

At the end of this course, learners:	Related to Identified Learner Weakness No. (see 2.2.2)
1) Can express agreement and disagreement	1
2) Can make and respond to suggestions.	4
3) Can justify and give reasons for their opinions	1
4) Can speak about a familiar topic for an extended period	3
5) Can ask accurate questions to gather information	2
6) Will be more aware of strategies for learning vocabulary and grammar	-
7) Will be more aware of their strengths and weaknesses	-

These objectives will be met by exposing the students to tasks in which they have to practice these functions. Using the model of task based learning, students should have opportunities to use language learned on several different tasks (Richards & Rodgers, 2001, p. 223).

During the planning for tasks, the teacher will use scaffolding: 'talk which supports a child in carrying out a task' (Cameron, 2001, p. 8). By scaffolding learners' language, the teacher hopes to develop their ability to perform the tasks successfully. It may involve correcting students' pronunciation, giving them new vocabulary or grammar which is appropriate for their level, or prompting them to continue or extend their speech.

Moreover, in the classroom each task will involve preparing learners for the task (introducing the topic, providing a partial demonstration of the task, etc.) and a report stage where learners feedback to the class about how they completed the task, and practice of any new language which arose during the task (during the planning or via scaffolding). There could also be a language focus stage,

for example learners could write down sentences the teacher said during her demonstration of the task, underline key features and write their own sentences.

In line with task based teaching methodology, pedagogic materials will not play a large role in the course (Richards & Rodgers, 2001). Most listening 'texts' will be live listening from the teacher or other native speakers demonstrating the tasks (see course outline).

3.3 Choice of main tasks

When selecting tasks, there were two central concerns:

1) The tasks had to be analysed in terms of the language necessary to complete them – both the language used when performing the task and the language used whilst planning for or preparing the task, and these skills used matched to the learning objectives of the course.

2) The content of tasks and types of tasks had to reflect topics and activities that learners were shown to be interested in the needs analysis. Therefore I chose tasks about travelling, British Culture and T.V shows (all identified as potential topics in 2.2.2)

3.3 Organisation of tasks in to a coherent course

Sequencing of tasks was done by grouping the tasks in terms of their topics. Tasks with the same topics were grouped together, and then ordered so that the course objectives and assessed tasks were separated by reasonably regular intervals.

3.4 Learner autonomy and 'learning to learn' techniques

As mentioned in section **1.2.3**, teenagers of this age are constantly seeking greater levels of autonomy. By using a task based approach, 'we open to the students the possibility of planning and monitoring their own learning' (Nunan, 2004, p. 15). The needs analysis revealed that these learners have been studying for several years, yet have so far only progressed to a pre-intermediate level (see **2.2.1**). It was therefore decided to introduce as many opportunities as possible to discuss learning strategies and reflect on strengths and weaknesses.

Words: 1,070

4. Assessment

4.1 Why assess this course?

As this is a short course, and not any form of exam training or for any specific purpose, the assessment of this course is mainly for the benefit of the learners and the teacher. No parents or other 'stakeholders' (McKay, 2006, p. 143) have asked for or required some sort of formal assessment.

Aside from 'assessing needs', which was discussed in section 2, in this course assessment has two main purposes. Firstly, to assess student's learning. This can be helpful for the teacher, who may need to know whether the students are now able to perform the tasks which were set out as initial objectives and whether more work needs to be done in certain areas. (Hedge, 2000). It will also be useful for the students, especially as part of their 'learning to learn' which has been mentioned throughout this essay.

Secondly, testing is essential for evaluating the effectiveness of the course which was taught (McKay, 2006, p. 145) . By finding out if the learning objectives were met, and whether learners enjoyed the course, teachers and schools can decide whether the course was successful.

4.2 The case for task-based assessment

The assessment plan for this course is task based. This means that learners will be asked to perform tasks, and then assessed holistically on their *ability* to perform those tasks, making it an example of *performance based assessment* (O'Malley & Pierce, 1996, p. 4). This also makes the assessment a *direct test*. The grading for the tasks will be 'criterion based' (Cameron, 2001, p. 223), so there will be a specific set of marking criteria for the learners to meet.

