Teacher Training Essentials

Workshops for professional development

Craig Thaine
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### Map of the book

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| 1 Classroom management and teacher language | Pre-service / New in-service teachers | To explore effective ways of setting up and managing a range of classroom activities. | • Interaction patterns  
• Teacher language  
• Giving instructions  
• Managing the learner group | 60–75 minutes |
| 2 Providing feedback and correction techniques | Pre-service / New in-service teachers | To highlight a variety of techniques for giving both content-focused and language-focused feedback to learners. | • Contrasting different kinds of feedback  
• Good practice feedback techniques  
• Deciding when to correct language  
• Error-correction techniques | 60 –75 minutes |
| 3 Teaching receptive skills: Reading and listening | Pre-service / New in-service teachers | To raise awareness of successful planning and managing of receptive skills lessons. | • Real-world reading  
• Reading sub skills  
• Differences between listening and reading  
• Managing the challenge of listening | 60–75 minutes |
| 4 Oral fluency and speaking skills | New in-service / Experienced teachers | To explore ways of planning and managing activities that develop learners’ oral fluency and speaking skills. | • Good ideas for oral fluency activities  
• Aims of speaking activities  
• Sub skills of spoken interaction | 60–75 minutes |
| 5 Developing learners’ writing skills | New in-service / Experienced teachers | To contrast process and product approaches to developing learners’ writing skills. | • Spoken vs. written language  
• Process and product approaches  
• Stages in a writing lesson  
• Activities for writing sub skills | 60–75 minutes |
| 6 Teaching vocabulary | Pre-service / New in-service teachers | To outline core issues associated with different approaches to clarifying and practising vocabulary. | • Vocabulary teaching problems  
• Steps of eliciting words  
• Concept checking  
• Vocabulary practice  
• Learner training | 60–75 minutes |
| 7 Teaching grammar | Pre-service / New in-service teachers | To compare and contrast different approaches to teaching grammar in the classroom. | • Staging of different approaches: text-based: test-teach-test; context build  
• Evaluating approaches  
• Drilling  
• Planning a grammar lesson | 60–75 minutes |
| 8 Lesson planning | Pre-service / New in-service teachers | To outline the contents of a formal lesson plan and indicate ways of wording lesson aims. | • Key aspects of a plan  
• Contents of a formal lesson plan  
• Staging a lesson  
• Articulating aims | 60–75 minutes |
| 9 Planning a sequence of lessons | New in-service / Experienced teachers | To outline the benefits of and an approach to timetabling a sequence of lessons. | • For and against a sequence of lessons  
• What to include  
• How to go about it  
• Evaluating two timetables | 60–75 minutes |
| 10 Teaching exam classes | Pre-service / New in-service teachers | To outline a preparation strategy for teaching exam classes. | • Exam classes compared with general English classes  
• Contents of an exam  
• Task types  
• Speaking test preparation  
• Planning an exam class course | 60–75 minutes |
| 11 Exploiting authentic material | New in-service / Experienced teachers | To demonstrate processes for creating tasks and activities that can be used for exploiting authentic materials with learners. | • Choosing a text  
• Working out lesson aims  
• Evaluating tasks  
• Pros and cons of using authentic materials  
• Creating tasks | 60–75 minutes |
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| 12 Promoting learner autonomy     | New in-service / Experienced teachers | To explore the rationale for learner autonomy and to highlight ways that this can be developed with learners. | • Some learner autonomy issues  
• Defining learner autonomy  
• Ways of promoting learner autonomy  
• Advice to learners                                                  | 60–75 minutes |
| Developing language awareness     |                                      |                                                                      |                                                                         |             |
| 13 Phonology: Sounds and word stress | Pre-service / New in-service teachers | To clarify key issues associated with sounds and word stress in English and the way they are taught. | • Sounds: consonants and vowels  
• Speech organs and sounds  
• Word stress patterns and exceptions                                  | 60–75 minutes |
| 14 Phonology: Sentence stress and connected speech | Pre-service / New in-service teachers | To explore the way sentence stress and connected speech operate in spoken English. | • Sentence stress and core meaning  
• Weak and strong forms  
• Shifting stress  
• Features of connected speech                                           | 60–75 minutes |
| 15 Vocabulary: Features of lexis  | New in-service / Experienced teachers | To provide a basic classification of lexical items and lexical features in English. | • Learner problems with lexis  
• Word relations  
• Lexical chunks  
• Register, style and variety                                               | 60–75 minutes |
| 16 Concept checking: Vocabulary and grammar | Pre-service / New in-service teachers | To explore oral concept questions used for checking lexical and grammatical meaning. | • Ways of checking meaning  
