|  |
| --- |
| **Teacher Talk** |

**![C:\Documents and Settings\USER\Local Settings\Temporary Internet Files\Content.IE5\LAM4VNTH\MC900311856[1].wmf]()**

***What is Teacher Talk*?**

The type of **verbal** and **non-verbal** language used to teach and give instructions to students.

**⇒** *Good teacher talk is about conveying meaning in the simplest way possible.*

**Misunderstandings about Teacher Talk:**

Some teachers think that:

1. Being fluent in the target language makes you a better “teacher talker”.
2. They have to talk a lot.
3. Their language has to be perfectly accurate.

**Common Teacher Talk Mistakes:**

Some teachers:

1. Talk too much.
2. Use language that is far above the level of their students
3. Don’t chunk their language.
4. Talk rather than show.
5. Check comprehension by asking “do you understand? Got it? Etc.

Notes…

**GOOD Teacher Talkers**

1. Strive for I + 1
2. Are clear
3. K.I.S.S.
4. Demo: ‘Just Do It’
5. Less is More
6. Use multiple “tools” to get the meaning across
7. Use simple ‘command’ language for instructions
8. Elicit frequently
9. Chunk their language

****

Notes…

**Let’s Practice!**

**Practice 1**

a. *With a partner take turns acting out and guessing the following words with facial expression and/or gesture.*

 exciting enormous terrible

strange exhausting tiny itchy

 relax boring long smelly

 b. *Come up with clear and firm gestures for the teacher commands:*

sit down quiet down

stand up stop

listen wait

repeat (person, group, class) read

again write

switch use a complete sentence

speak louder come here

go there talk to your partner

you two are a pair you 6 are a group

my turn to speak your turn to speak

don’t let your partner see your answer

**Speech Modification (changing)**

**⇒** Speak at a moderate pace. If you slow your speech too much it becomes artificial and natural speech patterns are not demonstrated.

Q Remember to:

1. “**Chunk”** your language
2. **Pause** more often and slightly longer (gives students more thinking time)
3. Use **simple language** combined with meaningful gestures and other nonverbal clues.
4. **Demonstrate** as you explain, or instead of explaining. **(Just Do It)**
5. **Choose** vocabulary and phrases **carefully**, even in explanations
6. **Paraphrase rather than explain** (when you use more challenging words in instructions) and students will acquire these words naturally.
7. Use **short, simple sentences (KISS)**
8. **Repeat phrases often** in your teacher talk
9. Use specific names in place of unclear pronoun references
10. Speak **clearly** and **distinctly**
11. **Check often for comprehension (CCQ’s)**
12. Build up **meaningful context** carefully

**1. Prepare**

D Experience shows that teachers’ explanations are often not as clear to their students as they are to themselves!

Prepare by thinking about:

* The words you will use.
* The illustrations you will provide.
* The examples you will give.
* Think from the students’ perspective and predict difficulties.

**2. Make sure you have the class’s full attention**

* Use attention grabbers to get students attention before giving instructions.
* Give instructions **before** you divide the class into groups or give out materials.

**3. Present the information more than once**

A repetition or paraphrase of the necessary information is important. Use preview, review style. One is a full explanation and the other is condensed.

E.g. a) We will listen to the story about animals. While we listen, write down… = too long

 b) Listen and write animal names = key points!

If they don’t understand try a different mode (let me show you!): for example, say it and also write it/draw it up on the board.

**4. Be brief**

Learners cannot listen to you for very long at maximum concentration. Make your explanation as brief as you can without losing meaning or steps. Think carefully about what you can, or should, omit, as well as about what you should include. In some situations you may also use the learners’ mother tongue.

**5. Illustrate with examples (SHOW! DEMONSTRATE! JUST DO IT!)**

Very often a careful explanation only makes sense after an example, or preferably several. When giving instructions for an activity, it often helps to do an actual demonstration of the activity yourself with the full class or with a volunteer student before inviting learners to do the task on their own. If a picture is worth a thousand words, think how many words a good demonstration is worth! Don’t say those thousand words! Show! Demonstrate! Elicit!

**6. Get feedback**

When you have finished explaining, check that your students have understood. It is not enough just to ask ‘Do you understand?’; learners will say ‘yes’ (1) even if they in fact did not, (because they are unwilling to look stupid in front of their peers) or (2) because they think they know what they have to do, but have in fact completely misunderstood! It is better to ask them to do something that will show their understanding: to paraphrase in their own words, or provide further illustrations of their own. Ask Ss to do a demonstration or ask them specific questions about the instructions like “How many words do you need to collect?”

