

ELTA Online Training

Presented by the New Taipei City English
Resource Center.

27 November 2024



Topic:

Teacher Talk



“Teacher talk” is everything you say when you're in the classroom.



Focused and precise speaking

**is very important in the Second
Language Classroom.**

Some of the major issues that occur in the classroom are the use of:

1. Over-Explaining

Giving too much information.

2. Complex Vocabulary

Using vocabulary that is unfamiliar to the students.

3. Complex Instructions

Giving complex instructions that are hard for students to follow.

4. Long, Unnecessary Phrases

Using many phrases which makes it hard for students to understand.

To address this we will consider the following:

1

Language is necessary for learning,

2

but for it to be effective, it must be level appropriate.

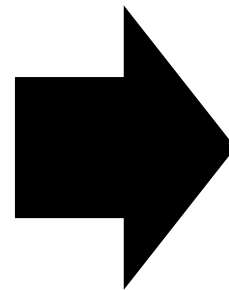
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We can accomplish this through the process of teacher talk.

Teacher Talk is a process of evaluating the language that will be used for instruction by the teachers and as output language by the students, in the classroom.

8

We want to move our students from this,

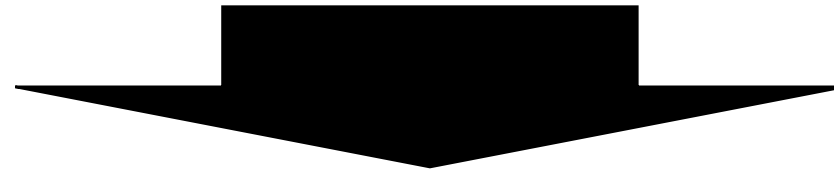


to this.



8

Here's an example:





From this,

For this activity, I would like each of you to collaborate with your deskmate to engage in a detailed discussion about the reading material, after which you should jointly compose a well-thought-out response in your notebooks addressing the key points raised in the text.



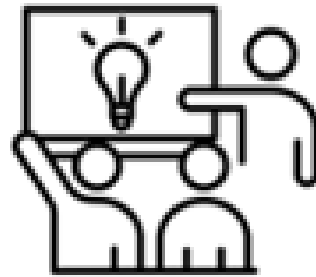
to this



1. Work with your partner.
2. Talk about the reading.
3. Write your answer in your notebooks.



3



Teacher Talk

- Present the 4 examples
- Explain the group tasks to ELTA participants.



Let's watch the following video.

It shows 4 examples of Teacher Talk in the classroom.

Example 1

Example 2

Example 3

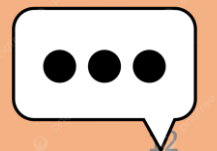
Example 4

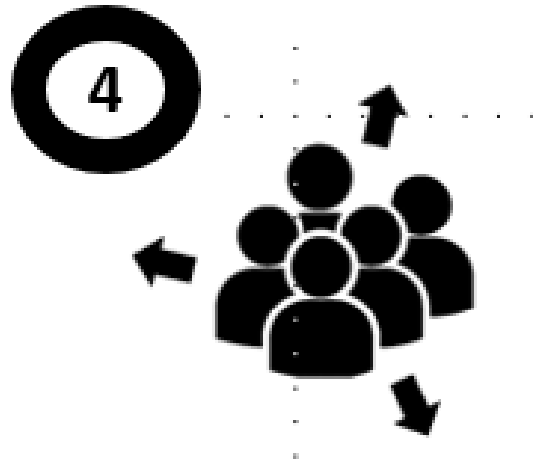
Watch the 4 classroom examples with the following tasks in mind:

Identify what is wrong with each sentence.

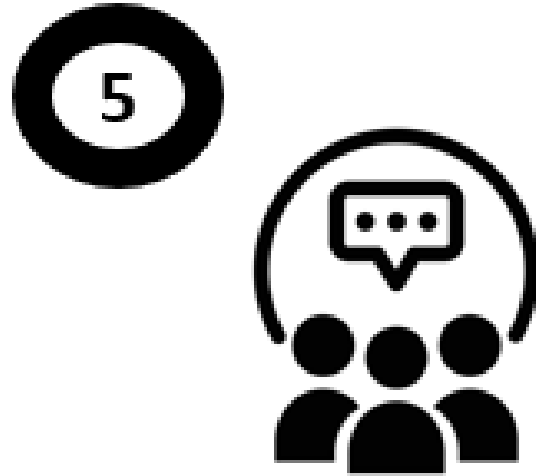
1. Rewrite the sentence in the correct form.
2. Explain why the correction is better for Second English learners.

Chatbox





Breakout Room Assignments.



Group discussions in
Breakout Rooms.

