Teach English

A training course for teachers

Adrian Doff

TRAINER'S HANDBOOK

CAMBRIDGE TEACHER TRAINING AND DEVELOPMENT

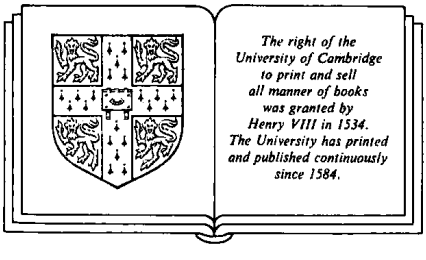
Teach English

A training course for teachers

Trainer's Handbook

Adrian Doff

江苏工业学院图书馆
藏书章



Cambridge University Press
in association with
The British Council

Published by the Press Syndicate of the University of Cambridge
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
40 West 20th Street, New York, NY 10011, USA
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

Text © The British Council 1988
Illustrations © Cambridge University Press 1988

First published 1988
Fourth printing 1990

Printed in Great Britain
by Bell & Bain Ltd, Glasgow

Library of Congress catalogue card number: 87–25588

British Library cataloguing in publication data

Doff, Adrian

Teach English: a training course for
teachers.
1. English language – Study and teaching
– Foreign speakers
I. Title
428.2'4'07 PE1128.A2

ISBN 0 521 34864 1 Trainer's Handbook
ISBN 0 521 34863 3 Teacher's Workbook

Copyright

The law allows a reader to make a single copy of part of a book for purposes of private study. It does not allow the copying of entire books or the making of multiple copies of extracts. Written permission for any such copying must always be obtained from the publisher in advance.

SE

Teach English
Trainer's Handbook

Acknowledgements

This course is based on a series of teacher training modules which were developed at the Centre for Developing English Language Teaching, Ain Shams University, Cairo, Egypt and used on in-service training courses for Egyptian teachers of English. The original training modules were produced as part of a KELT (Key English Language Teaching) project administered by the British Council on behalf of the Overseas Development Administration and assisted by the Egyptian Ministry of Education. A report of this project is to be found in *ELT Documents 125: Language Teacher Education* (Macmillan, 1987).

I should like to express special thanks to Dr Roger Bowers, who initiated the training modules project in Egypt and who has been a source of support and ideas at every stage of the development of this course. I would also like to acknowledge the very considerable contribution of Dr David Cross, with whom I worked closely on the earlier version of the material, and whose ideas feature strongly in the design and content of this final re-written version.

A course such as this draws on the experience of many different people, and I should like to thank the many teachers and teacher trainers whose ideas have contributed to this book in its final form and who it is impossible to acknowledge individually.

In particular, I am grateful to former colleagues at Ain Shams University, at the Egyptian Ministry of Education and at In-service Training Centres in Egypt, and also to volunteers from Voluntary Service Overseas for their help and advice in developing the material in its early stages.

For specific contributions to the material, I would like to thank Jon Roberts of the Centre for Applied Language Studies, University of Reading, and Stephen Gaies of the University of Northern Iowa.

I would also like to acknowledge my debt to the large number of general and specialist books on methodology, as well as EFL textbooks, which have helped me develop ideas for the course. I am particularly indebted to Martin Bates and Jonathan Higgins, whose course for Egypt 'Welcome to English' has suggested a range of ideas in methodology for large classes.

I am grateful to British Council and KELT teacher trainers working in a number of different countries, and particularly Donard Britten and Ray

试读结束：需要全本请在线购买： www.ertongbook.com

Brown, whose very useful comments and suggestions helped to shape the final design of the course.

Finally, I would like to thank the editors, Annemarie Young, Barbara Thomas and Margherita Baker, for their patience and support during the final stages of producing this book.

The authors and publishers are grateful to the following for permission to reproduce copyright material. It has not been possible to contact the copyright holders of all the material used and such cases the publishers would welcome further information.

