

TKT Module 3: Teacher language: Appropriacy of use – Teacher’s Notes

Description

Participants consider the main features of teacher language, and discuss the appropriacy of some examples of teacher language. They practise different sample tasks from TKT Module 3 Part 1 to explore how this syllabus area of teacher language and ‘appropriacy of use’ in teacher language in the classroom is tested.

Time required: 55 minutes

Materials required:

- *Participant’s Worksheet 1 (one for each participant)*
- *Participant’s Worksheet 2 (one for each participant)*
- *Participant’s Worksheet 3 (one for each participant in Group A)*
- *Participant’s Worksheet 4 (one for each participant in Group B)*
- *Participant’s Worksheet 5 (one for each participant in Group C)*
- *Participant’s Worksheet 6 (one for each pair of students)*

Aims:

- *To raise awareness and to discuss aspects relating to appropriacy of use of teacher language in the classroom.*
- *To provide practice in completing tasks in which appropriacy of teacher language is the testing focus.*

Procedure

1. (10 minutes) On the board, write: **Teacher language – appropriacy of use**. Elicit some ideas of what participants understand by this, then add to the board: **language which is suitable for the teacher to use in the classroom**.
2. Give out **Participant’s worksheet 1**. In groups of three, participants find six words in the word search that describe the type of language which is suitable for the teacher to use in the classroom. Set a time limit of five minutes.
3. Check answers together (see key below). Explain that appropriacy of use in teacher language in the class is tested in TKT Module 3 Part 1. This includes degrees of simplicity of language and degrees of formality.
4. (15 minutes) Hand out **Participant’s worksheet 2**. In pairs, participants discuss whether the examples of teacher language on the worksheet are appropriate or inappropriate, and give their reasons for their answers. Check answers together.
5. (15 minutes) Divide participants into three groups, Group A, Group B and Group C. Give Group A **Participant’s worksheet 3**, Group B **Participant’s worksheet 4** and Group C **Participant’s worksheet 5**. Participants complete their tasks in their groups.

Teaching Knowledge Test

6. Give out **Participant's worksheet 6**, which has the answers to all three tasks for participants to check in pairs.
7. (10 minutes) Re-group participants into new groups of three. Each group should have one person from each group, A, B and C. Participants tell their new group about the tasks they have just completed. They should discuss the following:
 - **What type of task was it, e.g. matching, multiple choice, etc?**
 - **What was the testing focus for the task, e.g. appropriacy of instructions, use of L1, sequencing instructions?**
8. Feed back together to discuss answers to Step 7 (see key below).
9. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 3 syllabus area for this lesson?** (*appropriacy of language used by the teacher in the classroom*)
 - **What are candidates being tested on?** (*Candidates are tested on degrees of simplicity of language used by the teacher, the appropriateness of sequencing instructions, degrees of formality in language used and teachers' use of L1 in the classroom.*)

TKT Module 3: Teacher language: Appropriacy of use – Answer Keys

Key to Participant's Worksheet 1

simple, polite, clear, direct, informal, formal

S	C	L	E	A	R	D	F
P	H	S	J	W	N	P	O
O	K	A	I	Q	X	U	R
L	O	Z	P	M	W	C	M
I	P	L	E	X	P	M	A
T	C	Y	A	R	E	L	L
E	D	I	R	E	C	T	E
B	C	C	L	T	W	O	P
I	N	F	O	R	M	A	L

(first letter of words in dark grey)

Key to Participant's Worksheet 2

1. appropriate
2. probably inappropriate because the language is too complicated for an elementary student (not clear)
3. inappropriate. This language is too childish for a teenager (wrong register).
4. inappropriate. The language and the ideas are too complicated and abstract for this age group (not clear).
5. inappropriate: too childish for use with adult learners (wrong register)
6. inappropriate: it is rude and disrespectful (impolite)
7. appropriate
8. inappropriate: too casual and vague (too informal)
9. appropriate.
10. inappropriate for this student (insensitive)

Key to Procedure Step 8

Task	Task type	Testing focus
A – Participant's worksheet 3	3 option matching task	teachers' use of L1 in the classroom
B – Participant's worksheet 4	one-to-one matching task	appropriacy of language in instructions
C – Participant's worksheet 5	multiple choice task	sequencing instructions

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 1

Find six words to describe the type of language teachers should use in the classroom.

S	C	L	E	A	R	D	F
P	H	S	J	W	N	P	O
O	K	A	I	Q	X	U	R
L	O	Z	P	M	W	C	M
I	P	L	E	X	P	M	A
T	C	Y	A	R	E	L	L
E	D	I	R	E	C	T	E
B	C	C	L	T	W	O	P
I	N	F	O	R	M	A	L

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 1

Find six words to describe the type of language teachers should use classroom.

S	C	L	E	A	R	D	F
P	I	S	J	W	N	P	O
O	K	M	I	Q	X	U	R
L	O	Z	P	M	W	C	M
I	P	L	E	L	P	M	A
T	C	Y	A	R	E	L	L
E	D	I	R	E	C	T	E
B	C	C	L	E	A	R	P
I	N	F	O	R	M	A	L

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 2

Work with a partner and discuss whether the examples of teacher language are **appropriate** or **inappropriate**. Give reasons for your answers.

