

TKT Module 1: Learner characteristics – Teacher's Notes

Description

Teachers explore what is covered by learner characteristics, a syllabus area in TKT Module 1 Part 2. They discuss their own learning styles and other aspects which may influence their students' behaviour when learning languages.

Time required:	60 minutes
Materials required:	<ul style="list-style-type: none">▪ Participant's Worksheet 1 (one for each pair)▪ Participant's Worksheet 2 (one for each participant)▪ Participant's Worksheet 3 (one for each participant)▪ Participant's Worksheet 4 (one for each participant)▪ Sample Task (one for each participant)
Aims:	<ul style="list-style-type: none">▪ To provide an opportunity for participants to discuss learner characteristics including: common learning styles and preferences, common learning strategies, maturity, past language experiences and how learner characteristics affect learning.▪ To provide practice in completing tasks in which grammar is the testing focus.

Procedure

1. (5 minutes) On the board write: **Learner characteristics**. Elicit
 - **What do participants understand by this?** (*the typical things about a learner or learners that influence their learning*).
 - **What examples can you think of?** (*age, L1, past learning experience, learning style*).
2. Give out **Participant's worksheet 1** to each pair of participants. The words in the puzzle are all learning styles. Participants answer the clues to complete the puzzle.
3. Check answers together (see key below). Point out that *learning styles* falls into the syllabus area of *learner characteristics*, which is a tested in TKT Module 1 Part 2. Ask participants if anyone knows what their learning style is. Ask them to write down what learning style they are or think they might be.
4. (10 minutes) Hand out **Participant's worksheet 2**. Participants do the questionnaire with a partner. Then hand out **Participant's worksheet 3** so that they can add up the number of V, A or K answers they got and see if they are more visual, auditory or kinaesthetic. Ask them to check this against what they wrote in Step 3.
5. (5 minutes) Hand out **Participant's worksheet 4**. Participants look at **Exercise 1** and decide which classroom activity would suit which type of learner. Check answers together (see key below).

Teaching Knowledge Test

6. (10 minutes) Discuss together briefly:

- **What effect do learning styles have on the way students behave in class?** (*they may respond better or worse to different types of activities and techniques*)
- **How can your learning style help you to become a better learner?** (*we may adopt different strategies according to our learning styles.*)

Focus on **Participant's worksheet 4 Exercise 2**. Participants discuss strategies which might help learners with these aspects of language learning.

7. (5 minutes) Hand out **Participant's worksheet 5**. Participants match the suggestions on the worksheet with the aspects of learning on **Participant's worksheet 4 Exercise 2**. Check answers together (see key below).

8. (10 minutes) Ask participants:

- **What other learner characteristics, apart from learning styles and learning strategies, influence the way we learn?** (L1, culture, age/maturity, past language learning experiences)

Put participant to talk in pairs about:

- **What are some of the different learner characteristics of children, teenagers and adults?**
- **What effect can learners' past learning experiences have on learner characteristics?**

9. Feed back with the whole group for participants to share ideas. See key below for ideas.

10. (10 minutes) Give out the **Sample Task**. Participants complete the sample task on their own then compare answers with a partner. Check answers together (see key below).

11. (5 minutes) Round up to summarise points covered. Ask participants:

- **What is the TKT Module 1 syllabus area for this lesson?** (*Learner characteristics*)
- **What are the areas tested in this part of the text?** (*common learning styles and preferences, common learning strategies, maturity, past language learning experiences, how learner characteristics affect learning*).
- **What issues do you find difficult about this syllabus area?** (*allow participants to share ideas*)
- **What experiences have you had with learners' different learning styles?** (*allow participants to share ideas*)

TKT Module 1: Learner characteristics – Answer Keys

Key to Participant's Worksheet 1

	1A			2K	
	U			I	
	D			N	
3V	I	S	U	A	L
	T			E	
	O			S	
	R			T	
	Y			H	
				E	
				T	
				I	
				C	

Key to Participant's Worksheet 4 Exercise 1

- | | |
|-----------------|-----------------|
| 1. Visual | 4. Auditory |
| 2. Auditory | 5. Kinaesthetic |
| 3. Kinaesthetic | 6. Visual |

Key to Participant's Worksheet 5 (Procedure Step 7)

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. E | 2. D | 3. G | 4. B | 5. F | 6. A | 7. C |
|------|------|------|------|------|------|------|

Key to Procedure Step 9

What are some of the different learner characteristics of children, teenagers and adults? Differences in

- length of time they can pay attention/ concentrate
- ability to stay still
- ability to control behaviour
- attitude to making mistakes
- attitude to taking risks
- levels of self consciousness
- being able to bring life experiences to learning.

