
Contents

Acknowledgements	ix
To the trainer	xi
To the trainee	xii

Part I *The teaching process*

<i>Module 1: Presentations and explanations</i>	
Unit One: Effective presentation	1
Unit Two: Examples of presentation procedures	1
Unit Three: Explanations and instructions	3
 <i>Module 2: Practice activities</i>	
Unit One: The function of practice	4
Unit Two: Characteristics of a good practice activity	4
Unit Three: Practice techniques	5
Unit Four: Sequence and progression in practice	7
 <i>Module 3: Tests</i>	
Unit One: What are tests for?	9
Unit Two: Basic concepts; the test experience	10
Unit Three: Types of test elicitation techniques	12
Unit Four: Designing a test	14
Unit Five: Test administration	15

Part II *Teaching the language (1): The 'what'*

<i>Module 4: Teaching pronunciation</i>	
Unit One: What does teaching pronunciation involve?	16
Unit Two: Listening to accents	17
Unit Three: Improving learners' pronunciation	19
Unit Four: Further topics for discussion	20
Unit Five: Pronunciation and spelling	21
 <i>Module 5: Teaching vocabulary</i>	
Unit One: What is vocabulary and what needs to be taught?	23
Unit Two: Presenting new vocabulary	24

Unit Three: Remembering vocabulary	25
Unit Four: Ideas for vocabulary work in the classroom	26
Unit Five: Testing vocabulary	27
 Module 6: Teaching grammar	
Unit One: What is grammar?	30
Unit Two: The place of grammar teaching	30
Unit Three: Grammatical terms	31
Unit Four: Presenting and explaining grammar	32
Unit Five: Grammar practice activities	33
Unit Six: Grammatical mistakes	35
 Module 7: Topics, situations, notions, functions	
Unit One: Topics and situations	36
Unit Two: What ARE notions and functions?	37
Unit Three: Teaching chunks of language: from text to task	37
Unit Four: Teaching chunks of language: from task to text	38
Unit Five: Combining different kinds of language segments	40

Part III Teaching the language (2): The 'how'

 Module 8: Teaching listening	
Unit One: What does real-life listening involve?	41
Unit Two: Real-life listening in the classroom	41
Unit Three: Learner problems	42
Unit Four: Types of activities	43
Unit Five: Adapting activities	44
 Module 9: Teaching speaking	
Unit One: Successful oral fluency practice	48
Unit Two: The functions of topic and task	48
Unit Three: Discussion activities	49
Unit Four: Other kinds of spoken interaction	53
Unit Five: Role play and related techniques	54
Unit Six: Oral testing	56
 Module 10: Teaching reading	
Unit One: How do we read?	57
Unit Two: Beginning reading	59
Unit Three: Types of reading activities	59
Unit Four: Improving reading skills	61
Unit Five: Advanced reading	64
 Module 11: Teaching writing	
Unit One: Written versus spoken text	68
Unit Two: Teaching procedures	69

Unit Three: Tasks that stimulate writing	70
Unit Four: The process of composition	71
Unit Five: Giving feedback on writing	73

Part IV Course content

Module 12: The syllabus	
Unit One: What is a syllabus?	76
Unit Two: Different types of language syllabus	76
Unit Three: Using the syllabus	77
Module 13: Materials	
Unit One: How necessary is a coursebook?	79
Unit Two: Coursebook assessment	81
Unit Three: Using a coursebook	82
Unit Four: Supplementary materials	84
Unit Five: Teacher-made worksheets and workcards	85
Module 14: Topic content	
Unit One: Different kinds of content	86
Unit Two: Underlying messages	87
Unit Three: Literature (1): should it be included in the course?	88
Unit Four: Literature (2): teaching ideas	90
Unit Five: Literature (3): teaching a specific text	92

Part V Lessons

Module 15: Lesson planning	
Unit One: What does a lesson involve?	95
Unit Two: Lesson preparation	95
Unit Three: Varying lesson components	96
Unit Four: Evaluating lesson effectiveness	98
Unit Five: Practical lesson management	100
Module 16: Classroom interaction	
Unit One: Patterns of classroom interaction	101
Unit Two: Questioning	102
Unit Three: Group work	105
Unit Four: Individualization	106
Unit Five: The selection of appropriate activation techniques	108
Module 17: Giving feedback	
Unit One: Different approaches to the nature and function of feedback	110
Unit Two: Assessment	112
Unit Three: Correcting mistakes in oral work	113

Unit Four: Written feedback	115
Unit Five: Clarifying personal attitudes	118
Module 18: Classroom discipline	
Unit One: What is discipline?	120
Unit Two: What does a disciplined classroom look like?	120
Unit Three: What teacher action is conducive to a disciplined classroom?	121
Unit Four: Dealing with discipline problems	122
Unit Five: Discipline problems: episodes	123

Part VI Learner differences

Module 19: Learner motivation and interest	
Unit One: Motivation: some background thinking	126
Unit Two: The teacher's responsibility	126
Unit Three: Extrinsic motivation	127
Unit Four: Intrinsic motivation and interest	128
Unit Five: Fluctuations in learner interest	128
Module 20: Younger and older learners	
Unit One: What difference does age make to language learning?	130
Unit Two: Teaching children	130
Unit Three: Teaching adolescents: student preferences	131
Unit Four: Teaching adults: a different relationship	133
Module 21: Large heterogeneous classes	
Unit One: Defining terms	134
Unit Two: Problems and advantages	134
Unit Three: Teaching strategies (1): compulsory + optional	136
Unit Four: Teaching strategies (2): open-ending	137
Unit Five: Designing your own activities	139
References	142