

# Contents

|   | <i>page</i>   |
|---|---------------|
| <b>P Preface: the training of teachers</b>        | <b>1</b>      |
| <b>P.1 The Trainees</b>                           | <b>1</b>      |
| <b>P.2 Teacher Training Methods</b>               | <b>2</b>      |
| <b>P.3 Theory and Application</b>                 | <b>2</b>      |
| <b>P.4 Micro- and Macro-Teaching</b>              | <b>3</b>      |
| <b>P.5 Trainees' Own Language Skills</b>          | <b>4</b>      |
| <b>P.6 Making the Best of It</b>                  | <b>5</b>      |
| <b>P.7 Working with Limitations</b>               | <b>5</b>      |
| <b>P.8 Improving English Skills</b>               | <b>5</b>      |
| <b>P.9 Final Test</b>                             | <b>6</b>      |
| <b>P.10 The Supervision of Practice Teaching</b>  | <b>6</b>      |
| <b>P.11 The Organization of Practice Teaching</b> | <b>9</b>      |
| <b>P.12 The Observation of Practice Teaching</b>  | <b>10</b>     |
| <b>P.13 The Evaluation of Practice Teaching</b>   | <b>11</b>     |
| <b>P.14 Records</b>                               | <b>12</b>     |
| <br><b>0 Introduction</b>                         | <br><b>13</b> |
| <b>0.1 The Nature of Language Learning</b>        | <b>13</b>     |
| <b>0.2 Aims</b>                                   | <b>17</b>     |
| <b>0.3 Selection</b>                              | <b>20</b>     |
| <b>0.4 Grading</b>                                | <b>23</b>     |
| <b>0.5 Methods of Language Learning</b>           | <b>25</b>     |
| <b>0.6 Large Classes</b>                          | <b>29</b>     |
| <b>0.7 The Teacher's Classroom Personality</b>    | <b>30</b>     |
| <br><b>1 Ear and speech training</b>              | <br><b>32</b> |
| <b>1.1 Consonant and Vowel Sounds</b>             | <b>32</b>     |
| <b>1.2 Clusters</b>                               | <b>37</b>     |
| <b>1.3 Sounds and Spellings</b>                   | <b>39</b>     |
| <b>1.4 Stress, Rhythm and Intonation</b>          | <b>40</b>     |
| <br><b>2 Oral presentation and drill</b>          | <br><b>44</b> |
| <b>2.1 Introduction</b>                           | <b>44</b>     |
| <b>2.2 Lexical Items (Words and Formulas)</b>     | <b>44</b>     |
| <b>2.3 Patterns</b>                               | <b>48</b>     |

|  |    |
|--|----|
| <b>3 Aural comprehension</b>                       | 52 |
| <b>4 Oral composition using blackboard drawing</b> | 56 |
| 4.1 Introduction                                   | 56 |
| 4.2 Presentation                                   | 56 |
| 4.3 Follow Up                                      | 61 |
| <b>5 Oral work: conversation</b>                   | 62 |
| <b>6 The reading skill</b>                         | 64 |
| 6.1 Aims   | 64 |
| 6.2 Pre-Reading Training                           | 64 |
| 6.3 Methods of Teaching Reading                    | 65 |
| 6.4 Reading Texts                                  | 72 |
| <b>7 Writing</b>                                   | 75 |
| 7.1 Introduction                                   | 75 |
| 7.2 Forming the Letters                            | 76 |
| 7.3 Copying  | 79 |
| 7.4 Delayed Copying                                | 79 |
| 7.5 Dictation                                      | 81 |
| 7.6 Sentence Work                                  | 83 |
| 7.7 Paragraph Work                                 | 83 |
| 7.8 Reproduction of a Story                        | 83 |
| 7.9 Skeleton Compositions                          | 83 |
| 7.10 Picture Compositions                          | 84 |
| 7.11 Outline Compositions                          | 84 |
| 7.12 Free Composition                              | 85 |
| 7.13 Group Composition Work                        | 86 |
| <b>8 Library skills</b>                            | 87 |
| 8.1 Books and Using Them                           | 87 |
| 8.2 Our Own Books                                  | 87 |
| 8.3 Library Skills                                 | 90 |
| 8.4 Other People's Books                           | 91 |
| 8.5 Book-using Skills                              | 92 |
| 8.6 Library Projects                               | 92 |
| 8.7 A Staff Library                                | 93 |
| <b>9 Lesson planning</b>                           | 95 |
| 9.1 Planning: Why? What? and How?                  | 95 |
| 9.2 Three Questions                                | 95 |
| 9.3 The Aim of the Lesson                          | 96 |
| 9.4 The Plan Book                                  | 96 |

|  |     |
|--|-----|
| <b>9.5 Different Areas of Planning</b>   | 97  |
| <b>9.6 Flexibility and Rigidity</b>  | 99  |
| <b>9.7 The Need for Variety</b>  | 99  |
| <b>9.8 The Best Use of Time</b>  | 100 |
| <b>9.9 General Format for Lesson Plans</b>                                       | 101 |
| <b>9.10 Some Specific Suggestions for Planning</b>                               | 102 |
| <b>10 Preventing, predicting and correcting mistakes; and corrective courses</b> | 103 |
| 10.1 Introduction  | 103 |
| 10.2 Preventing Mistakes   | 103 |
| 10.3 Correcting Mistakes   | 104 |
| 10.4 Corrective Courses  | 107 |
| <b>11 Language games, dramatization, poems and songs</b>                         | 112 |
| 11.1 Games   | 112 |
| 11.2 Mime  | 114 |
| 11.3 Speech and Drama  | 114 |
| 11.4 Poems   | 116 |
| 11.5 Songs   | 118 |
| <b>12 Audio-visual aids</b>  | 119 |
| 12.1 Visual Aids   | 119 |
| 12.2 Audio and Audio-Visual Aids   | 124 |
| 12.3 Audio-Visual Aids   | 125 |
| <b>13 Textbooks</b>  | 126 |
| 13.1 Choice and Evaluation   | 128 |
| 13.2 Adaptation  | 133 |
| <b>14 Tests and examinations</b>   | 134 |
| 14.1 Types of Test and Examination   | 134 |
| 14.2 What Tests and Examinations Should Do                                       | 134 |
| 14.3 Preparing Teachers and Pupils   | 135 |
| 14.4 The Importance of the Examiner  | 136 |
| 14.5 Testing Skill 1 (Aural Comprehension)                                       | 137 |
| 14.6 Testing Skill 2 (Speaking)  | 139 |
| 14.7 Testing Skill 3 (Reading)   | 140 |
| 14.8 Testing Skill 4 (Writing)   | 141 |
| 14.9 Tests of Correct Usage  | 143 |
| <b>Bibliography</b>  | 144 |

Note: items denoted by ! are incorrect (e.g. ! in temple)