

Introduction

1 Who is this book for?

English for the Teacher is a language improvement course for teachers of English as a Foreign Language whose first language is not English. It focusses particularly on the language that teachers need for use in the classroom, for talking and reading about their work and for furthering their studies in English as a Foreign Language. It can be used by in-service or pre-service teachers, by teachers attending courses or by teachers studying on their own.

2 What is the level of this book?

Generally speaking, this book is intended for teachers whose language is at good intermediate or a more advanced level. However, as teachers often have more varied language-learning histories than many students of general English, this book has a more open approach to level than many coursebooks used by these students.

3 What are the aims of this book?

The primary aim of this book is to provide teachers with a means for developing and extending their use of English with particular emphasis on English related to teaching. It focusses on the English needed in the following areas:

- in the classroom
- for studying the teaching and learning of English as a Foreign Language
- for participating in teacher development and teacher-training courses
- for making work-related contacts
- for taking part in work-related discussions.

For example, it contains reading and listening texts related to topics such as language learning, talking about lessons, organising your time, student development and gender in the classroom. It also contains sections that focus on the language of classroom instructions, and others that look at how to assess students' oral and written language.

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The book also aims to:

- provide teachers with opportunities to read about, listen to, reflect on and discuss issues related to teaching and learning
- allow teachers to be learners and have the opportunity, through reflection on the learning methods they use, to better understand their own teaching and learning styles
- allow teachers to evaluate the benefit for their own students of different learning activities and approaches to learning
- allow teachers to feel more confident in their use of English.

4 What is in this book?

Parts

English for the Teacher contains fifteen units which are organised into five parts, according to the following broad themes:

- Introductions
- Inside the English language classroom
- Development
- Being a teacher
- Wider issues.

These themes have been chosen as being central to most teachers' work and as representing subjects which teachers are frequently involved in discussing, reading, thinking about or following up in other ways. Through these themes the book aims to bring in and explore language of particular relevance to language teachers.

Units and sections

The units are topic-based and focus on subjects such as: teacher development, coursebooks, a teacher's character. Each unit is self-contained, and includes the following sections in varying order:

- Starter activities
- Listening
- Reading
- Speaking
- Writing
- Grammar
- Student language
- Classroom instructions
- Conclusions.

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These sections have been included in the book on a systematic basis in order to provide regular and integrated coverage of the four language skills, opportunities for the study of the language system, and ways of developing teaching-related language, as well as awareness and evaluation of teaching methodologies. Each section develops out of the previous one, and consists of an integrated sequence of activities. The aim and content of each section is described below.

STARTER ACTIVITIES

This section, which occurs at the beginning of each unit, is designed to stimulate discussion of the new topic and relate it personally to the reader.

SPEAKING, READING, WRITING, LISTENING

The main focus of each of these sections is obviously the relevant language skill. Each skill is, however, treated in an integrated way and contains activities that bring in other language skills and a focus on language subskills.

GRAMMAR

The structures chosen as the focus for each of the grammar sections have been selected as representing areas that are central to language use and that can also be problem areas. The approach is generally an exploratory one that asks readers to rely on and activate their prior knowledge. This approach has been adopted in preference to one which is more explicit in presenting information about grammar. This is because, unlike many EFL students, the readers of this book will normally have studied these grammatical points before and probably do not need to be presented with information about them. Opportunities to reflect on and work out rules of grammar, as well as apply them, can be more valuable for these readers.

STUDENT LANGUAGE

The activities used in these sections of the book vary considerably in that sometimes they concentrate on grammar, sometimes on pronunciation, sometimes on overall impression, etc. The purpose of this section is to provide readers with an opportunity to examine their attitudes to student error, the value and role of error and also how and when to correct students. While doing this, they will also often have opportunities to work on language accuracy.

CLASSROOM INSTRUCTIONS

Classroom instructions form a major part of teacher talking time in a classroom, yet often the language of these instructions is not taught. Teachers have to pick it up or work it out as best they can. This section provides an opportunity for a systematic focus on classroom language. Each section provides a set of instructions that could be used to introduce one of the activities in the unit. The activities that have been chosen represent ones that are very common in the

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classroom, e.g. introducing a reading activity, giving instructions for homework, introducing pair work. The instructions are presented as a cloze test; the words that have been removed are usually prepositions, particles, articles, demonstrative pronouns or key lexical items. In this way readers are given the opportunity to concentrate on the linguistic accuracy of instructions. Readers are then asked to give the same instructions in their own words, if preferred, so that they can extend the accuracy practice to their own use of language.

CONCLUSIONS

This section always contains two activities: *Teaching-related vocabulary* and *Reflections on teaching* (see below).

Activities

A wide variety of activities is used to focus on the four language skills. These include classifying, prioritising, true/false, selecting, listing, giving definitions, matching, note-taking, role-play, consensus discussion, opinion-gap activities, letter and article writing and many others. These activities have been chosen to provide variety and to allow the skill to be focussed on in the most authentic or appropriate way, e.g. work on subskills such as pronunciation, reading for specific information, listening for gist, etc.

