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Craig Thaine

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Teacher Training Essentials

Workshops for professional development

Craig Thaine

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Map of the book

Session focus	Target audience	Aims	Content	Time
Classroom methodology				
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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Choosing a text Working out lesson aims Evaluating tasks Pros and cons of using authentic materials Creating tasks 	60–75 minutes

Session focus	Target audience	Aims	Content	Time
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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> <i>will</i>, <i>going to</i> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Definition of a modal verb Modals and their functional meanings Issues with modals Modals 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Language style and politeness Indirect requests Varying forms of functional exponents Evaluation of teaching materials 	60–75 minutes

Session focus	Target audience	Aims	Content	Time
24 Discourse analysis	New in-service / Experienced teachers	To introduce key features associated with discourse analysis.	<ul style="list-style-type: none"> • Cohesive devices • Different kinds of cohesion • Cohesion and language economy • Discourse markers • Coherence 	60–75 minutes
Background to teaching				
25 Methodology: Historical perspectives	New in-service / Experienced teachers	To provide an overview of second language teaching methods and approaches.	<ul style="list-style-type: none"> • Some key principles of second language teaching • Language learning experiences • Reading: The methods era • Contrast of two methods 	75–90 minutes
26 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.	<ul style="list-style-type: none"> • Learner profiles • Key terminology • Reading: The role of consciousness of L2 acquisition • Noticing vs. acquisition • Factors affecting language acquisition 	75–90 minutes
27 Sociolinguistic perspectives	New in-service / Experienced teachers	To introduce the field of sociolinguistics and key terminology associated with this area.	<ul style="list-style-type: none"> • Some set phrases • The job of a sociolinguist • Reading: Styles, specialised varieties or register and domains • Analysing different domains 	75–90 minutes
28 World Englishes	New in-service / Experienced teachers	To highlight issues surrounding the spread of global English.	<ul style="list-style-type: none"> • 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
29 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.	<ul style="list-style-type: none"> • 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
30 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.	<ul style="list-style-type: none"> • 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 through 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:

- Unit 25: Douglas Brown, H. 2002. ‘English Language Teaching on the “Post-Method” Era: Towards Better Diagnosis, Treatment and Assessment.’
- Unit 25: Richards, J. C. 2002. ‘Theories of Teaching in Language Teaching’.
- Unit 26: Nunan, D. 2001. ‘Second Language acquisition’.
- Unit 27: Silberstein, S. 2001. ‘Sociolinguistics.’
- Unit 28: Graddol, D. 2006. *English Next*.
- Unit 29: Finney, D. 2002. ‘The ELT Curriculum: A Flexible Model for a Changing World.’
- Unit 29: Crawford, J. 2002. ‘The Role of Materials in the Language Classroom: Finding the Balance.’
- Unit 30: Bradley, G. 2001. ‘Assessment’.

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)
- *Methodology in Language Teaching* edited by Jack C. Richards and Willy A. Renandya (Cambridge University Press, 2002)

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.¹ 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.

¹ Idea taken from Evans, S & K. Bayne. 2009. ‘A “critical” process for developing EAP reading, writing and thinking skills’. Presentation given at the *English Australia Conference*. See also Evans, S. 2008. ‘Reading reaction journals in EAP courses’. *English Language Teaching Journal* vol. 62 / no. 3.