

List of activities

s-a indicates that either the main activity or a variation is suitable for self-access work
(In Chapter 5 it indicates suitability for self-access if teachers tape their own lessons)

* Indicates that a process works best in the hands of a trainer with some counselling skills

1 MAKING THIS BOOK WORK FOR YOU	SECTION 1: Splitting the atom SECTION 2: The options approach SECTION 3: What to do with the options: An appetiser																																						
2 SHARING INFORMATION	Task: questionnaire s-a																																						
	<p>SECTION 1: Lectures</p> <table border="0"> <tr> <td>2.1 Listener defences</td> <td>2.7 Lecture key words</td> <td>2.13 The mind-map lecture</td> </tr> <tr> <td>2.2 Story starters</td> <td>2.8 Socratic questioning</td> <td>2.14 Instant questionnaire feedback</td> </tr> <tr> <td>2.3 Lecture discussion scales</td> <td>2.9 The interactive, or interrupted lecture</td> <td>2.15 Lecture evaluation form</td> </tr> <tr> <td>2.4 The Curran-style lecture</td> <td>2.10 Listen, read and rest</td> <td></td> </tr> <tr> <td>2.5 The buzz-group lecture</td> <td>2.11 The backwards lecture</td> <td></td> </tr> <tr> <td>2.6 Pre-lecture unfinished silps</td> <td>2.12 Participant mini-lectures</td> <td></td> </tr> </table> <p>SECTION 2: Input from the group</p> <table border="0"> <tr> <td>2.16 Thirty kilos of books</td> <td>2.19 Creative workshops</td> <td>2.22 Voices from outside the group</td> </tr> <tr> <td>2.17 Starter question circle</td> <td>2.20 Discovery work s-a</td> <td></td> </tr> <tr> <td>2.18 Pulling strings, or indirect input</td> <td>2.21 Guided fantasy</td> <td>2.23 Ghosts behind the board*</td> </tr> </table> <p>SECTION 3: Experiential learning</p> <table border="0"> <tr> <td>2.24 Borrowing a language classroom exercise</td> <td>2.26 Recording process choices</td> <td>2.29 Gift-giving, or the changing room</td> </tr> <tr> <td>2.25 Open process, or discussing process decisions</td> <td>2.27 Loop input</td> <td>2.30 Planning stage after group work</td> </tr> <tr> <td></td> <td>2.28 Process ticks</td> <td></td> </tr> </table>			2.1 Listener defences	2.7 Lecture key words	2.13 The mind-map lecture	2.2 Story starters	2.8 Socratic questioning	2.14 Instant questionnaire feedback	2.3 Lecture discussion scales	2.9 The interactive, or interrupted lecture	2.15 Lecture evaluation form	2.4 The Curran-style lecture	2.10 Listen, read and rest		2.5 The buzz-group lecture	2.11 The backwards lecture		2.6 Pre-lecture unfinished silps	2.12 Participant mini-lectures		2.16 Thirty kilos of books	2.19 Creative workshops	2.22 Voices from outside the group	2.17 Starter question circle	2.20 Discovery work s-a		2.18 Pulling strings, or indirect input	2.21 Guided fantasy	2.23 Ghosts behind the board*	2.24 Borrowing a language classroom exercise	2.26 Recording process choices	2.29 Gift-giving, or the changing room	2.25 Open process, or discussing process decisions	2.27 Loop input	2.30 Planning stage after group work		2.28 Process ticks	
2.1 Listener defences	2.7 Lecture key words	2.13 The mind-map lecture																																					
2.2 Story starters	2.8 Socratic questioning	2.14 Instant questionnaire feedback																																					
2.3 Lecture discussion scales	2.9 The interactive, or interrupted lecture	2.15 Lecture evaluation form																																					
2.4 The Curran-style lecture	2.10 Listen, read and rest																																						
2.5 The buzz-group lecture	2.11 The backwards lecture																																						
2.6 Pre-lecture unfinished silps	2.12 Participant mini-lectures																																						
2.16 Thirty kilos of books	2.19 Creative workshops	2.22 Voices from outside the group																																					
2.17 Starter question circle	2.20 Discovery work s-a																																						
2.18 Pulling strings, or indirect input	2.21 Guided fantasy	2.23 Ghosts behind the board*																																					
2.24 Borrowing a language classroom exercise	2.26 Recording process choices	2.29 Gift-giving, or the changing room																																					
2.25 Open process, or discussing process decisions	2.27 Loop input	2.30 Planning stage after group work																																					
	2.28 Process ticks																																						