• Selecting and writing vocabulary concept checking questions  
• Key grammatical concepts  
• Selecting and writing grammatical concept checking questions               | 60–75 minutes |
| 17 Grammar: Tense, time and aspect | New in-service / Experienced teachers | To demonstrate the way in which tense and aspect combine to create a variety of form and meaning relationships. | • Tense, aspect and voice compared  
• Relationships between tense and time  
• Key concepts of aspect  
• Learner problems with aspect  
• Teaching tense and aspect                                                | 60–75 minutes |
| 18 Grammar: Narrative verb forms  | Pre-service / New in-service teachers | To highlight key aspects of verb forms used for past narratives and the way they interact together in context. | • Past simple, past progressive, past perfect  
• Timelines  
• Different concepts of the past progressive  
• Shades of meaning of the past perfect                                     | 60–75 minutes |
| 19 Grammar: Future forms          | Pre-service / New in-service teachers | To outline the form and function of a variety of verb forms used to talk about future time. | • will, going to and the present progressive contrasted  
• Future time and different aspects  
• Future forms in coursebook material  
• Alternative future forms                                                  | 60–75 minutes |
| 20 Grammar: Conditional forms     | Pre-service / New in-service teachers | To clarify differences of form and meaning between key conditional structures. | • Conditionals and time reference, reality and possibility  
• Different forms for different clauses  
• Functional meaning of conditionals  
• Mixed conditionals                                                        | 60–75 minutes |
| 21 Grammar: Modality              | New in-service / Experienced teachers | To clarify a variety of modal forms associated with necessity and certainty. | • Definition of a modal verb  
• Mods and their functional meanings  
• Issues with modals  
• Mods in teaching material                                                  | 60–75 minutes |
| 22 Grammar: The noun phrase       | New in-service / Experienced teachers | To analyse the component parts of English noun phrases and their special features. | • Comparing written and spoken language  
• Structure of a noun phrase  
• Analysing and sorting phrases                                               | 60–75 minutes |
| 23 Functional language            | Pre-service / New in-service teachers | To clarify the nature of functional language and exemplify commonly taught functional exponents. | • Language style and politeness  
• Indirect requests  
• Varying forms of functional exponents  
• Evaluation of teaching materials                                         | 60–75 minutes |
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| Discourse analysis   | New in-service / Experienced teachers | To introduce key features associated with discourse analysis. | • Cohesive devices  
• Different kinds of cohesion  
• Cohesion and language economy  
• Discourse markers  
• Coherence | 60–75 minutes |
| Background to teaching |                          |                                                                      |                                                                        |          |
| Methodology: Historical perspectives | New in-service / Experienced teachers | To provide an overview of second language teaching methods and approaches. | • Some key principles of second language teaching  
• Language learning experiences  
• Reading: The methods era  
• Contrast of two methods | 75–90 minutes |
| Second Language Acquisition (SLA) | New in-service / Experienced teachers | To outline key concepts associated with second language acquisition and learning, and their relevance to the classroom. | • Learner profiles  
• Key terminology  
• Reading: The role of consciousness of L2 acquisition  
• Noticing vs. acquisition  
• Factors affecting language acquisition | 75–90 minutes |
| Sociolinguistic perspectives | New in-service / Experienced teachers | To introduce the field of sociolinguistics and key terminology associated with this area. | • Some set phrases  
• The job of a sociolinguist  
• Reading: Styles, specialised varieties or register and domains  
• Analysing different domains | 75–90 minutes |
| World Englishes      | New in-service / Experienced teachers | To highlight issues surrounding the spread of global English. | • Key terminology  
• Circles of world Englishes  
• Reading: English as an International Language or World Englishes?  
• Discussion of the issues  
• What English should be taught? | 75–90 minutes |
| Course design        | New in-service / Experienced teachers | To introduce key concepts and procedures associated with course design and to give practice in planning needs analysis. | • What should be included in a course programme?  
• The steps in planning a course  
• Reading: Background to syllabus design  
• Getting needs analysis information | 75–90 minutes |
| Testing and evaluation | New in-service / Experienced teachers | To clarify the nature of different test types and explore the role of test validity and reliability. | • Different kinds of tests  
• Reading: Test purpose and the criterion  
• Problems of reliability and validity | 75–90 minutes |
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Introduction