Longman Group Ltd for the lesson based on an extract from the *Nile Course for the Sudan* Book 3 by M. Bates on p. 45, and for the table based on an extract from *Welcome to English* Book 1 by M. Bates and J. Higgens on p. 95; R. Leakey and Hamish Hamilton Ltd for the extract from *Human Origins* on pp. 57–8; H. M. Abdoul-Fetouh et al and the Ministry of Education, Cairo, Egypt for the texts based on an extract from *Living English* Book 3 on p. 89; S. Steel and A & C Black (Publishers) Ltd for the text from *Earthquakes and Volcanoes* (Junior Reference series) on p. 173–4; T. and J. Watson and Wayland (Publishers) Ltd for the extracts from *What the World Eats – Midday Meal* on p. 180; A. G. Abdalla et al and the Ministry of Education, Cairo, Egypt for the dialogue based on an extract from *Living English* Book 2 on p. 233.

Photographs and illustrations:
Christina Gascoigne for the photograph from the New Internationalist Calendar (February) 1986 on p. 163; BBC Hulton Picture Library for the photograph on p. 172; P. Beasant and Usborne Publishing Ltd for the illustration with text from the *Young Scientist Book of Medicine* on p. 178.

Drawings by Jackie Barnett, Leslie Marshall and Alexa Rutherford.
Book design by Peter Ducker MSTD

Contents

Acknowledgements viii

Introduction 1
Contents and organisation
Using the course
Theoretical background

1 **Presenting vocabulary** 11
Showing the meaning of words; giving examples; using a new word in questions; active and passive vocabulary.

2 **Asking questions** 22
Yes/No questions; 'Or' questions; WH- questions; eliciting short and long answers; questioning strategies.

3 **Presenting structures** 32
Structures and examples; showing meaning visually; showing meaning through a situation; showing the form of a structure; contrasting structures.

4 **Using the blackboard** 43
Writing on the blackboard; organising the blackboard; writing examples and tables; writing prompts for practice; blackboard drawings.

5 **Using a reading text** 56
Reading a text; presenting new vocabulary; introducing the text; guiding questions; checking comprehension; follow-up activities.

Background text: Reading 66

6 **Practising structures** 69
Substitution drills; mechanical and meaningful practice; organising controlled practice in class; free practice.

7 Using visual aids 81
Kinds of visual aids; using real objects; using flashcards; using charts for language practice; using charts with a reading text.

8 Planning a lesson 93
Using the teacher's notes; aims and content; stages of the lesson; writing a lesson plan.

9 Teaching basic reading 102
Learning to read; recognising words; simple reading tasks; sounds and spelling.

10 Teaching pronunciation 112
Focussing on difficult sounds; stress; intonation; practising stress and intonation.

Background text: Structures and functions 124

11 Teaching handwriting 127
Features of English writing; teaching individual letters; joining letters; simple copying tasks; dealing with handwriting problems.

12 Pairwork and groupwork 137
Pair and group activities; advantages and problems; organising pairwork and groupwork.

13 Writing activities 148
Controlled writing activities; writing based on a text; oral preparation for writing; correcting written work.

14 Eliciting 159
Presenting and eliciting; eliciting from pictures; getting students to guess; getting students to imagine.

15 Reading activities 170
Pre-reading activities; using questions on a text; completing a table; eliciting a personal response.

Background text: Learning a language 183

16 Correcting errors 186
Approaches to error correction; techniques for correcting errors; helping students to correct themselves; correcting written errors.

17 Listening activities 198
Focussed listening; helping students to listen; using the cassette recorder; getting students to predict.

18 Communicative activities 208
Creating a need to communicate; guessing games; 'information gap' exercises; exchanging personal information.

19 Using English in class 221
Opportunities to use English; 'social' language; 'organising' language; giving explanations; using the students' own language.

20 Role play 231
Features of role play; improvising dialogues; interviews based on a text; organising free role play.

Background text: Preparing for communication 241

21 Using worksheets 244
Supplementing the textbook; worksheets for oral practice; worksheets for reading and writing; building up a set of worksheets.

22 Classroom tests 257
Deciding what to test; testing receptive skills; testing grammar and writing; oral tests.

23 Planning a week's teaching 269
Planning a series of lessons; learning activities; teaching techniques; teaching aids; types of interaction.

