

TKT Module 3: Part 1 – Functions of Teacher Language – Teacher’s Notes

Description

These activities familiarise teachers with the TKT Module 3 Part 1 syllabus area of ‘the functions commonly used by the teacher in the classroom’.

Time required: 45 minutes

Materials required:

- *Participant’s worksheet 1 (cut into strips)*
- *Participant’s worksheet 2 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *To introduce some of the functions of language commonly used by teachers in the classroom and to discuss examples of the functions*
- *To provide practice in completing a task in which the functions of teacher language is the testing focus*

Procedure

1. (10 minutes) Before the session, cut up **Participant’s worksheet 1** into strips (a word or a definition). Give each participant one strip. There are eight words and eight definitions, organised in matching pairs on the worksheet. For example: ‘*Acknowledge*’ matches ‘*To show that you have seen or understood*’. If there are fewer or more than sixteen participants, reduce or repeat the number of matching pairs as appropriate.
2. Tell participants that they have either a word or a definition on their strips of paper. Ask them to walk around the room saying their word/definition to other participants until they find someone whose strip matches theirs. When they find their partner they can sit down next to each other.
3. Check answers with the whole group. Tell participants that
 - these terms are all functions of language commonly used by the teacher in class
 - knowledge of these and other terms is tested in TKT Module 3 Part 1.
4. (15 minutes) Hand out **Participant’s worksheet 2**. Ask participants to work with their partners and to write an example of each of the functions, e.g. acknowledge – the teacher might nod her head or say ‘yes’.
5. Ask participants to share their ideas with the whole class (see key below).
6. (15 minutes) Give out **Sample Task**. Ask participants to complete the sample task on their own, then compare their answers with a partner. Check answers with the whole group.
7. (5 minutes) Round up to summarise points covered. Ask participants:

Teaching Knowledge Test

- **What is the TKT Module 3 syllabus area for this lesson?** (functions commonly used by the teacher in the classroom)
- **What are candidates being tested on?** (Candidates are tested on their knowledge of and ability to identify a range of classroom functions used by teachers)
- **How can candidates prepare for this area of the syllabus?** (Candidates can study the list of examples of teacher language in the TKT Glossary which is on the Cambridge English website).



TKT Module 3: Part 1 – Functions of Teacher Language – Answer Keys

Key to Procedure Step 3

Acknowledge: to show that you have seen or understood

Convey meaning: to express or communicate meaning

Elicit: to ask targeted questions to get learners to tell you what they know

Narrate: to tell a story or talk about something that happened

Praise: to tell someone that they have done well

Prompt: to help learners think of ideas or to remember a word

Recast: to reword a sentence or phrase to improve it

Simplify: to make something easier

Key to Participant's worksheet 2

Acknowledge: the teacher nods her head or say 'yes'.

Convey meaning: something which is huge is something very, very big, an elephant is huge.

Elicit: What kinds of fruit are oranges and lemons?

Narrate: Last year I went to France for my summer holiday...

Praise: Very good, Well done, That's excellent work.

Prompt: It's the opposite of big or huge. It is very small. It begins with a T.

Recast: *Student:* I'm go to the bank today. *Teacher:* I'm going to the bank today

Simplify: 'I'd like you to look at the second exercise on the right there, exercise number 2 on page 12 of your coursebook'. To simplify this, the teacher could say 'Open your book. Look at exercise 2, page 12, please'.

Key to Sample Task

1. A 2. B 3. E 4. D 5. A 6. C 7.C 8 B 9E

TKT Module 3: Part 1 – Functions of Teacher Language – Participant’s Worksheet 1

| |
|--|
| Acknowledge |
| To show that you have seen or understood |
| Convey meaning |
| To express or communicate meaning |
| Elicit |
| To ask targeted questions to get learners to tell you what they know |
| Narrate |
| To tell a story or talk about something that happened |
| Praise |
| To tell someone that they have done well |
| Prompt |
| To help learners think of ideas or to remember a word |
| Recast |
| To reword a sentence or phrase to improve it |
| Simplify |
| To make something easier |

TKT Module 3: Part 1 – Functions of Teacher Language – Participant’s Worksheet 2

Work with a partner and provide an example for each of these functions of teacher language in the classroom

1. **Acknowledge:** to show that you have seen or understood.

Example: - the teacher might nod her head or say ‘yes’.

2. **Convey meaning:** to express or communicate meaning.

Example:

3. **Elicit:** to ask targeted questions to get learners to give information

Example:

4. **Narrate:** to tell a story or talk about something that happened

Example:

5. **Praise:** to tell someone that they have done well

Example:

6. **Prompt:** to help learners think of ideas or to remember a word

Example:

7. **Recast:** to reword a sentence or phrase to improve it

Example:

8. **Simplify:** to make something easier

Example:

TKT Module 3: Part 1 – Functions of Teacher Language – Sample Task

For questions 1–9, match each example of teachers' classroom language with its function listed A–F. You need to use some options more than once.

Functions

- | | |
|----------|---------------------------|
| A | giving instructions |
| B | correcting student errors |
| C | eliciting vocabulary |
| D | narrating |
| E | explaining about language |

Examples of teachers' classroom language

T = teacher S = student

- | | |
|----------|---|
| 1 | T: Turn your chairs round and sit back to back |
| 2 | S: The man is working home. T: Pronunciation. S: Er...he's walking home. T: That's right. |
| 3 | T: The present perfect is also used to talk about recent events. |
| 4 | T: While Maria was working the thief took her handbag. S: Where was her handbag? T: Under her chair. Anyway then she turned round and ... |
| 5 | T: Read the postcard quickly and decide if the writer is enjoying his holiday. |
| 6 | T: What's the man doing in the picture? S: He's going up the mountain T: Yes, and do you know another word for 'going up'? |
| 7 | T: If you don't sleep well, how do you feel? |
| 8 | S: I spoke with grandmummy. T: You spoke with your grandma. S: Yes, I spoke with my grandma. |
| 9 | T: This sound is produced by putting your tongue against your teeth. |