

TKT Module 3: the roles of the teacher – teacher’s notes

Description

In this activity, participants analyse the various roles of the teacher in the classroom. They consider the functions of various roles and when different roles might be taken. The roles of the teacher in the classroom is assessed in TKT Module 3 Part 2.

Time required: 55 minutes

Materials required:

- Participant’s worksheet 1 (one for each pair)
- Participant’s worksheet 2 (one for each participant)
- Participant’s worksheet 3 (cut into strips)
- Sample Task (one for each participant)

Aims:

- to introduce common teacher roles and to discuss the functions of teacher roles
- to provide practice in completing tasks in which the role of the teacher is the testing focus.

Procedure

1. Before the session, copy **Participant’s worksheet 3** so there is one copy for each group of 3 participants. Cut up these copies into strips, keeping each set of strips together.
2. (10 minutes) On the board write: **The roles of the teacher in the classroom**. Give each pair of participants a copy of the wordsearch activity on **Participant’s worksheet 1**. There are nine words for teacher roles for participants to find as many as they can in five minutes.
3. Check answers together (see key below). Explain that ‘the roles of the teacher’ is a syllabus area tested in TKT Module 3 Part 2 and that the words in the wordsearch activity were taken from the TKT Glossary.
4. (15 minutes) Put participants into groups of three. Hand out **Participant’s worksheet 2** and one set of strips from **Participant’s worksheet 3** to each group. Participants match the strips with the *functions* of the teacher roles with the names of the teacher roles on **Participant’s worksheet 2**. Check answers together (see key below). Leave the strips and the worksheet on the desks.
5. (15 minutes) Still in their groups of three, allocate each group **three** of the teacher roles from **Participant’s worksheet 2**. Participants brainstorm when teachers might take these roles, thinking about before, during and after lessons. Feed back with the whole group for participants to share ideas. There is no key to this activity: the benefit is in the discussion which should increase awareness and promote the sharing of ideas and opinions.
6. (15 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).

Teaching Knowledge Test

7. (5 minutes) Round up to summarise points covered. Ask participants:

- **What did you think of the sample task? What did you find easy/difficult?** (allow participants to share views)
- **How can participants prepare for this section of the test?** (Review the section in the TKT Glossary which lists teacher roles and functions of teacher roles. Think about the different teacher roles when planning and delivering lessons.)



TKT Module 3: the roles of the teacher – answer keys

Key to Participant's Worksheet 1

manager, monitor, planner, adapter, enabler, helper, adviser, assessor, reflector

M	A	N	A	G	E	R	A	P
I	O	U	T	W	T	H	D	A
P	S	N	O	I	E	A	V	S
L	U	B	I	L	M	K	I	S
A	D	A	P	T	E	R	S	E
N	O	E	V	L	O	T	E	S
N	R	I	H	A	M	R	R	S
E	N	A	B	L	E	R	I	O
R	E	F	L	E	C	T	O	R

(first letters of words are in **bold**; letters used by more than one word are in dark grey)

Key to Participant's Worksheets 2 and 3

Manager	<ul style="list-style-type: none"> controlling the group dynamic deciding on interaction patterns demonstrating tasks and activities developing rapport encouraging learners 	<ul style="list-style-type: none"> giving instructions motivating learners praising learners maintaining discipline responding to classroom problems as they happen
Facilitator	<ul style="list-style-type: none"> developing learner autonomy enabling learners to fulfil their potential 	<ul style="list-style-type: none"> helping learners to access resources providing opportunities for individual learning
Language resource	<ul style="list-style-type: none"> personalising, contextualising, eliciting, clarifying, explaining and modelling language 	<ul style="list-style-type: none"> consolidating learner language providing language input correcting learner language
Monitor	<ul style="list-style-type: none"> observing and collecting information about learner performance, behaviour, contribution and effort and progress 	<ul style="list-style-type: none"> keeping a written record of learners' work