The foremost reason that task-based tests will be used is that they should be valid tests – meaning that they will test what they set out to test (Hedge, 2000, p. 380), which is the ability to perform certain tasks. As the tests are very similar to tasks performed during the course, the test it will also be *fair* (McKay, 2006, p. 14).

Choosing a discrete-point language test for this course could have created a negative *backwash* (Hedge, 2000) effect, meaning that it could cause teachers to start teaching language in an analytical, item by item way. Instead, the task based test should have a positive backwash, motivating the teacher to improve learners' task performance by whatever means they can.

4.3 Formative Assessment

Formative assessment is assessment which takes place during the course (Graves, 2000, p. 208). For this course, the formative assessment will be both 'teacher-assessment' and 'self-assessment' (Hedge, 2000, p. 391), to help meet the aims of the formative assessment, which are to

encourage self-awareness of strengths and weaknesses, as well as to help the teacher make decisions about how to continue teaching the course.

The teacher will fill in assessment grids, and learners will fill in similar information for themselves and compare the results with the teacher. Notably, 'peer assessment' will not be used. Although peer assessment has certain benefits (Nunan, 2004, p. 84), in a teenage classroom, the disadvantages are that it could cause social embarrassment and increase the social pressure of performing the tasks to the class.

4.4 Summative Assessment

The final hour of the course is devoted to a summative assessment of the course. This will consist of a speaking test with three parts, each part reflecting different tasks the learners have done during the course.

In addition to being valid tests, as discussed in 4.1, the summative assessment tasks also have high *face validity*, as the learners will be able to instantly recognise the similarity of the tasks to what they have studied in class.

The main difficulty with these tests is that the marking criteria are subjective. This means that they depend on the teacher who is marking them, rather than on objective criteria. Evidently, there will not be any specialist training for the teachers who are marking the tests, therefore *reliability* (Nunan, 2004) could be a real issue. However, this should not be a major problem for this course, as the goals of the assessment outlined in **4.1** are only to do with this specific class, and the class' performance does not need to be measured against some objective criteria or against other classes.

4.5 Course Evaluation

Both the formative and summative assessment forms include separate sheets (appendices 5.3 and 5.4) which rates overall class performance. These are intended as forms of course evaluation – by assessing the overall tasks performances, the teacher should be able to evaluate the effectiveness of the preparation and teaching materials for enabling learners to perform the specified tasks.

In addition to this, there is a separate 'course evaluation' sheet for the learners to fill in before they leave. This should help teachers evaluate the success of the course in the eyes of the learners, and asks them about how much they enjoyed the course as well as how much they feel they learned.

4.6 Assessment Opportunities and Constraints

As the course was advertised as a speaking course, the necessity of the *face validity* of the test was probably the biggest constraint. Outside stakeholders, such as parents who paid for the course, had a considerable expectation that this would be a speaking, not a writing course. Therefore, it was important to make sure that all testing was spoken, even when it was possible that

The biggest problem with this assessment procedure is that it puts a considerable burden on the teacher to assess a group of learners accurately, fairly and consistently. Thankfully, at this school

there are several teachers trained as IELTS examiners who therefore have a strong ability to perform this kind of assessment.

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5. Conclusion

In part 1 of this essay, I outlined how young learners were primarily intrinsically motivated; how they were motivated to learn by tasks and topics with. I also outlined how they don't have the metacognitive abilities of adults, and therefore can't always see language as an analytical system. I wrote about the importance of choosing motivating topics and tasks which fit with the learner's interests and of helping learners to become more aware of the learning process itself.

The final course proposal is derived directly from these considerations. I have tried to take into account the differences of young learners at all stages, but especially for the course proposal. I designed a task based syllabus which I hope would be enjoyable to the learners, and would motivate them to learn. I have also related these tasks directly to the learners' needs and interests.