3 REACTIONS TO INFORMATION	<p>SECTION 1: Mostly before</p> <table border="0"> <tr> <td>3.1 Mapping what you already know s-a</td> <td>3.2 Dividing up tasks</td> <td>3.3 Predicting what comes next s-a</td> </tr> </table> <p>SECTION 2: Mostly during</p> <table border="0"> <tr> <td>3.4 In-questions s-a</td> <td>3.6 Transferring information from one format to another s-a</td> <td>3.7 Maze discussions s-a</td> </tr> <tr> <td>3.5 Filling in gaps s-a</td> <td></td> <td>3.8 Correcting mistakes in information s-a</td> </tr> </table> <p>SECTION 3: Mostly after</p> <table border="0"> <tr> <td>3.9 Matching s-a</td> <td>3.15 Unplanned space</td> <td>3.19 Reading tasks s-a</td> </tr> <tr> <td>3.10 Sequencing s-a</td> <td>3.16 Silent reflection time s-a</td> <td>3.20 Teacher responses to difficult situations s-a</td> </tr> <tr> <td>3.11 Summarising s-a</td> <td></td> <td></td> </tr> <tr> <td>3.12 Categorising s-a</td> <td>3.17 True/False statements s-a</td> <td></td> </tr> <tr> <td>3.13 Same or different? s-a</td> <td>3.18 Jigsaw resources</td> <td></td> </tr> <tr> <td>3.14 Structuring discussions</td> <td></td> <td></td> </tr> </table>			3.1 Mapping what you already know s-a	3.2 Dividing up tasks	3.3 Predicting what comes next s-a	3.4 In-questions s-a	3.6 Transferring information from one format to another s-a	3.7 Maze discussions s-a	3.5 Filling in gaps s-a		3.8 Correcting mistakes in information s-a	3.9 Matching s-a	3.15 Unplanned space	3.19 Reading tasks s-a	3.10 Sequencing s-a	3.16 Silent reflection time s-a	3.20 Teacher responses to difficult situations s-a	3.11 Summarising s-a			3.12 Categorising s-a	3.17 True/False statements s-a		3.13 Same or different? s-a	3.18 Jigsaw resources		3.14 Structuring discussions											
3.1 Mapping what you already know s-a	3.2 Dividing up tasks	3.3 Predicting what comes next s-a																																					
3.4 In-questions s-a	3.6 Transferring information from one format to another s-a	3.7 Maze discussions s-a																																					
3.5 Filling in gaps s-a		3.8 Correcting mistakes in information s-a																																					
3.9 Matching s-a	3.15 Unplanned space	3.19 Reading tasks s-a																																					
3.10 Sequencing s-a	3.16 Silent reflection time s-a	3.20 Teacher responses to difficult situations s-a																																					
3.11 Summarising s-a																																							
3.12 Categorising s-a	3.17 True/False statements s-a																																						
3.13 Same or different? s-a	3.18 Jigsaw resources																																						
3.14 Structuring discussions																																							
4 MOVING ON FROM INFORMATION	<table border="0"> <tr> <td>4.1 Time to memorise s-a</td> <td>4.7 Assignments options s-a</td> <td>4.12 Publishing s-a</td> </tr> <tr> <td>4.2 Mapping the work done s-a</td> <td>4.8 Assignment marking options</td> <td>4.13 The jargon generator s-a</td> </tr> <tr> <td>4.3 Poster summaries s-a</td> <td>4.9 Methodology notebooks/Portfolios s-a</td> <td>4.14 Making a terminology board</td> </tr> <tr> <td>4.4 Teacher homework ideas s-a</td> <td></td> <td>4.15 The terminology postbox s-a</td> </tr> <tr> <td>4.5 Review circles</td> <td>4.10 Textbook writer's role play</td> <td>4.16 Zany visualisations</td> </tr> <tr> <td>4.6 Visualising physical routines s-a</td> <td>4.11 Projects s-a</td> <td></td> </tr> </table>			4.1 Time to memorise s-a	4.7 Assignments options s-a	4.12 Publishing s-a	4.2 Mapping the work done s-a	4.8 Assignment marking options	4.13 The jargon generator s-a	4.3 Poster summaries s-a	4.9 Methodology notebooks/Portfolios s-a	4.14 Making a terminology board	4.4 Teacher homework ideas s-a		4.15 The terminology postbox s-a	4.5 Review circles	4.10 Textbook writer's role play	4.16 Zany visualisations	4.6 Visualising physical routines s-a	4.11 Projects s-a																			
4.1 Time to memorise s-a	4.7 Assignments options s-a	4.12 Publishing s-a																																					
4.2 Mapping the work done s-a	4.8 Assignment marking options	4.13 The jargon generator s-a																																					
4.3 Poster summaries s-a	4.9 Methodology notebooks/Portfolios s-a	4.14 Making a terminology board																																					
4.4 Teacher homework ideas s-a		4.15 The terminology postbox s-a																																					
4.5 Review circles	4.10 Textbook writer's role play	4.16 Zany visualisations																																					
4.6 Visualising physical routines s-a	4.11 Projects s-a																																						