Reflector	<ul style="list-style-type: none"> thinking about his/her performance 	<ul style="list-style-type: none"> thinking about learners' progress
Planner	<ul style="list-style-type: none"> anticipating problems deciding on a methodology for lessons designing and adapting texts and materials 	<ul style="list-style-type: none"> preparing texts and tasks for learners selecting materials and texts for lessons
Counsellor	<ul style="list-style-type: none"> giving learners advice on difficulties they may have outside of their language classroom 	<ul style="list-style-type: none"> showing understanding of issues learners may bring to the classroom from outside
Narrator	<ul style="list-style-type: none"> telling stories and telling learners about things that have happened 	
Assessor	<ul style="list-style-type: none"> evaluating learners' performance, behaviour, effort and contribution checking understanding 	<ul style="list-style-type: none"> testing learner progress and level providing feedback on work, progress, behaviour and contribution
Contributor	<ul style="list-style-type: none"> putting forward ideas or information other than language, e.g. participating in discussions 	
Diagnostician	<ul style="list-style-type: none"> evaluating learners' needs and difficulties 	

Key to Sample Task

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 A | 2 A | 3 D | 4 C | 5 D |
| 6 C | 7 B | 8 B | 9 D | |

TKT Module 3: the roles of the teacher – participant's worksheet 1

Can you find nine teacher roles in the word search?

M	A	N	A	G	E	R	A	P
I	O	U	T	W	T	H	D	A
P	S	N	O	I	E	A	V	S
L	U	B	I	L	M	K	I	S
A	D	A	P	T	E	R	S	E
N	O	E	V	L	O	T	E	S
N	R	I	H	A	M	R	R	S
E	N	A	B	L	E	R	I	O
R	E	F	L	E	C	T	O	R

TKT Module 3: the roles of the teacher – participant's worksheet 1

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L	U	B	I	L	M	K	I	S
A	D	A	P	T	E	R	S	E
N	O	E	V	L	O	T	E	S
N	R	I	H	A	M	R	R	S
E	N	A	B	L	E	R	I	O
R	E	F	L	E	C	T	O	R

TKT Module 3: the roles of the teacher – participant’s worksheet 2

Work with a partner match the functions of teacher roles with the roles of the teacher

Manager	
Facilitator	
Language resource	
Monitor	
Reflector	
Planner	
Counsellor	
Narrator	
Assessor	
Contributor	
Diagnostician	

TKT Module 3: the roles of the teacher – participant’s worksheet 3

evaluating learners’ performance, behaviour, effort and contribution; checking understanding; testing learner progress and level; providing feedback on work, progress, behaviour and contribution
putting forward ideas or information other than language, e.g. participating in discussions
giving learners advice on difficulties they may have outside of their language classroom; showing understanding of issues learners may bring to the classroom from outside
evaluating learners’ needs and difficulties
developing learner autonomy; enabling learners to fulfil their potential; helping learners to access resources; providing opportunities for individual learning
personalising, contextualising, eliciting, clarifying, explaining, modelling language; correcting learner language; consolidating learner language; providing language input
controlling the group dynamic; deciding on interaction patterns; demonstrating tasks and activities; developing rapport; encouraging learners; giving instructions; motivating learners; praising learners; maintaining discipline; responding to classroom problems as they happen
observing and collecting information about learner performance, behaviour, contribution and effort and progress; keeping a written record of learners’ work
telling stories and telling learners about things that have happened
anticipating problems; deciding on a methodology for lessons; designing and adapting texts and materials; preparing texts and tasks for learners; selecting materials and texts for lessons
thinking about his/her performance; thinking about learners’ progress

TKT Module 3: the roles of the teacher – sample task

For questions 1–9 match the teacher activities with the teacher roles listed **A**, **B**, **C** and **D**.

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

You need to use some options more than once.

Teacher roles

- A MANAGER** (manages students and activities during class time)
- B PLANNER** (chooses materials and/or methodology before the course or the lesson)
- C LANGUAGE RESOURCE** (gives expert information about target language)
- D DIAGNOSTICIAN** (finds out the needs and interests of students)

Teacher activities

- 1** The teacher puts students into groups of three for a role play.
- 2** The teacher asks a noisy student to speak more quietly.
- 3** The teacher invites students to suggest topics for course content.
- 4** While students write a story, the teacher walks round the class helping students who make mistakes or ask for new words.
- 5** The teacher wants to identify gaps in students' knowledge, so she asks them to brainstorm crime vocabulary.
- 6** The teacher introduces the present perfect continuous.
- 7** The teacher decides which coursebook activities will fit into the time available for the lesson.
- 8** The teacher finds a video to fit into the topic of the unit.
- 9** The teacher gives students a questionnaire in order to find out more about their learning styles and preferences.