There are still limitations to the course. It requires a reasonably skilled teacher who can work with students individually and help to 'scaffold' their language effectively. If the teacher is new to task based learning, teaching this kind of course may be an issue. There may also be limitations of the course in terms of the way it is perceived by parents, agents and other teachers, who might want to see a concrete list of what language features students 'have learned', and some might see the course as being too 'loose'. Finally, if the teacher is not good at classroom management, many of the activities could lead to chaos or very little learning taking place, especially if they are completed mainly in L1. Teachers would need to be supported by managers and peers to make sure that this does not happen.

Still, overall I pleased with the design of the course. It is born directly from my experience with teenagers, and what they are and are not motivated by, and what does and what does not cause them to learn. Although I have never taught an entire task based course for teenagers before, in writing this assignment and doing research into young learners, general course design and task based teaching, I now feel that in the future I will try to use task based approaches to teach teenagers, and I look forward to discovering the results.

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Appendix 1 – Course Plan

Course Plan

Course details

Morning Session 8.45 – 11.30 with a fifteen minute break (at teacher's discretion)

Afternoon Session 1-3.45 with a fifteen minute break (at teacher's discretion)

Total of five hours per day over four days.

Course Plan

Course Overview:

- This course is task based. It is intended that students will benefit from completing group tasks in English. Completing these tasks in groups should help to use a wide range o
- It is very important that ALL tasks are completed using English only.
- During the tasks, the teacher should help learners when they are struggling and need new words or phrases.
- It is vital that these words are recorded. All learners should keep personal learning diaries in which they record the new vocabulary that emerges.

Lesson Structure

Each lesson is, in total, 2.5 hours. Each lesson is centred around a main task. Before the task, the teacher needs to:

1) Provide a warm up activity.

2) Set the context for the task.

3) Provide a model. If possible, this should be two native speakers who are invited in to the class to perform a task. This can be recorded whilst it is happening, and after they leave learners can listen to the recording. If this is not possible, use pre-recorded texts.

4) After the task(s), time should be allowed for sharing and recording new vocabulary or sentences.

Tuesday

Morning session 1 8.30 -11.30 (including two 15 minute breaks)

Main Task	Aims	Course objectives
Course Introduction - Teacher asks students to discuss what makes a successful classroom - Learners brainstorm classroom rules - Students and teacher agree together a classroom contract which sets out the rules of the classroom. - Students write out the rules and make posters to put up in the classroom. -	- To give learners a sense of ownership over the classroom rules and promote a good environment for learning. - To introduce new language for agreement and disagreement	**(1), (3)**
Additional tasks	**Aims**	**Course Objectives**
- Students do a 'Me Too' activity asking basic personal information	- To get to know each other and found out things that they have in common.	**(5)**
- Students and teacher look at language	- To set up the recording	**(6)**

which came during the main task. Students record the language and talk about how they can record it effectively.	of vocabulary and functional language which will be important during the course	

Materials: 'Me Too' activity (sample – Appendix 4.1)

Afternoon Session 10.45 – 12.45

Main Task	Aims	Course objectives
Giving Directions - Learners are given the names of places they will visit in England. They do research on the internet about the locations out where they are and how to get from one to another. - Learners ask each other about different places and talk about what they should do when they visit the places. - Learners work in pairs and act out a role play between two people, one who is a tourist who is lost with a map, the other who is a local trying to help.	- (Travelling) Practice asking for and giving directions, practise giving extended answers to questions	**(5)** **(2)** **(5)**
Additional tasks	**Aims**	**Course Objectives**
- Learners listen to people asking for and giving directions and note down the main language features.	- Provide support and additional language for the main task.	