Each group will report about 1 Example.

Group 1 will report on Example 1

Group 2 will report on Example 2

Group 3 will report on Example 3

Group 4 will report on Example 4

Try to complete all 4 examples.

15 minutes



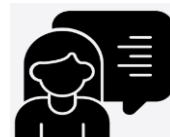
1

**Appoint a
Co-ordinator.**



2

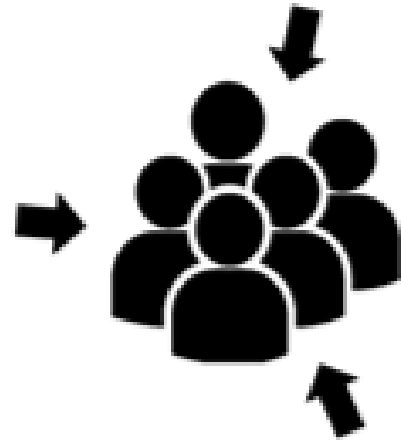
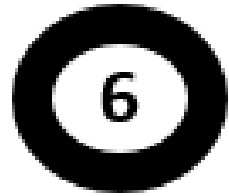
**Appoint a
Reporter.**



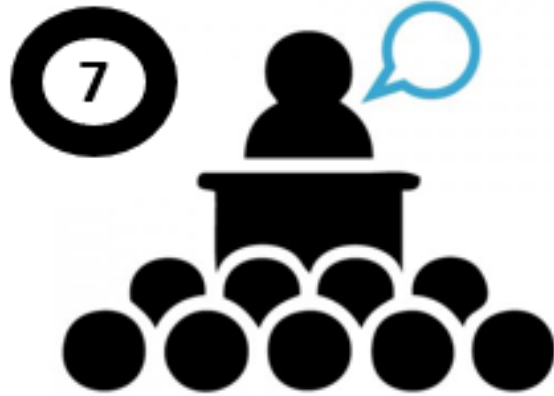
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**Start your
Task.**





Return to the Main Room.



Groups report their findings
in the Main Room.

Group 1

Group 2

Group 3

Group 4



Question and Answer
Session.

**This is how the sentences can
be presented with the
explanations.**

1. Over-Explaining

Example Sentence:

“Alright, everyone, today we’re going to talk about fruits, which are healthy, delicious, and come in many different shapes, colors, and sizes. You know, like apples, bananas, and oranges, which are some of the most popular ones.”

- **Error:** The sentence is too wordy and provides unnecessary details about fruits. Students may struggle to focus on the main point.
- **Correction:** “Today, we’re going to talk about fruits. Let’s start with apples, bananas, and oranges.”
- **Reasoning:** This version eliminates unnecessary adjectives and details. It gets straight to the point, making it easier for students to understand and stay engaged.

2. Complex Vocabulary

Example Sentence:

“Class, this is a feline, which is a carnivorous mammal typically domesticated and kept as a companion animal in households.”

Error: Complex vocabulary (“feline,” “carnivorous,” “domesticated”) is difficult for learners.

Correction: “This is a cat. People keep cats as pets.”

Reasoning: The revised sentence uses familiar, simple vocabulary. Shorter sentences are easier for Bilingual learners to understand.

3. Complex Instructions

Example Sentence:

“Okay, first, I want you to take the blue book from the shelf over there. Then, turn to page 34. After that, you’ll need to read the story, and finally, answer the questions at the bottom of the page in complete sentences.”

Error: The instructions are too long and contain too many steps in one sentence, making them confusing for learners.

Correction:

1. “Take the blue book from the shelf.”
2. “Turn to page 34.”
3. “Read the story.”
4. “Answer the questions at the bottom of the page.”

Reasoning: Breaking instructions into clear, numbered steps ensures students can follow along without confusion. The sequence is logical and manageable.

4. Long, Unnecessary Phrases

Example Sentence:

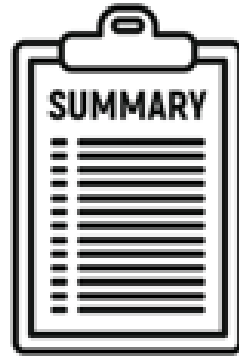
“I just want to make sure that all of you are following along because it’s really important that we’re all on the same page before we move forward. So, I’m going to go over it again.”

Error: The sentence is filled with redundant phrases like “just want to make sure” and “it’s really important,” which add no new information.

Correction: “Let me repeat the instructions so everyone understands.”

Reasoning: This version is short and to the point, removing unnecessary fillers while maintaining clarity and purpose.

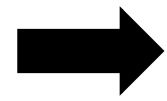
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Wrap up.



Emily



Effective ways to implement Teacher Talk in the classroom.

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