Who is Teacher Training Essentials for?

Teacher Training Essentials is a photocopiable resource book for trainers involved in training and developing teachers. It aims to develop trainees’ and teachers’ knowledge in three key areas: methodology, language and theory. It can be used in a variety of contexts from formal teacher-training courses to less formal professional development seminars. The material covers a range of levels from pre-service to experienced teachers wanting to explore methodology and language in more depth.

Teacher Training Essentials contains 30 individual and photocopiable lessons each comprising a variety of tasks with associated step-by-step trainer’s notes. It will appeal to busy trainers and academic managers who need to prepare a self-contained training or professional development session in a hurry.

How is Teacher Training Essentials organised?

The 30 lessons in Teacher Training Essentials are divided into three sections. Units 1 to 12 explore Classroom methodology; units 13 to 24 focus on Developing language awareness; and units 25 to 30 investigate core topics associated with the Background to teaching.

The Classroom methodology units focus on core aspects of methodology ranging from classroom management to the teaching of language systems and language skills. The Developing language awareness units include lessons on all four language systems: phonology, vocabulary, grammar and discourse. The Background to teaching units explore aspects of theory that are relevant to English language teaching. The Classroom methodology and Developing language awareness units each comprise a two-page trainee worksheet together with associated trainer’s notes. The Background to teaching units each comprise a three-page trainee worksheet and include an excerpt from a book or article that examines theories behind English language teaching. These units are also supported by trainer’s notes.

Each unit in Teacher Training Essentials is aimed at one of two levels: pre-service / new in-service or new in-service / experienced in-service.

Units aimed at the first level are suitable for trainees on a pre-service training course such as Cambridge CELTA or at teachers who have little experience and need ongoing professional development in the workplace. The second of the two levels is appropriate for teachers motivated to have more challenging professional development early in their careers or for teachers who need professional development challenges after they have been teaching for some time. These units would also be suitable for a more formal in-service training context such as Cambridge DELTA.

How will Teacher Training Essentials help my trainees?

Each unit of Teacher Training Essentials takes trainees through a series of varied tasks that progressively develop their knowledge of classroom practice and language. The aim is to motivate trainees by means of interactive tasks that are engaging and provide an appropriate level of cognitive challenge. The tasks are logically staged and take trainees through a complete learning sequence. However, it is also possible to use excerpts from a worksheet in order to supplement a trainer’s pre-existing seminar.

Teacher Training Essentials works on a principle of guided discovery in all three sections. Worksheets acknowledge trainees’ prior learning and experience and use these as a springboard. Throughout all units, there are questions that get trainees to consider the tasks they have worked through, thereby encouraging active reflection. Further, trainees are frequently directed to apply knowledge gained in the sessions to their classroom practice.

How is each unit organised?

Each unit consists of a photocopiable worksheet (two pages with units 1 to 24, and three pages with units 25 to 30) together with an accompanying page of trainer’s notes. Some units contain extra material that can be found in an appendix at the back of the book. Minimal preparation is required for each individual session, so trainers need only photocopy the requisite number of worksheets.

Some of the appendix material needs to be cut up for the purposes of ordering or for a pair or group work activity. Once trainers have copied and cut up this material, it can be collected in and reused with a subsequent group of trainees. Correct or model answers to key appendix tasks are provided on the trainees’ worksheet, so they have this as a record at the end of the session.

The trainer’s notes include a key information panel for quick reference. The headings in this section are:

Aims: the broader aims of the unit as a whole

Contexts: an indication of which training context the unit is most suitable for, either pre-service / new in-service or new in-service / experienced in-service

Duration: suggested timing for the task

Preparation: any preparation that needs to be done prior to the session.

Each unit is then divided in three main stages:

Lead in: a suggested task to warm trainees to the topic of the session – this is included in the trainer’s notes
Main tasks: a variety of discovery and discussion tasks that trainees work through

Thinking about your teaching: this is an optional reflection task that gets trainees to consider the points made in the unit – this is included in the trainer’s notes.

What further autonomous learning can trainees do?

The questions in the final Reflection task can be written on the board to form the basis for discussion amongst trainees during the session. Alternatively, trainers can suggest that trainees maintain professional development diaries or logs during the training or professional development programme they are involved in. The questions can then be used as prompts for written reflection after each training session and as a springboard for further personalised reflection.

Here is a list of suggested further readings for Units 25 to 30:


These readings can be found in the following two books:

- The Cambridge Guide to Teaching English to Speakers of Other Languages edited by Ronald Carter and David Nunan (Cambridge University Press, 2001)

as well as a freely available online resource:

- English Next by David Graddol http://www.britishcouncil.org/learning-research-englishnext.htm

If doing further reading, trainees could adopt an active Reading and reaction approach to reading. Trainees read and make notes on the content. At the same time, they can write down in a column on the right hand-side of the notes their comments or they can pose questions. The notes, together with the reactions, can be handed in to their trainer who can provide feedback on the comments and questions. Alternatively, trainees could keep an electronic diary that they give trainers access to. A worksheet providing trainees with instructions and an example can be found on page 127 of the appendix. You can give this to trainees when setting up a Reading and reaction programme. It is important to reassure trainees that trainers will not comment on the way they take notes, but will merely respond to comments and answer questions. This approach aims to provide more purpose to background reading and to develop trainees’ critical thinking skills when reading about methodology and background issues. It should also provide an insight into the way trainees process information and open up a dialogue between trainer and trainee.

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