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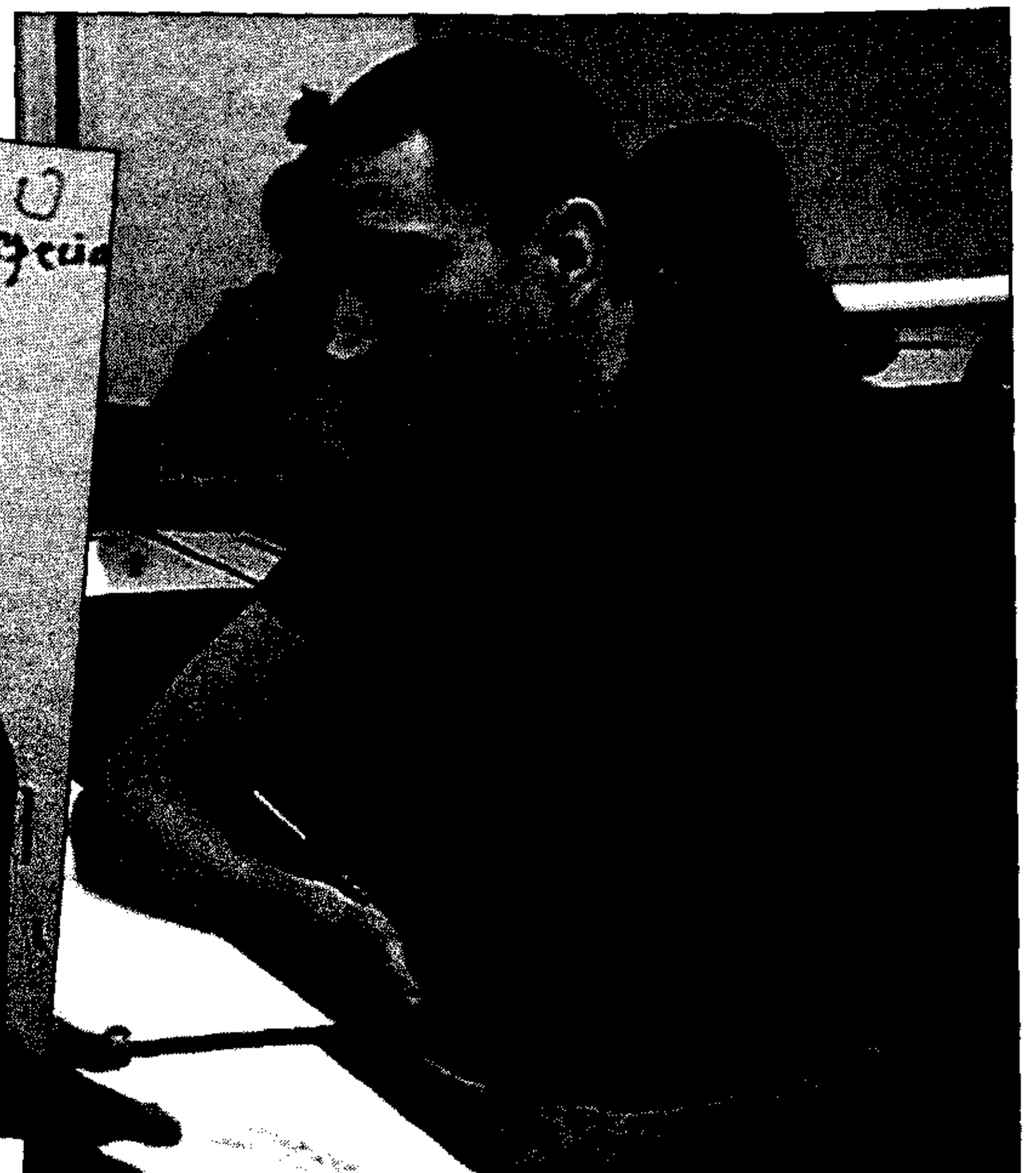
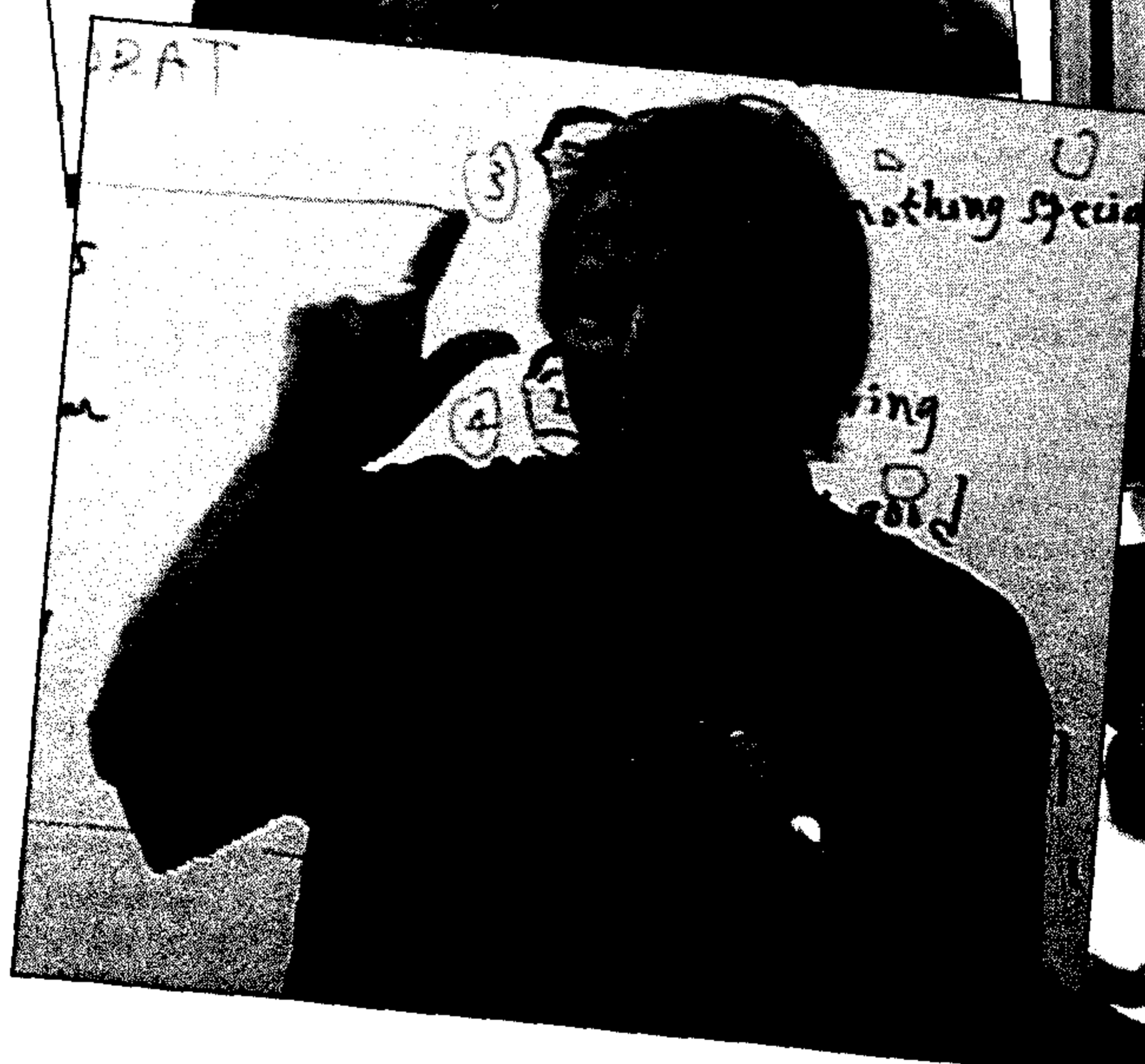
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# The Practice of English Language Teaching DVD