Materials: Computers (+internet access), Maps of an area (sample: Appendix 4.2),

Wednesday

Morning session 1 8.30 -11.30

Main Task	Aims / Functions	Course

Main Task	Aims / functions	Course objectives
Planning a day in London - Students look at a set of tourist leaflets for London. Within a budget of £50, students plan their trips for the weekend. - Learners listen to native speakers doing the task and, with the help of the teacher, note down or record vocabulary or phrases they used to make suggestions. - Learners swap groups and talk about who has the best plan.	- (Travelling) Agreeing on a place to go and discussing travel plans - Agreeing and disagreeing, coming to a consesus	**(2)** **(1)**
Additional tasks	**Aims**	**Course Objectives**
- Students do a questionnaire about the effectiveness of how they worked in groups.	- To raise learners' awareness of their own learning habits.	**(7)**

Materials: Tourist leaflets **(sample: Appendix 4.3**), 'Group work analysis' questionnaires **(Appendix 4.5)**

Afternoon Session 10.45 – 12.45

Main Task	Aims / functions	Course objectives
Acting out a T.V. Scene - Learners watch a clip from East Enders or another British soap and talk about how it is similar or different to T.V. shows in their country. - Learners write, rehearse, perform and record a play in groups of 2-4, which is centred around two or three people in a TV scene who are having an argument. -	 (Socialising) Agreeing and disagreeing, arguing	 **(1)**
Additional tasks	**Aims**	**Course Objectives**
- ASSESSMENT: Learners watch the plays and fill in self-assessment grids. - Teacher fills in the same grid and compares with the students. - Learners watch each other's plays and talk	- Learners increase their own awareness of their strengths and weaknesses. - Building confidence and	 **(7)**

Main Task	Aims / Functions	Course objectives
about they liked. In groups they write one positive comment about each play.	encouraging a feeling of success.	

Materials: Pictures of TV scenes

* Teachers should make sure the learners are aware of health and safety issues and restrict their movement to the street immediately outside of the building.

Thursday

Morning session 1 8.30 -11.30

Main Task	Aims / Functions	Course objectives
British Culture Quiz - Learners discuss the differences between Italian and British people and culture - Learners write questions about things they would like to know about British culture - Learners pair up and combine questions to create a 'culture survey' - Learners leave the class and, in pairs, go out into the street*. They conduct their survey on local people.	 - Suggesting, writing questions - (Socialising) Asking about culture	 **(2), (5)** **(5)**
Additional tasks	**Aims**	**Course Objectives**
Students make a list of new vocabulary or phrases learned during set up for the task. They are given time to memorise the lists before testing each other. Then they talk about the strategies	- To make students more aware of how they learn compared to other people.	**(6)**

Materials: Self-Assessment / Teacher assessment Grids (Appendix 5.1)

Afternoon Session 10.45 – 12.45

Main Task	Aims	Course objectives
Presentation: A T.V. show we like - Learners group themselves together by finding other people who like the same T.V. shows. - Learners choose one T.V. show and agree together on the main plot/format, characters etc. - In groups, learners plan and then give a short talk to the class about a TV show they all like, talking about why it's their favourite, who the main characters are.	- (Socialising) To practice talking at length about a T.V show they like	**(4)**
Additional tasks	**Aims**	**Course Objectives**
- ASSESSMENT - Learners fill in self-assessment grids and rank their performance. - Teacher fills in the same grid and compares with the students	- Learners increase their own awareness of their strengths and weaknesses.	**(7)**

Materials: Assessment Grids (appendix 5.2)

Friday

Morning session 1 8.30 -11.30

Main Task	Aims	Course objectives
Reflecting on the trip - In groups of three, learners make a list of places they have visited in London. - - Learners discuss which their favourite place was and try to order them from the best to the worst.	- **Agreeing and disagreeing**	**(1)**

- Learners write a summary of their trip to London to post on the school blog about what they liked and why. -	- **(Socialising) Describing a past experience**	**(3), (2)**
Additional tasks	**Aims**	**Course Objectives**
- Students read other blogs on the site and drop comments	- **To generate interest and ideas in the task**	**(1)**

Afternoon Session 10.45 – 12.45

Main Task	Aims	Course objectives
- End of course assessment and feedback. Teacher interviews pairs of students and asks learners to perform set tasks in pairs. Teacher assesses learners and gives them feedback.	- To assess student's progress during the course.	**(7)**
Additional tasks	**Aims**	**Course Objectives**
- Students fill in a course evaluation questionnaire	- Evaluate the course	-

Materials: Final assessment tasks (appendix 5.3) and teacher assessment grid (appendix 5.4).