24 Self-evaluation 278
Good and bad teaching; categories for observation; helping students to learn.

Introduction

1 CONTENTS AND ORGANISATION

1.1 Who the course is for

Teach English is a teacher training course which develops practical skills in teaching English as a foreign language. It can be used:
- on in-service training courses for teachers working at secondary level in schools or language institutes;
- in pre-service training of secondary teachers, as a practical component of a methodology course and as preparation for teaching practice;
- as part of a 'refresher course' in practical methodology for more experienced teachers.

The course is especially designed to meet the needs of teachers who:
- teach in large, inflexible classes with few resources;
- follow a set syllabus and textbook, and have little control over course content or choice of material;
- are not native speakers of English;
- have little time available for lesson planning or preparation.

The course therefore concentrates on methods and techniques which do not require lengthy preparation of material, elaborate use of aids or equipment, or complex forms of classroom organisation.

1.2 Structure of the course

The course contains 24 units. Each unit focusses on a different area of methodology and provides material for about four hours' teacher training.

The course has a modular structure, so although the units appear in a numbered sequence, they are completely self-contained and can be used independently of each other. Units can be omitted or used in a different sequence without disrupting the course. There is some overlap between units, allowing for natural recycling as teachers move through the material.

The course is designed to be used actively by a trainer working with a group of up to 30 teachers, and has two components: a **Trainer's Handbook** (this volume) and a **Teacher's Workbook**.

The Trainer's Handbook

The Trainer's Handbook contains detailed instructions for each training session. It includes transcripts of demonstrations, points for discussion with suggested answers, suggestions for organising activities, and master copies of visual material. It also contains all the Teacher's Workbook activities, apart from the 'Lesson preparation' sections.

The Trainer's Handbook is in the form of a step-by-step instruction manual. This is so that the course can be used without extensive preparation, and is intended to give support to less experienced trainers. It is of course expected that trainers will add their own ideas and adapt the material to suit their own needs and circumstances.

The Teacher's Workbook

The Teacher's Workbook is intended for use by the teachers on the training course, and contains activities which make up the practical part of the training session. These activities take the form of discussion, practice and simple workshop tasks, and are designed to develop insights into teaching methods as well as give practice in teaching techniques.

Each unit in the Teacher's Workbook contains five or six activities. The final activity is 'Lesson preparation', in which teachers apply techniques from the unit to one of their own lessons. This is followed by a 'Self-evaluation sheet', which helps teachers to reflect on their own teaching after the training session.

The Teacher's Workbook also contains four 'Background texts', which deal with more theoretical aspects of methodology. These appear after every fifth unit, but can be read at any point in the course. They also appear in the Trainer's Handbook.

At the end of the Teacher's Workbook, there are brief summaries of each unit for reference.

2 USING THE COURSE

2.1 The training session

Teach English is designed to encourage an active style of teacher training, with teachers participating as fully as possible. For the course to be effective it should be used with groups of not more than 30 teachers.

If possible, every teacher on the course should have his or her own copy of the Teacher's Workbook. For some activities, teachers will also need copies of the textbook they are using or another textbook at an

试读结束：需要全本请在线购买： www.ertongbook.com

appropriate level (see 2.4 below). Any special materials or equipment that are required for the training session are indicated at the beginning of the unit in the Trainer's Handbook.

Using the course on a training session will involve three main kinds of activity: *demonstrations*, *discussions* and *pair and group activities*.

Demonstrations

When a new technique is introduced, it is usually demonstrated, so that teachers can see how it works. The demonstration is sometimes at the teachers' own language level, so that they can experience the technique from the learner's point of view; sometimes it is at the language level of their students, so that they can see what would happen in their own classes.

The Trainer's Handbook gives notes on how to conduct each demonstration, and sometimes gives a 'script' of the demonstration.

Discussions

The new ideas in each unit are usually presented not through straight lectures but in the form of discussions, in which the teachers participate and contribute their own ideas. This has the advantage of involving the teachers more and allowing them to bring their own experience to bear on the topic under discussion; it also helps the trainer to see how well they have understood the new ideas being presented.

The Trainer's Handbook gives notes on the main points to be brought out of each discussion; these are intended as suggestions and as ways of providing a focus for the discussion, not as 'correct answers'. For the discussion to be successful, it is important for the trainer not to impose his or her own ideas too rigidly and to accept different points of view.

