USING LANGUAGE APPROPRIATELY FOR A RANGE OF CLASSROOM FUNCTIONS.

For questions 1-7, look at the examples of teacher's language in a class of elementary learners and the three possible trainer's comments on the language listed A, B and C. Choose the trainer's comment (A, B, or C) which matches the teacher's language.

1. If any of you don't understand what to do, I can repeat the instructions for you. OK?

A) You need to grade your language better for this class.

B) Try talking to the whole class together.

C) Why don't you prompt them here rather than elicit?

2. Who can help Juan with the answer?

A) You could ignore his answer.

B) Can you think of another way of checking understanding?

C) That was a good example of eliciting help from peers.

3. Now, we're going to do a brainstorming activity together and build a mind map on the board. Ready?

A) Can you revise the new vocabulary instead?

B) Wasn't the sequencing of your instructions a bit confusing?

C) How can you reformulate that so learners will understand?

4. Listen, … comfortable. Now repeat together.

A) Be careful with style. This was a little too formal.

B) You paused nicely. This gave students time to focus.

C) I'm not sure everyone was ready for the listening comprehension activity.

5. Now let's see. The family live in a …

A) Your prompting worked this time. The students remembered the word. Yes - flat.

B) Remember it's important to get everyone's attention before giving instructions.

C) Try praising students a little more. You'll find they respond well.

6. Class. Shut up. Bernard is speaking.

A) Good. It's important that students learn to listen to each other.
B) It's not appropriate to say that to students. What else could you say?
C) When prompting, wait to see if the students can help before you make suggestions.

7. That's not the right answer. Try again. The question asks for three names.

A) Your feedback was very useful. It helped the student understand what was wrong.
B) When you correct students, try a different technique. You can use echo correction a lot.
C) Prediction activities are a good way of activating students' vocabulary. They give them confidence.