3.1 Using language appropriately – Trainer Notes

**LEARNING OUTCOMES**

By the end of this session participants will be able to:

- distinguish different functions of teacher classroom language
- grade the language of classroom instructions to make them clearer to learners
- be able to explain possible benefits of eliciting
- formulate and use concept questions appropriately

**KEY CONCEPTS**

<table>
<thead>
<tr>
<th>giving instructions</th>
<th>explaining</th>
<th>concept questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrating</td>
<td>prompting</td>
<td>convey meaning</td>
</tr>
<tr>
<td>eliciting</td>
<td>paraphrasing</td>
<td>graded language</td>
</tr>
</tbody>
</table>

**MATERIALS**

- Functions + Answer sheet
- Language level + Answer sheet
- Elicit or tell + Answer sheet
- Is it clear? + Answer sheet
- Concept questions + Answer sheet

**Procedure**

1 **Learning Outcomes**

Explain learning outcomes for session to participants

2 **Simon says**

- Play Simon Says with the class. Ask what type of language you were using (imperatives).
- Ask participants what the function of the imperatives was – to give instructions. This leads into the topic of what function teacher language had.

Simon Says is a good activity to practice vocabulary of the body and is often used with younger learners, however adults often enjoy playing the game. It can also be used as a warmer or energizer.

Tip - [http://www.gameskidsplay.net/games/mental_games/simon_says.htm](http://www.gameskidsplay.net/games/mental_games/simon_says.htm)

3 **Functions of teacher language**

- Elicit from participants different functions of teacher language. You may need to give a few examples to focus their thinking.
- Write up functions of teacher language on the board as participants provide them. Ensure the following are mentioned:

  giving instructions, prompting, eliciting, narrating, paraphrasing, explaining
• Give out [Functions of teacher language] and ask participants to complete the table. You may wish to check that they have matched function to example correctly before they add examples in the next step.
• Participants work in pairs to add more examples of functions of teacher language.
• Feedback – see [Functions of teacher language – Answer sheet]

4 Grading your language

• Give out [Grading your language]. Participants look at the two descriptions and answer the questions.
• Establish importance of grading language and implications of not doing this.
• Participants re-write the Instructions provided in language more suited to elementary level.
• Feedback - [Grading your language – Answer sheet]

For more on giving instructions, see


5 Eliciting from learners

• Give out [Eliciting from learners]. Participants complete reasons for eliciting by using the question prompts.
• Feedback – see [Eliciting from learners - Answer sheet]. Ask participants if they have noticed any examples of the trainer eliciting information during the course of the TKT course. Elicit reactions to this and how it has helped their learning.

6 Checking learners' understanding

• Give out [Checking learners’ understanding]. Look at the first part of the worksheet. Ask participants if asking the question ‘Do you understand?’ is enough to check understanding of vocabulary and structures.
• Get participants to write definitions and concept questions for the words given. Writing a definition or thinking about the definition can help to define concept questions.
• Feedback – see [Checking learners’ understanding - Answer sheet].

Concept checking can be used to check meaning, form, use and pronunciation.

Tip - [http://www.teachingenglish.org.uk/think/methodology/check_understand.shtml]

7 Asking concept questions

• Give out [Asking concept questions]. This gives participants practice in writing concept questions.
• Feedback – see [Asking concept questions - Answer sheet].
A follow up could be for participants to write concept questions and their partner/group guesses what the word/function/structure is.

8 Reflection

- Participants can be asked to reflect on the language the trainer has used throughout the course.
- Encourage discussion around whether L1 should be used for explaining words and concepts or not.