Examples of regularly occurring activities are:

TALKING POINTS

This activity occurs regularly as the final part of the exploitation of a reading or listening text. It is presented simply as a list of discussion points which can be talked about in groups or pairs or in whole-class discussion. There is no need to discuss all of the points. In other words, the *Talking points* are intended to be used flexibly.

LANGUAGE FUNCTIONS

In most units there is an activity which focusses on particular language functions, e.g. advising, giving and asking for clarification, changing the subject. This activity is designed to provide teachers with the chance to meet, study and use language which is often colloquial and very common in spoken language, yet not often presented in grammar books. It is an important ingredient of classroom language and its appropriate and fluent use contributes considerably to the naturalness of language.

TEACHING-RELATED VOCABULARY

This activity occurs in the *Conclusions* section at the end of each unit. Its aim is to allow for recall and extension of the topic-related vocabulary that has occurred in the unit.

REFLECTIONS ON TEACHING

This activity also occurs at the end of each unit. It poses questions about the topic or learning activities of the unit. It gives readers an opportunity for reflection on the value of the topic or activities to themselves and to their own students; in other words it provides moments to reflect on the content of the unit and on the extent of its learning value.

Authentic texts

The *Reading*, *Listening* and *Student language* sections are structured round authentic texts. The written student texts are all taken from students' homework, classwork, or articles or stories submitted to school magazines. The students' oral language comes from recordings of students carrying out classroom activities. Other texts also cover a large range of text types. For example, the reading texts include articles from magazines and newspapers, extracts from novels and autobiographies, advertisements, poems, letters and conference programmes. The listening texts include conversations, talks and interviews with people of varying ages, nationalities and backgrounds.

The texts developed in the productive skills sections of speaking and writing also have an authentic focus. Readers are asked to write letters of various kinds, articles, book reviews, etc. and to engage in discussions and conversations.

Reference material

By way of reference material the book includes:

- Tapescripts of all the materials on the cassette, i.e. the listening texts and oral student language for assessment.
- An Answer Key which provides the answers to all the objective tasks in the book. It does not give answers to questions which depend on judgement or experience.

5 How to use this book

The units

The Map of the Book on pages viii–xi shows the detailed content of each unit. Use this to decide what to do next. Although the units are grouped thematically each one works independently, so you can use the book in a variety of ways. e.g.:

- Work through the book from beginning to end.
- Select units in accordance with your particular needs and interests
- Concentrate on particular sections across units, e.g. *Student language*, *Classroom instructions*, *Grammar*.

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Notes for teachers using the book alone

Teachers working alone will be able to carry out the great majority of the activities in the book, and use the Answer Key to get feedback on their progress on objective tasks. The instructions to some activities ask readers to work in pairs or groups, or to compare and discuss answers. These are useful classroom activities, but they do not prevent the reader working alone from using them in part at least. Choose those parts of each activity which you feel you can carry out by yourself. Even speaking activities can be done alone. Talking aloud to yourself can do much to develop your confidence, fluency, pronunciation and accuracy.

Notes for trainers

How you use this book and what you choose to use in it will depend very much on the interests and needs of the group of teachers you are working with. The book has been designed so it can be used flexibly on a dip-in basis at unit level. The sections and activities are more closely linked and, with the exception of the *Starter activities*, *Student language*, *Classroom instructions* and *Grammar* sections, lend themselves more to sequential treatment.

This book is about both language improvement and issues related to teaching. One or both of these strands can be emphasised in a lesson or across a series of lessons. In its informal approach to issues related to teaching, the book can provide a useful tool in teacher development and an introduction to and general familiarisation with methodology.

In order to involve participants on your courses further in this book and in their exploration of language and methodology, you may find it useful to ask them to bring in supplementary materials, e.g. magazine articles, examples of their own students' language, transcripts and recordings of their own classroom instructions.

English for the Teacher has been piloted in various parts of the world with a range of different teachers. The author would like to thank them and all those teachers with whom she has worked during her career for the many enjoyable and thought-provoking hours she has shared with them.

Cambridge, UK
 June 1993

Symbols



indicates that the activity is accompanied by material on the cassette.



indicates that answers to the activity are provided in the Answer Key.

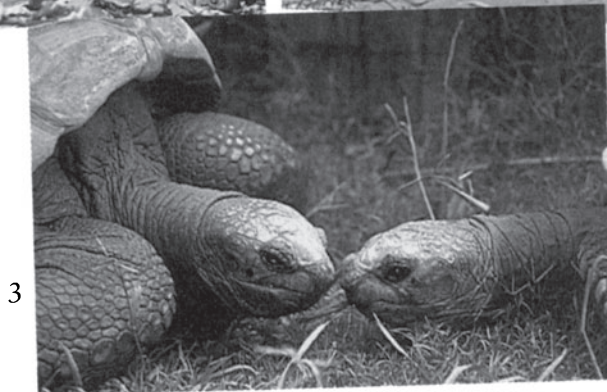
1 About communication

1 Starter activities

- 1 Look at the pictures. Do you think these animals are communicating? What might they be saying?