Pair and group activities

Many of the activities in the Teacher's Workbook are designed to be done by teachers working together in pairs or small groups. This allows more teachers to be involved in the activity, and gives a chance for teachers to help each other and develop ideas together.

Most pair or group activities have three stages:

1. *Introduction* to the activity. The trainer introduces the activity and makes sure that teachers understand what to do.
2. The *activity* itself. During this stage, teachers are working independently in their pairs or groups. The trainer moves from group to group, listening and giving help where necessary.
3. A *round-up* stage. The trainer asks teachers from different pairs or groups what answers they gave, or, after a discussion activity, what

conclusions they came to. If the activity involved preparing an exercise or a teaching technique, the trainer may ask individual teachers to try out their ideas using the others as a class.

Detailed notes on how to organise each activity are given in the Trainer's Handbook.

2.2 Lesson preparation

The final activity in each unit is 'Lesson preparation', in which teachers plan part of a lesson incorporating ideas and techniques that have been introduced in the training session. This is intended to act as a link between the training session and classroom teaching, and to encourage teachers to try out new techniques in their own classes.

If there is time, the preparation can be done in the training session under the trainer's guidance, either as a discussion with all the teachers together or with teachers working in pairs or small groups. Alternatively, teachers can be asked to prepare the lesson in their own time after the training session. Detailed instructions for the 'Lesson preparation' following each unit are given in the Teacher's Workbook.

Ideally, teachers should try out the lesson they have prepared in one of their own classes soon after the training session. If this is not possible (for example, on an intensive training course during a holiday period), the preparation could lead to either of the following activities:

1. *Peer teaching practice:* After the training session, teachers prepare part of a lesson, following the instructions in the Teacher's Workbook. In the next training session, a few teachers demonstrate, with the other teachers acting as a class.
2. *Written lesson plan:* Instead of preparing an actual lesson, teachers write a lesson plan, showing exactly how they would apply the techniques in teaching one of their own classes. This can be given to the trainer for comments, and be used as a basis for discussion in the next training session.

2.3 Self-evaluation sheets

At the end of every unit in the Teacher's Workbook there is a 'Self-evaluation sheet', with questions relating to the 'trial lesson' the teacher has given. The purpose of these sheets is to develop teachers' own self-awareness, so that they can improve their own teaching independently of the training sessions. By asking questions about the students and what they have gained from the lesson, the 'Self-evaluation sheets' also encourage teachers to think of their lessons from the learners' point of view, and shift the focus of attention from teaching to learning.

The 'Self-evaluation sheets' can be used in a variety of ways, according to how the training is being organised:

- If the teachers are able to try out techniques with their own class, they can complete the sheet privately after their lesson. It can then be used as a basis for feedback and discussion in the following training session.
- If several teachers from the same school or the same area are attending the training course, the sheets can be used for informal discussion sessions organised by groups of teachers.
- If teachers are giving lessons as part of supervised teaching practice, the sheet can be completed both by the teacher and the supervisor observing the lesson, and then used for discussion and comment.
- If techniques are tried out in peer teaching practice, the sheet can be used as an observation sheet by other teachers. Half the teachers can act as a 'class', and the other half observe the lesson and complete the sheet.

A summary of different possible training patterns is shown in the table on page 6.

