Cambridge English: TKT

one stop english

TKT: Module 2 – Thinking about resources

Overview: These practice materials by Russell Whitehead are designed to help with the Module 2 exam, in particular with the 'Selection and use of resources' section. Students will examine all the resources available to teachers for use in the classroom.

Part of Exam: Module 2 (Lesson planning and use of resources for language teaching): Selection and use of resources

Materials: one copy of the worksheet per student

Time: 30–60 mins

Notes for teacher trainers

Have the students brainstorm a list of resources in groups or pairs, as a warm-up activity. Then have them rank the different resources in order of perceived usefulness. Alternatively, play a version of the 'balloon game' where students argue the case for the survival of a selection of their preferred resources.

Define and suggest discussing the term 'authentic', which can be confusing even for experienced teachers. A good definition could be: 'something that has not been written or adapted specifically for the purposes of teaching, but was originally produced for another purpose'.

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Stage 1: Considering

a) *Trainees' own answers*

b) *Trainees' own answers*

Stage 2: Experimenting

c) *1B, 2C*

The key phrase in trainer's comment 1 is 'authentic lexis'. Only brochures and leaflets (B) normally contain this. Vocabulary exercises normally use 'made-up' sentences, while the lexis in graded readers is normally simplified.

The key phrases in trainer's comment 2 are 'narrative structure' (i.e. telling a story) and 'without making them use dictionaries too often' (i.e. simplified vocabulary). Only graded readers (C) have both of these features.

d) *C*

For this kind of question, the best strategy is first to identify the two items that do seem to match the definition, and then double check that the remaining item doesn't match. In this case, newspapers contain authentic language (including collocations) and use specific styles of writing. On the other hand, they normally contain factual reporting and analysis, but not creative story-telling. Therefore, A and B are appropriate, but C isn't.

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Worksheet

Stage 1: Considering

a)

The basic range of resources available to teachers consists of:

- reference resources to consult when planning a lesson or course (e.g. grammar references or methodology books)

- coursebooks

- supplementary materials and activities (e.g. pronunciation books, games)

- teaching aids (e.g. projector, charts, smartboard)

Read the list of resources (materials, aids) in the table on the next page. Tick the materials you use according to how often you use them.

I sometimes use this. **This might be at any point in your teaching or may be a resource that you have experimented with during a training session or course.**

I would like to use this. **These are resources you haven't used, but would like to. Make brief notes about why this is (for example,** *not available in my teaching situation*, **etc).**

Use a separate sheet of paper for notes if necessary.

b) Look at your completed table. Think about the following questions.
- What are the advantages of each resource?
- How could each resource help you and your students?
- What would each resource be most effective for?

Next, think about the negatives.
- What are the disadvantages of each resource?
- What would it not help with?

Make notes. Are there any other resources or aids you have used or would like to use?

!

Don't forget!

Every job requires tools, and those tools have to be used correctly and kept in good condition. Materials, activities and aids are the tools of teaching. As in many jobs these days, technology is playing a greater part – but traditional approaches and understanding are still the basis of what makes good teaching.

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<div style="writing-mode: vertical">Worksheet</div>

	I use this regularly	I sometimes use this	I will never use this again	I would like to use this	Comments
audio CDs / files					
audioscript					
authentic reading (leaflets, brochures, etc)					
blackboard					
dice					
DVD / video clips					
dictionary					
flashcards					
flipchart					
games					
graded readers					
handouts					
laptops / desktops					
mobile phones					
newspapers / magazines					
projector / OHP					
podcasts					
posters / wallcharts					
phonemic chart					
puppets					
role cards					
realia					
smartboard / IWB					
Tablet (e.g. iPad)					
video recorder					
websites					
workbooks					

Worksheet

Stage 2: Experimenting

In Stage 1, you probably thought about all or some of the following concepts when considering different resources available to teachers:

- syllabus
- motivation
- timing
- level
- age
- course aims
- teaching situation
- lesson aims

Some websites are great for students to engage with, but not all schools have good IT facilities. Playing with puppets may help young children to learn, but will probably just embarrass a group of senior business people. So, it's a question of choosing and using resources *appropriately*. And it's this idea of appropriacy that lies behind any TKT task on resources. You need to ask yourself: *What resources are available? Why/How/When/Where should I use them?*

c) **Now try this part of a TKT task. Match the trainer's comments (1–2) to the resources (A–C). One resource isn't used.**

Resources:

> **A** Vocabulary exercises
>
> **B** Brochures and leaflets
>
> **C** Graded readers

Trainer's comments:

1 These are attractive because of the authentic lexis they contain, but make sure the ones you use are not above your students' level.

2 These are popular because they give students a whole narrative structure without making them use dictionaries too often.

d) **The exam can use different task types to access the same kind of knowledge and understanding. You might get multiple-choice 'odd one out' questions instead of matching. For example, try this part of a TKT task.**

The teacher brings in some English language newspapers in order to ...

> **A** explore authentic examples of collocations.
>
> **B** analyse styles of writing.
>
> **C** practise creative story-telling.

Which ONE of A, B or C is NOT appropriate?

Worksheet

Stage 3: Reflecting

There is, of course, no such thing as a 'good' or 'bad' resource: it all depends on the context. The approach should always be based on: *adopt, adapt* or *abandon*?

If a resource – of any kind – looks completely fine as it is, then you can go ahead and *adopt* it. Probably, you'll want to *adapt* it in some way. If it just looks no good for your class at this point, then *abandon* the idea.

Set yourself a target

In the next week or so, try to use a new resource or material. Think carefully about how or why you could use it. When you have used it, think very carefully about how it worked.

Suggestion for independent learning

Do some more reading. Articles on using different teaching materials can be found here on onestopenglish, for example:

www.onestopenglish.com/methodology/teaching-articles/teaching-materials

www.onestopenglish.com/methodology/teaching-tips/imaginative-materials/imaginative-materials-teaching-with-authentic-materials/146605.article

Think about:

If you were going to be 'stranded on a desert island', as the only teacher there, then which three resources would you want to have with you, and why? (Yes, it's a special desert island, with some students on it …)

Think about:

How would you relate the saying 'A bad workman always blames his tools' to teachers and teaching?