**Practice 4**

Choose one of the following. Think carefully about how to accomplish the task in your classroom. Remember to use gesture, chunking and pausing, KISS and the principles of effective teacher talk. Be brief as possible.

**LEVEL 1**

1. Put your students in pairs. Have them turn to page 130 in their textbooks. Get them to circle all of the words they do not know.

2. Get students to write down three countries that they want to travel to and why.

3. Give every student a piece of paper. Get them to draw a circle in the middle with 5 stars around it.

4. Give all students one piece of paper. Get them to write their name and have one student in the group collect all the papers and hand them to you.

5. Get your students to write down 5 numbers that have a special meaning in their life. Get other students to guess the significance of each of the numbers.

6. Get students to think as many was as possible for a morning alarm to wake up deaf people.

7. Put students into pairs. Have them brainstorm as many words as possible about “transportation”. Get them to organize the words into categories like “things with two wheels, things that can fly etc.”.

8. Have the students come to the back of the classroom and make two lines facing the window. Then have them put their right hand up in the air and lift their left foot off the ground and say “Hello Anjung!”.

9. Get students to stand up and find someone who knows how to say “오늘 에버랜드 갈래?” in English.

10. Get students to draw a picture of their favorite food. Get them to write down and fill in the sentence “ I like \_\_\_\_ because\_\_\_\_\_.”

11. Get students to stand up in a line in alphabetical order according to first name.

12. Get students into 4 groups. Get them to make as many words as possible using the letters from “teaching”. The team with the most words will be the winner.

**LEVEL 2**

1. Get your students to rank the following items according to what they think is most important in life: love, money, fame, health, family, and education.
2. Get your students to write down 3 future tense sentences about their plans for the upcoming weekend.
3. Get your students into groups of 3 and have them brainstorm words that start with the letter “p” and write them down. They have 1 minute. The team who thinks and writes down the most words will get 10 points!
4. Put your students into two groups. They must make as many sentences as possible with the words “graffiti, suspicious, billboard” They have 3 minutes.
5. Get your students to make a dialogue using the target language “You had better…!”
6. Get your students to choose their favorite celebrity and write down 3 questions that they would like to ask them. They must use present perfect tense (have + P.P)
7. Get your students to write down one sentence for each of the following frequency adverbs: always, often, sometimes, rarely, never.
8. Teach students how to make coffee.
9. Get your students to turn to page 100 in their textbooks and circle all of the infinitives.
10. Read a page from your textbook (any page is ok). Every time students here and article (a, an, the) they must say stop and tell you the article plus the noun that they heard.
11. Students must work as a group to design a new healthy soft drink.
12. Give your students the title “**14 Year Old Could Spend the Rest of His Life in Prison**”. In partners, they must write down 3 questions that they want to know based on this title.

**LEVEL 3**

1. Teach your students the difference between **past tense** and **present perfect tense**.
2. Get students into groups of four and have them discuss and write down five good points and five bad points about video games. They must use the structure “**Video games are good because**… and **Video games are bad because…”**
3. Teach students the difference between the following sentences: “I have eaten blowfish.” “I have been eating blowfish.”
4. Get your students, in groups, to think of the positive and negative world effects of the following items: **T.V., smartphones, computers, cars.** Rank them in order of positivity based on their groups’ thoughts.
5. Teach your students the difference between the following sentences: “You should go to the doctor.” and “You had better go to the doctor.”.
6. Teach your students when to use the words “ever” and “never”.
7. Teach students the difference between “I am going to go to work tomorrow” (be+going+to) and “I am working tomorrow.” (present progressive future).
8. Teach your students the difference between “I **like some** fruit” “I d**on’t like some** fruit” “I **like any** fruit!” “I **don’t like any** fruit.”
9. Explain the difference between **‘fun’** and **‘funny’**. Get your students to write down two sentences for each.
10. Teach your students when to use the past perfect tense (had +P.P).

11. Teach your students how to change the active voice sentence “Mary helped the boy” to passive voice.

12. Teach your students when to use “for” and “since’ with the present perfect tense. For example: I have lived here for 15 years vs. I have lived here since 2009.