Appendix 2 – Needs Analysis Results

Appendix 2.1.1 – Learner Profiles

(1) Student	(2) Age	(3) Length of time	(4) Hobbies and Interests	(5) Where he/she uses English	(6) Communicative goals (i
Jacabo Regina	15	7	Music, Sports (football)	Songs	Unspecific*
Simone Del Prete	17	11	Animals, shopping	When travelling	Unspecific*
Mauro Scognamglio	14	6	Sports, Animals	When travelling	Unspecific*
Lorenzo Inesi	18	12	Sports (swimming), Painting	Magazines, TV programs, Internet,	Speaking to tourists
Luca Simoncini	13	5	Sports (Water Polo)	When travelling	Unspecific*
Giulia Squillace	16	10	Music	When travelling	Travel, meet new friends
Jacopo Zonta	14	8	Football	When travelling, songs	Unspecific*
Damiano Leone (William)	17	11	Sport, Music, Comic Books	When travelling, movies, books	Unspecific*
Jacapo Giordano	17	11	Break Dancing, Music, Panting (graffiti)	When travelling, Computer games	Unspecific*
Jacaopa Regina	15	10	Sports (gym), computer games	Magazines, When travelling	Unspecific*
Elisa Furlan	16	11	Music, Photography	Songs, English T.V., travel	Travel, work
Averages	16	9			

*Where learners only referred to general reasons for learning such as 'because it English is important', rather than to speicifc communicative goals. See essay section 2.1 for discussion.

Appenix 2.1.2 – Topics they are interested in

Topic	Not interested	A little interested	Very Interested	I love it!	Column1
					0
Food	0	2	6	3	11
Clothing and Fashion	2	4	3	2	11
Travel	0		6	4	10
Shopping in English	3	4	3	1	11
Ordering in a restaurant	5	3	2	1	11
Sports	2	0	3	6	11
Family	6	5	0	0	11
British culture	0	1	3	7	11
International culture	0	4	4	3	11
The environment	3	2	1	5	11
Politics and government	4	4	1	2	11
News stories	1	5	5	0	11
Books and literature	2	4	2	3	11
Film and TV	0	2	3	6	11
	Red = 1 or more	Yellow = 3 or more		Green = Mor than half of the	

Appenix 2.1.3 – Acitvities they prefer

Activity	(Number of learners who) Chose 1	Chose 2	Chose 3	Chose 4	Chose 5	Average Score for this activity
						0
						0
Read articles	0	0	8	3	0	3
Listen to CDs	1	4	5	1	1	3
Listen to songs	0	1	4	3	4	4
Watch videos	0	0	3	3	5	4
Write short letters or articles	0	0	9	2	0	3
Do exercises or worksheets	0	3	5	3	0	3
Search the internet for information	0	1	1	5	4	4
						0
Write a class magazine or guide	0	0	1	2	8	5
Make a short play	0	1	0	4	6	4
Make and record videos	0	2	1	4	4	4
Design something	5	3	0	2	1	2
Do a group presentation to the class	0	0	5	1	5	4

Appendix 2.2 Learner Style Questionnaire Results

Name	Visual	Audio	Read/write	Kinesthetic	Overall Learning Style
(1) Student					
Jacabo Regina	1	6	4	5	Balanced, slight auditory preference
Simone Del Prete	7	3	3	3	Strong visual preference
Mauro Scognamglio	4	5	4	3	Balanced, slight auditory preference
Lorenzo Inesi	4	2	4	6	Kinesthetic preference
Luca Simoncini	4	1	3	8	Strong Kinesthetic preference
Giulia Squillace	6	2	4	4	Strong visual preference
Jacopo Zonta	5	0	2	9	Very strong kinesthetic preference
Damiano Leone (William)	2	6	2	6	Audio / Kinesthetic preference
Jacapo Giordano	2	3	6	5	Balanced, slight read/write preference
Jacaopa Regina	7	2	4	3	Strong visual preference
Elisa Furlan	4	3	2	7	Strong kinesthetic preference
Average for class	4	3	3	5	Mainly kinesthetic (and visual)