What effect can learners' past learning experiences have on learner characteristics?

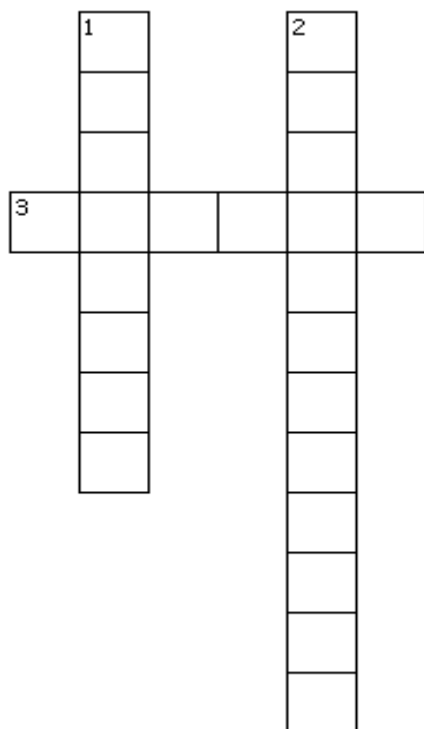
- previous experience of learning may be very different to the approach taken by the current teacher; this change may or may not be welcomed
- learners may have tried to learn a language before and failed
- learners may have fixed ideas about the best way of learning.

1. D 2. C 3. A 4. H 5. E 6. G 7. F



TKT Module 1: Learner characteristics – Participant's Worksheet 1

Complete the puzzle with learning styles using the clues below.



Across

3. A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner may like the teacher to write a new word on the board and not just say it aloud.

Down

1. A learner who remembers things more easily when they hear them spoken. This type of learner may like the teacher to say a new word aloud and not just write it on the board.
2. A learner who learns more easily by doing things physically. This type of learner may like to move around or move objects while learning.

TKT Module 1: Learner characteristics – Participant's Worksheet 2

VAK Learning Style Questionnaire

What is your preferred Learning Style?
What kind of learner are you?

For each of the following questions, choose and circle the answer that *describes you best*.

- | | |
|--|--|
| 1. When spelling a word, do you | 6. When you relax, do you |
| A hear or say the word to yourself? | A play sports or games? |
| B see the word? | B watch TV or read? |
| C write the word out to see how it feels? | C listen to music? |
| 2. When you remember things, do you | 7. Which do you prefer to help you learn |
| A see some moving images? | A to be active in doing things? |
| B see clear colour pictures? | B written work with lots of colours? |
| C hear the sounds first? | C to be told things? |
| 3. When you are thinking hard, what interrupts you most? | 8. When talking, do you |
| A Untidiness | A like to listen and talk? |
| B Movement | B move your hands about as you talk? |
| C Noise | C not want to listen for too long? |
| 4. When you forget someone or something, do you | 9. Which do you prefer as a reward? |
| A forget the face but remember the name? | A To be given a pat on the back. |
| B remember where you were and what you were doing? | B To hear it said to you. |
| C forget the name but remember the face? | C To get a written note. |
| 5. When reading, do you | |
| A imagine the characters moving? | |
| B make your own mental pictures? | |
| C hear the characters talking? | |

TKT Module 1: Learner characteristics – Participant's Worksheet 3

VAK Learning Style Questionnaire: key

Check your answers. If your answers are mostly **A**, you are an Auditory Learner. If your answers are mostly **V**, you are a Visual Learner. If your answers are mostly **K**, you are a Kinaesthetic Learner.