2



- 2 Look at the list below and tick those things which humans use to communicate with each other. Then compare your answers with a partner.

style of dress
 gestures
 listening
 facial expressions
 accurate use of language structures
 eye movements

body posture
 fluency
 hair style
 vocabulary
 behaviour
 accent

- 3 In your opinion, which of the items in the list above contribute most to communication? Number the five most important (1 = most important). Then compare your answers with a partner.

1 About communication

2 Reading

- 1 If your students of English went on an exchange trip to an English-speaking country for a month, which aspect of their communication in English would you expect to improve most? Choose from the list below and then discuss your choices with a partner.

accent accuracy in use of language structures
 vocabulary other (please specify)
 fluency

- 2 Now read the article below which reports research findings on the language benefits of exchange trips for teenagers. Does it confirm your opinions?

Young gain most from exchanges

Younger pupils benefit most from exchange language trips to France, a research project has concluded. It confirms that all pupils' performances in French improve as the result of an exchange trip, writes Diane Spencer.

Dr Kate Seager from the School Examinations and Assessment Council carried out a three-year study of just over 100 pupils to test their French language skills following cross-Channel visits.

Five groups were aged 17 to 19 and five were in the 13 and 14 age band. Visits lasted between nine days and a month.

Dr Seager was able to report on accent, accuracy, fluency, vocabulary and language structures. She found

that the average overall improvement in language performance of most of the pupils tested after one month's stay was between 20 and 25 per cent and after the shorter stay it was 13.5 per cent.

However, a longer stay did not always result in a higher improvement in all linguistic aspects tested. The fluency of 17- to 19-year-olds who had stayed nine days had improved by about 19 per cent whereas for those staying a month the improvement was about 15 per cent.

Younger pupils showed a greater improvement in accuracy, between 21.5 and 25 per cent, than older ones who improved by 13.6 per cent after nine days and 19 per cent after a month.

She noted 'dramatic

improvements' in both age groups in the use of vocabulary and adjectives: about 38 per cent for both age groups for adjectives and in vocabulary, 17 per cent for the older students for the short stay and 49 per cent for the young ones after a month.

But there was less success with accent: only a 4.5 per cent average improvement. More than two-thirds retained the same score after the visit, 'indicating that the accent acquired when first learning the language is, for the most part, retained'.

'At a time of an acute shortage of modern language teachers, it is important not to compromise on the accent of any teacher, but above all the teacher who introduces the language,' commented Dr Seager.

(from *The Times Educational Supplement*)

1 About communication



3 Look at the words below. Put a dot (•) above the stressed syllable in each word or group of words.

- | | | |
|------------------|---------------|----------------|
| a) exchange trip | e) fluency | i) improvement |
| b) performance | f) vocabulary | j) adjectives |
| c) accent | g) structures | |
| d) accuracy | h) average | |

Now check your answers with the cassette and repeat the words.

Explain the meaning of (a) – (j) to a partner as if you were talking to a group of intermediate students. For example:

- A: What does X mean?
 B: Well, . . .



4 Read the article again and complete the chart below which summarises the research.

Number of pupils tested	<i>Just over 100</i>
Number of groups in study	
Age range of groups	
Amount of overall language improvement after stay of: <ul style="list-style-type: none"> • one month • less than one month 	
Improvements in: <ul style="list-style-type: none"> • fluency • accuracy • vocabulary • accent 	<i>15–19%</i>

5 Talking points

Talk about one or two of the points below with a partner or partners.

- Do any of these research findings surprise you?
- Why do you think accent seems to improve less than other aspects of communication?
- What benefits might you yourself get out of an exchange trip?
- Discuss the benefits of any exchange trips you have heard about.

1 About communication

3 Writing: A letter

- 1 Read the advertisements below for student exchange trips. Which would be best for your students? Why? Discuss the reasons for your choice with a partner.

My students and I would very much like to set up a penfriend scheme with students from Scotland and then arrange an exchange or visit programme. They are aged 13–14, and we live in a beautiful, sunny and historical town in Portugal. The people here are also very friendly.

Pedro Alvarez, Rua de Misericordia 55, Evora, Portugal

I work with adult students of English. We are very interested in making contact with other adult learners to make friends, exchange ideas and information and also arrange exchange visits.

Carmen Perez, Calle Oriental 102, Punta Arenas, Chile

I'm a teacher of English to primary-school students aged between 7 and 11. I'd like to make contact with a UK primary teacher so that our students could exchange letters and visits.

Ursula Seidl, Bajcsy – Zs u 29, Budapest, Hungary

- 2 Now write a letter replying to the advertisement that interests you most, or write your own advertisement.

4 Student language: Assessing oral communication



- 1 You are going to listen to a conversation between two students: a Japanese woman and a Spanish man. Listen and find out the subject of their conversation and their general level of English.
- 2 Listen again and complete the chart opposite. Give each student a score for their ability in each aspect of communication (0 = poor, 1 = fair, 2 = good, 3 = excellent). Then discuss your assessments with a partner.