1. Said to a class of elementary secondary students:
'Please tell me your names.'
2. Said to an adult elementary learner:
'I believe that your hard work has really produced results. Congratulations!'
3. Said to a teenage intermediate student:
'You clever boy! Your mummy will be pleased with your mark.'
4. Said to a group of 9–10 year old intermediate students:
'While it is possible to use the past tense here, it's much more common and natural to use the present simple instead.'
5. Said to a group of advanced adult business students:
'What excellent work. You really have been very, very good students.'
6. Said to an elementary adult student:
'This work is awful - careless and poor quality. Do it again.'
7. Said to a group of teenage intermediate students:
'Could you get into groups and check your answers together?'
8. Said to a group of secondary beginners:
'Just get into groups and do the writing.'
9. Said to a group of primary intermediate students:
'Colour the pictures for homework, and write the names of the objects under each picture. OK?'
10. Said to an adult student who is very shy:
'OK. Stand up and sing us the song.'

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 3

Task A

For questions 1–6, match what the teacher is doing with the purposes for using the students' first language, listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

Purposes for using the students' first language

- | | |
|----------|------------------------|
| A | checking understanding |
| B | explaining procedures |
| C | motivating |

The teacher is

- | | |
|---|---|
| 1 | asking students to show they know what to do for homework. |
| 2 | giving individual written feedback to a weak student. |
| 3 | encouraging elementary students to try new ways of learning. |
| 4 | telling a large group of teenagers the rules of a game. |
| 5 | asking students to translate the meaning of new words. |
| 6 | showing a group of beginners exactly how to use a self-access centre. |

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 4

Task B

For questions 1–6, match the teacher's instructions to an elementary class with the teacher trainer's comments, listed A–G. Mark the correct letter (A, B or C) on your answer sheet.

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

Teacher's instructions

- 1 Compare your answers with what the others have written down. Oh, first you should get into groups.
- 2 Write the essay tonight and hand it in tomorrow, please.
- 3 Now, we're going to move on to the role play on page 7. Read the instructions and start when you're ready. OK, off you go!
- 4 Can anybody tell me the answer to number 1?
- 5 Right, could you all turn to page 72. Or is it 62? Wait a minute, I'll just look...it's 52. Sorry.
- 6 Sorry, no more time for questions. We need to move on. We've got a lot to get through this morning.

Teacher trainer's comments

- A I don't think you've allowed them enough time, check that they don't have any other homework to do.
- B You need to think before you speak and decide on the order you want the class to do things in.
- C Don't be in such a hurry to start new work – it's more important for students to understand what they've done so far.
- D Check references in your lesson plan in advance, not while you're giving the instructions.
- E Try to avoid repeating yourself – it doesn't necessarily make students understand instructions any better.
- F It's better to nominate a particular student, rather than asking the whole class, in order to give the weaker ones a chance.
- G Always check students have understood your instructions. A demonstration of the activity is a good idea.

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 5

Task C

For questions 1–6 look at the classroom activities and the teachers' instructions listed **A**, **B** and **C**. Choose the instruction that would come first, **A**, **B** or **C**. Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

1 The teacher gives learners an article from a newspaper to read for the first time. The teacher says:

- A** Discuss what you think about the opinions in the article in pairs.
- B** Read the article quickly and decide on a good title for it.
- C** Look at these 10 questions. The answers are in the text. You have fifteen minutes.

2 The teacher wants to teach learners some new vocabulary connected to food. The teacher says:

- A** Look at this picture. What is this? Yes, good, *biscuit*.
- B** Listen and repeat – *biscuit*, all together – *biscuit*.
- C** Can you make a sentence using the word *biscuit*?

3 The teacher wants learners to practise language learnt in the lesson by doing a role play. The teacher says:

- A** Gina and Laura, come to the front here and do your role play for the whole class.
- B** Look at the cards I have given you. This is some more information about the people.
- C** 'A's, you are the interviewer and 'B's, you are a famous person being interviewed.

4 The teacher wants learners to develop their oral fluency in a discussion activity. The teacher says:

- A** Antonio, what did your group think about question number 1?
- B** Talk about these questions in groups. Choose someone to report back for the group.
- C** There are some comments you made on the board. Can you correct them?

5 The teacher wants learners to use a recording of a song as a listening comprehension exercise in class. The teacher says:

- A** Read the transcript and underline the words that you don't know.
- B** Listen and tell me what kind of song you think this is: happy? sad? romantic?
- C** While you listen to the song, fill in the gaps in the transcript.

6 The teacher wants to help learners with intonation patterns. The teacher says:

- A** Practise the sentences with your partner. Make sure you sound interested or bored.
- B** Come to the board and write your answers. I if they're interested and B if they're bored.
- C** Listen to these people talking. Do they sound interested or bored?

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 6

Answers to Participant's worksheets 3, 4 and 5

Participant's worksheet 3: Task A	1	A	2	C	3	C	4	B	5	A	6	B
Participant's worksheet 4: Task B	1	B	2	A	3	G	4	F	5	D	6	C
Participant's worksheet 5: Task C	1	B	2	A	3	C	4	B	5	B	6	C

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 6

Answers to Participant's worksheets 3, 4 and 5

Participant's worksheet 3: Task A	1	A	2	C	3	C	4	B	5	A	6	B
Participant's worksheet 4: Task B	1	B	2	A	3	G	4	F	5	D	6	C
Participant's worksheet 5: Task C	1	B	2	A	3	C	4	B	5	B	6	C

TKT Module 3: Teacher language: Appropriacy of use – Participant's Worksheet 6

Answers to Participant's worksheets 3, 4 and 5

Participant's worksheet 3: Task A	1	A	2	C	3	C	4	B	5	A	6	B
Participant's worksheet 4: Task B	1	B	2	A	3	G	4	F	5	D	6	C
Participant's worksheet 5: Task C	1	B	2	A	3	C	4	B	5	B	6	C