- | | |
|---|---|
| 1. When spelling a word, do you | 6. When you relax, do you |
| A hear or say the word to yourself? A | A play sports or games? K |
| B see the word? V | B watch TV or read? V |
| C write the word out to see how it feels? K | C listen to music? A |
| 2. When you remember things, do you | 7. Which do you prefer to help you learn |
| A see some moving images? K | A to be active in doing things? K |
| B see clear colour pictures? V | B written work with lots of colours? V |
| C hear the sounds first? A | C to be told things? A |
| 3. When you are thinking hard, what interrupts you most? | 8. When talking, do you |
| A Untidiness V | A like to listen and talk? A |
| B Movement K | B move your hands about as you talk? K |
| C Noise A | C not want to listen for too long? V |
| 4. When you forget someone or something, do you | 9. Which do you prefer as a reward? |
| A forget the face but remember the name? A | A To be given a pat on the back. K |
| B remember where you were and what you were doing? K | B To hear it said to you. A |
| C forget the name but remember the face? V | C To get a written note. V |
| 5. When reading, do you | |
| A imagine the characters moving? K | |
| B make your own mental pictures? V | |
| C hear the characters talking? A | |

TKT Module 1: Learner characteristics – Participant's Worksheet 4

Exercise 1

1. The teacher creates a substitution table with the target language on the board.
2. The teacher contextualises target language by telling the students a story.
3. The teacher asks learners to come to the board and to write their answer to a task.
4. The teacher says the new words she is teaching three times before asking the students to repeat them.
5. The teacher does a mingling activity, where learners walk around asking questions to find out information from each other.
6. The teacher shows learners a picture of the object she is trying to elicit.

Exercise 2

What learning strategies could learners use to help them improve in the following areas?

1. dealing with words in texts and recordings that you don't know
2. remembering new vocabulary
3. learning new grammar
4. improving pronunciation
5. developing oral fluency
6. developing comprehension skills
7. becoming more independent

TKT Module 1: Learner characteristics – Participant's Worksheet 5

Match the learner strategies below with the areas for improvement on Participant's worksheet 4 Exercise 2.

- A. Reading more authentic material (magazines and newspapers etc.) outside class, listening to English radio/TV programmes outside class, asking people to repeat what they have said when you don't understand.
- B. Learning the sounds and symbols in the phonemic chart, asking teachers and other students to correct your pronunciation, recording your self and listening for pronunciation errors.
- C. Using the internet to research language and vocabulary, using English-English dictionaries to research vocabulary, choosing an area of language or vocabulary to revise/learn and using resources to self study
- D. Saying new words in your head over and over again, writing new words down in your note book, writing new words down with a translation in your own language next to them, writing words down on separate cards and storing them in a box.
- E. Guessing the meaning from context, looking words up in the dictionary, writing words down to ask someone about later.
- F. Speaking English only in class, speaking English whenever possible outside class, practise speaking for one minute on a topic without hesitating.
- G. Practising the language as soon as you've learnt it, repeating different examples of the language, writing down the different grammatical components of the language, cutting up the different components and arranging them in the correct order.

TKT Module 1: Learner characteristics – Sample Task

For questions **1–7** match the learners' comments to the descriptions of learner preferences listed **A–H**.

Mark the correct letter (**A–H**) on your answer sheet.

There is one extra option which you do not need to use.

Comments

- 1** 'Most of the time should be spent doing grammar exercises.'
- 2** 'I prefer working with other students to speaking to the teacher in front of the class.'
- 3** 'I really like knowing how language works.'
- 4** 'Rules just confuse me – it's better to work out language from examples.'
- 5** 'Why should I listen to other students' mistakes? The teacher should talk most of the time.'
- 6** 'I just want people to understand what I mean. I don't worry if I make mistakes.'
- 7** 'It's important for me to know how well I'm doing.'

Preferences

- A** The learner wants explanations of grammar use.
- B** The learner enjoys explaining language to other students.
- C** The learner enjoys practising language in pairs or groups.
- D** The learner enjoys doing language practice that focuses on accuracy.
- E** The learner doesn't want to work with other students.
- F** The learner needs to feel a sense of progress.
- G** The learner focuses on communicating.
- H** The learner doesn't want the teacher to explain grammar.