Appendix 2.3 Diagnostic test results

Appendix 2.3.1 Class Results Summary

Task by Task results

Learners scoring:	1	2	3	4	5	Average Score	Typical comments	Sample Learner Utterences
Task One	0		3	4	5	4.55	Confident answers (Giovanni). Short answers, needed prompting (Matteo). Problems	"What kind of things you like?", "And you are from Italy too?",
Task Two	1	4	4	2	0	2.64	No future tense used (three learners), uses 'will' for making plans (four learners), Learners do not understand each other (1 pair), learners suggestions sound impolite	"I like to go to the swimming pool", "We should to go to see the animals", "I want we to go to the zoo"
Task Three	0	1	3	4	3	3.82	Good description (5 students). Good vocabulary for describing clothes (Girogio). Needed prompting (Giovanni)	"They buy a new shirt"
Task Four	0	1	6	4	0	3.27	Better at answering than asking questions (7 students),	"You buy your clothes your parents buy your clothes?", "I all the time go shopping", Where you go shopping"

Overall Test Scores

Overall Area	1	2	3	4	5	Average	Typical comments
Fluency		4	2	2	1	2.45	Learners gave short answers but were reluctant to speak for a long time.
Accuracy and appropriacy	1	2	1	3	4	3.64	Learners used past and present tenses well but had problems with talking about the future, making plans and giving opinions. They lack funcational vocabulary.
Pronunciation			2	5	4	4.18	In general, learners had good pronunciation. Many didn't use contractions.
Task Achievement		2	6	2	1	3.18	In general, learners were able to describe the pictures but struggled with some of the tasks, especially task 2 as they lacked the ability to express agreement and disagreement, make suggestions and talk about the future

Overall	1	2	3	4	5	Average	Typical comments
Fluency		4	4	2	1	3.00	Learners gave short answers but were reluctant to speak for a long
Accuracy and appropriacy	1	2	1	3	4	3.64	Learners used past and present tenses well but had problems with talking about the future, making plans and giving opinions. They lack funcational vocabulary.
Pronunciation			2	5	4	4.18	In general, learners had good pronunciation. Many didn't use contractions.
Task Achievement		2	6	2	1	3.18	In general, learners were able to describe the pictures but struggled with some of the tasks, especially task 2 as they lacked the ability to express agreement and disagreement, make suggestions and talk

Learner By Learner Results

Student	Fluency	Accuracy & Appro	Pronunciat	Task Achievement	Comments
Jacabo Regina	2	5	5	3	Very good use of grammar and vocabulary, but speaks slowly and often gives very short answers
Simone Del Prete	3	4	4	3	Good grammar but fell down on forming questions correctly. Gave some limited reasons for opinions
Mauro Scognamglio	3	5	5	3	Very strong pronunciation. Gives short answers and struggles to answer 'why' questions.
Lorenzo Inesi	4	3	5	4	Gives long answers and speaks quite fast. Makes a lot of errors including with past tenses and word
Luca Simoncini	2	2	4	2	Very slow to respond. Doesn't always understand partner's questions correctly.
Giulia Squillace	3	4	3	3	Giulia can perform most tasks except for Task Two, which she really sturggled with as she couldn't agree or disagree beyond 'yes' and 'no'
Jacopo Zonta	2	1	4	3	Very inaccurate. Can not make even basic sentences correctly and meaning is often obscure. Tries hard to communicate and 'makes do' but limited language for this level.
Damiano Leone (William	5	4	5	5	Strong student. Very fluent and suprisingly accurate. Responds eagerly to tasks. Gives detailed reasons and expresses opinion well. Describes the picture
Jacapo Giordano	3	5	4	4	Makes some complex sentences for this level accurately. Very good vocabulary in all tasks. Sometimes gives answers which are too short.
Jacaopa Regina	2	2	3	2	Weak student. Forms basic questions and answers and uses simple tenses, but inaccurately. Reasonable vocabulary.
Elisa Furlan	4	5	4	3	Gets muddled forming longer questions. Expresses opinions clearly but with small errors in expression. Describes picture very well.