2.4 Using the textbook

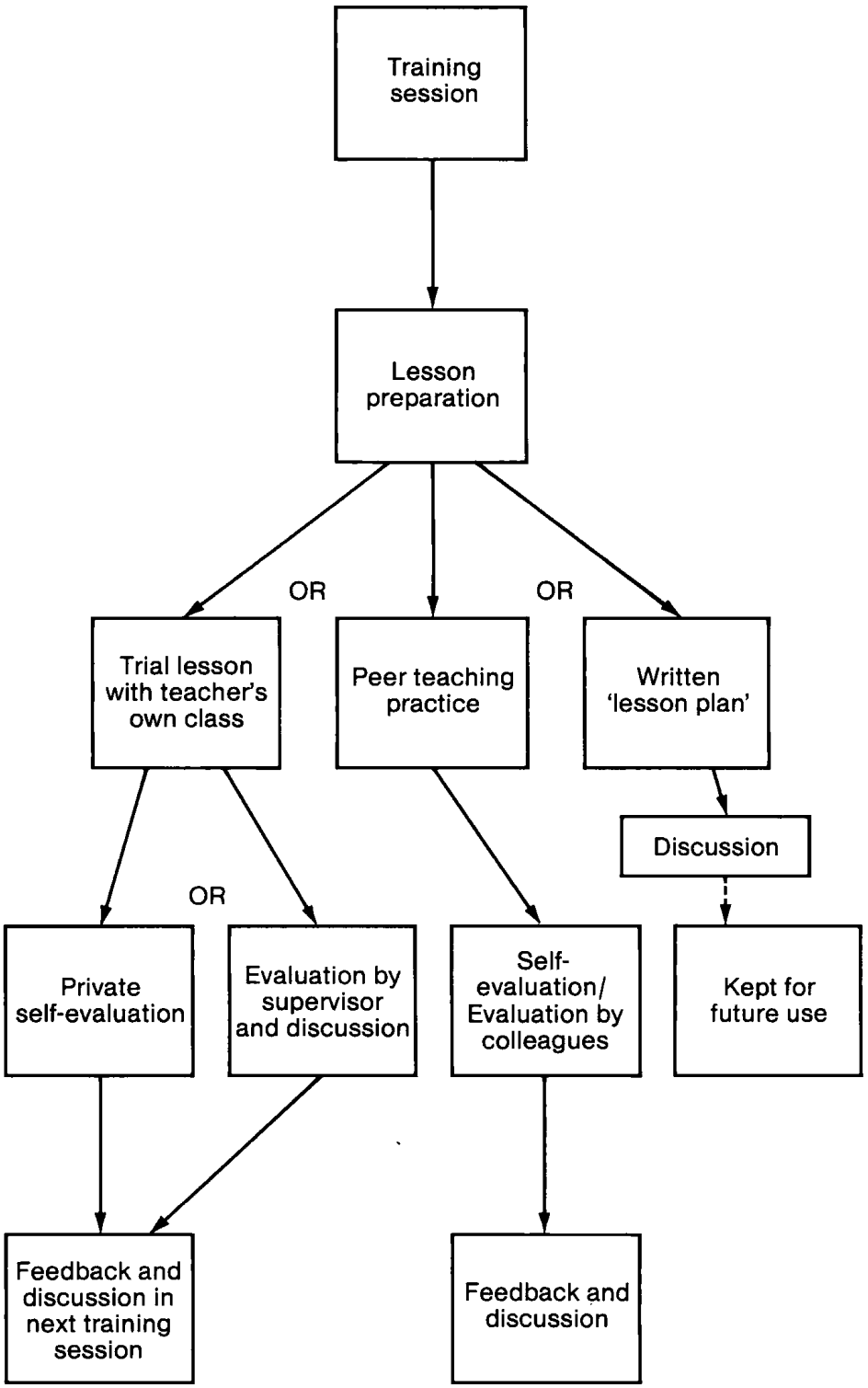
At several points in the course, teachers are asked to refer to the textbook they are using with their own class; this assumes that the teachers attending the training course are all using the same textbook and that they all have copies of it available. If this is not the case, it will be necessary to provide copies of a suitable textbook, or to make copies of individual lessons or exercises for teachers to refer to.

If the training course is being attended by teachers from several different countries, sample lessons can be taken from well-known international textbooks, at whatever level is relevant to most teachers' needs.

2.5 Adapting the course

The examples, texts and situations used in *Teach English* are intended to be applicable to a wide range of different teaching circumstances, but may not precisely suit any single country or group of teachers. If all the teachers on the training course are teaching at the same level and using the same textbook, the material can be adapted in the following ways:

- Examples, vocabulary and situations can be replaced by equivalent ones from the teachers' own textbook (e.g. Unit 1 Activities 2 and 3).
- Where necessary, situations for practice can be adapted to make them locally relevant (e.g. Unit 13 Activity 3, Unit 14 Activity 1).
- Where texts are intended as examples for use in class, they can be substituted by equivalent texts from the teachers' own textbook (e.g. Unit 5 Activities 3 and 4, Unit 15 Activity 1).