## Lesson stories and teachers talking

There are three types of film clip on the DVD:

- A *Meet the teachers*: The teachers whose lessons are included on the DVD introduce themselves.
- B *Lesson stories*: Nine complete lesson sequences have been carefully edited down to provide short but clear 'stories' of the lessons.
- C *Teachers talking*: In interviews, the nine teachers discuss issues arising out of their filmed lessons.



## Contents (B and C)

The *Lesson stories* and *Teachers talking* sections are listed alphabetically by teacher. Where a topic is written in SMALL CAPITALS, you can follow up references to it in this book by using the Contents list on pages 2–9 or the Index.

Lesson stories	Teachers talking
<b>Allan</b> [Intermediate] Allan uses LIVE LISTENING to train students in LISTENING SKILLS.	<b>Allan</b> talks about LIVE and PRE-RECORDED LISTENING and about how students reconstruct what they hear.
<b>Barbara</b> [Intermediate] Barbara uses an INTERACTIVE WHITEBOARD to teach an INTEGRATED listening-and-speaking SKILLS lesson on the topic of annoying rules.	<b>Barbara</b> talks about the advantages of using INTERACTIVE WHITEBOARDS, and about the importance of giving good INSTRUCTIONS.
<b>Bill</b> [Elementary] Bill elicits words to help him gradually build up a dialogue which the students can then use freely to make their own conversation. He focuses on teaching stress and intonation in phrases.	<b>Bill</b> talks about SCAFFOLDING and dialogue frameworks and discusses the place of PRONUNCIATION TEACHING, especially the importance of STRESS and INTONATION.
<b>Elli</b> [Beginner] Elli is teaching the STRUCTURE <i>going to</i> to a class of BEGINNERS.	<b>Elli</b> talks about the importance of giving good MODELS, about what is especially important in TEACHING BEGINNERS, and about the teacher as provider of COMPREHENSIBLE INPUT.
<b>Kit</b> [Pre-intermediate] Kit teaches students to ask for and give directions.	<b>Kit</b> talks about signposting and summarising lesson content for students. He discusses reasons for his choice of lesson TOPIC and his attitude to COURSEBOOK USE.
<b>Laura</b> [Upper-intermediate] Laura uses a READING TEXT to create the conditions for a SPEAKING ACTIVITY.	<b>Laura</b> talks about ROLE-PLAY, CORRECTION when using FLUENCY ACTIVITIES, OPPORTUNISTIC TEACHING, and the importance of getting students to move around.
<b>Rolf</b> [Upper-intermediate] Rolf tells a story about a British Christmas to teach GRAMMAR INDUCTIVELY. [Note: in many British homes, presents for children are left under a Christmas tree. Young children often believe that the presents are put there by Santa Claus on Christmas Eve (December 24th).]	<b>Rolf</b> talks about DICTOGLOSS and other GRAMMAR-TEACHING TECHNIQUES, and explains his choice of story.
<b>Silvana</b> [Pre-intermediate] Silvana uses an INTERACTIVE WHITEBOARD to teach a number of phrases about feeling unwell.	<b>Silvana</b> talks about the impact of interactive whiteboards in classrooms and about the relative status and advantages of NATIVE- and NON-NATIVE-SPEAKER TEACHERS.
<b>Tony</b> [Upper-intermediate] Tony teaches LEXICAL PHRASES to describe feeling happy and sad.	<b>Tony</b> talks about the importance of RAPPORT and what the students did next in the LESSON SEQUENCE.

## Lesson story observation sheet

When watching the *Lesson stories*, copy and complete the following observation sheet in note form.

Teacher's name	
Level	
What the teacher was trying to achieve (check the opening screen caption)	
What teaching equipment (paper, books, technology) the teacher used – and your reactions to this	
Techniques the teacher used (e.g. grammar explanation, pronunciation teaching, speaking organisation)	
Things you noticed about the teacher's behaviour/ manner in the lesson	
Things you noticed about the students' behaviour/ manner in the lesson	
Your favourite part of the lesson	
Your overall impression of the lesson	

If possible compare your observation sheet with a colleague.

## Reflection questions

Consider the following questions after watching the *Lesson stories* and the relevant *Teachers talking* sections.

<b>Allan</b>	<ul style="list-style-type: none"> <li>• What is special about live listening? Assess its advantages and disadvantages in comparison to pre-recorded listening extracts.</li> <li>• How can teachers choose successful topics for lessons?</li> </ul>
<b>Barbara</b>	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of using an interactive whiteboard?</li> <li>• How important is it to give instructions clearly? What are the best ways of doing this?</li> </ul>
<b>Bill</b>	<ul style="list-style-type: none"> <li>• How important is the teaching of pronunciation?</li> <li>• When teaching pronunciation, what should teachers concentrate on?</li> </ul>
<b>Elli</b>	<ul style="list-style-type: none"> <li>• Why is teaching beginners different from teaching other levels?</li> <li>• How should teachers speak to beginners?</li> </ul>
<b>Kit</b>	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of having a clear shape for a lesson?</li> <li>• What is the place of coursebooks in language teaching?</li> </ul>
<b>Laura</b>	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of role-play?</li> <li>• When should teachers correct during a fluency activity?</li> </ul>
<b>Rolf</b>	<ul style="list-style-type: none"> <li>• If you were learning a foreign language, would you prefer to be taught grammar overtly or deductively? Why?</li> <li>• How useful is a dictogloss procedure for students studying grammar?</li> </ul>
<b>Silvana</b>	<ul style="list-style-type: none"> <li>• If you were learning a foreign language, would you prefer a native-speaker or a non-native-speaker teacher? Why?</li> <li>• How teacher-centred are presentation techniques such as the interactive whiteboard?</li> </ul>
<b>Tony</b>	<ul style="list-style-type: none"> <li>• How important is it for students to learn the metaphorical use of language?</li> <li>• What is the importance of good teacher–students and student–student rapport?</li> </ul>

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