Training session
Lesson preparation
OR
OR
Trial lesson with teacher's own class
Peer teaching practice
Written 'lesson plan'
Discussion
OR
Private self-evaluation
Evaluation by supervisor and discussion
Self-evaluation/ Evaluation by colleagues
Kept for future use
Feedback and discussion in next training session
Feedback and discussion

2.6 Further reading

Teach English is mainly concerned with practical classroom teaching. For trainers who wish to explore topics in greater depth, there is a 'Further reading' section at the end of each unit in the Trainer's Handbook, which lists relevant books on each subject. These lists are highly selective, and include only books which are widely available, which have direct applications to teaching and which are written in non-technical language. They include both specialist books on each subject, and also sections from general methodology books where they have something particularly useful to offer. They do not include articles from journals, as these are not readily obtainable in many countries.

3 THEORETICAL BACKGROUND

3.1 Syllabus

A fundamental division of teaching behaviour is often made into *preparation skills* ('before the lesson'), *teaching* and *class management skills* ('during the lesson'), and *evaluation skills* ('after the lesson'). These categories are reflected in the units of *Teach English* in the following ways:

- Most units are concerned primarily with teaching and/or class management skills, but develop relevant preparation or evaluation skills through particular activities (e.g. Unit 1: in Activity 6 teachers select active and passive vocabulary from a text; in Activity 2, teachers study inadequate examples and improve them).
- Preparation skills are the main focus of two of the units (Unit 8: Planning a lesson and Unit 23: Planning a week's teaching), and are developed through the 'Lesson preparation' at the end of each unit.
- Evaluation skills are the main focus of two of the units (Unit 22: Classroom tests and Unit 24: Self-evaluation), and are developed through the 'Self-evaluation sheets' following each unit.

The units concerned with teaching and class management skills cover the following broad skill areas:

1. *Language and skills development:* This area covers the basic procedures for presenting and practising language, and for organising speaking, listening, reading and writing activities.
2. *Use of aids and materials:* This area covers the teacher's use of the blackboard and other basic visual aids, the use of texts and of home-produced material on workcards.
3. *Classroom interaction:* This area covers the basic types of interaction between teacher and students and between students themselves.

The units of *Teach English* are organised as a series of separate but interrelated modules, each module focussing on one skill area. This allows for a natural overlapping between different skills which reflects the structure of actual teaching behaviour. For example, Unit 2: Asking questions focusses on basic question types and nomination strategies, but also includes a range of contexts in which teachers often need to ask questions: checking comprehension of new words and structures, organising the class, eliciting personal information from students, etc. The skill of 'asking questions' is also included in other units, where it appears as one of a number of different skills, e.g. Unit 1 (questions to consolidate vocabulary), Unit 5 (questions on a text), Unit 12 (question/answer work in pairs), Unit 14 (getting students to guess).

The main points of overlap between skills are indicated by cross-references at the beginning of each unit in the Trainer's Handbook.

3.2 Approaches to teacher training

Most people involved in teacher education are aware of the existence of two separate worlds. One is the world of native-speaker teachers and teacher trainers, who work in small, flexible classes with adequate resources and who are mainly responsible for developing new ideas in methodology. The other is the world of most other teachers, who work in large school classes to a set syllabus, and who attempt to apply the new methodology to their own teaching. It is the great differences between these two worlds that accounts for the failure of much teacher training; they are differences not only in resources and physical conditions, but also in underlying assumptions (e.g. about language, about learning, about the teacher's role) and in degree of freedom (e.g. freedom to experiment, to create material, to approach class relationships in a new way).

Teach English attempts to bridge the gap between these two worlds by presenting methodology in a form that is accessible to most teachers. The approach it adopts is based on the following underlying principles:

- The material aims to be *appropriate*; it is limited to ideas and techniques that teachers can apply to their own teaching.
- New ideas and techniques are presented *explicitly*. Even basic concepts in teaching and learning, such as 'presenting a structure', 'reading a text', or 'learning a rule' may be understood quite differently by different teachers, and simply describing techniques and procedures can lead to fundamental misunderstanding. Wherever possible, therefore, new techniques are demonstrated and teachers are given a chance to experience them directly.
- Most teachers of English are not native speakers, and this limits their ability to adopt new teaching techniques. An important element in the

试读结束：需要全本请在线购买： www.ertongbook.com