5 THE TEACHING ENCOUNTER	<p>SECTION 1: Working on lesson planning</p> <table border="0"> <tr> <td>5.1 Basic lesson plans</td> <td>5.4 Something to start planning from</td> <td>5.6 The first time a group of teachers teach</td> </tr> <tr> <td>5.2 Building better lesson plans</td> <td>5.5 Different things to do with lesson plans</td> <td>5.7 The first time an individual teacher teaches</td> </tr> </table> <p>5.3 Planning the trainer's demonstration</p> <p>SECTION 2: Preparing for observation</p> <table border="0"> <tr> <td>5.8 Could you be my teacher?</td> <td>5.10 First impressions—your voice, your look</td> <td>5.12 Pair practice observation</td> </tr> <tr> <td>5.9 The perfect observer</td> <td>5.11 Pair teaching P.S. The pre-visit consultation</td> <td></td> </tr> </table> <p>SECTION 3: During observations</p> <table border="0"> <tr> <td>5.13 "Dual control", or the "driving instructor" model</td> <td>5.18 Student interaction diagrams s-a</td> <td>5.23 Questions to the teacher</td> </tr> <tr> <td>5.14 Stress signals</td> <td>5.19 Mother tongue utterances s-a</td> <td>5.24 Little boxes balance sheet</td> </tr> <tr> <td>5.15 Demonstrating it all wrong</td> <td>5.20 Observing aspects of student talk s-a</td> <td>5.25 The alternatives observation sheet</td> </tr> <tr> <td>5.16 Reality compared with the lesson plan s-a</td> <td>5.21 Observing aspects of teacher talk s-a</td> <td>5.26 Unobserved teaching s-a</td> </tr> <tr> <td>5.17 Student concentration graphs</td> <td>5.22 Error correction strategies sheet s-a</td> <td>5.27 Fishbowl</td> </tr> </table> <p>SECTION 4: After the lesson</p> <table border="0"> <tr> <td>5.28 The options framework</td> <td>5.31 Decompression in pairs</td> <td>5.35 Analysis of tapes s-a</td> </tr> <tr> <td>5.29 What can I learn from you?</td> <td>5.32 Thirty things I did s-a</td> <td>5.36 Additional ways of structuring feedback sessions</td> </tr> <tr> <td>5.30 All around the circle twice</td> <td>5.33 Who could have used it?</td> <td>5.37 Ways of ending feedback</td> </tr> <tr> <td></td> <td>5.34 The trainer/mentor receives feedback</td> <td></td> </tr> </table> <p>Postscript to Chapter 5: A review of major options</p>			5.1 Basic lesson plans	5.4 Something to start planning from	5.6 The first time a group of teachers teach	5.2 Building better lesson plans	5.5 Different things to do with lesson plans	5.7 The first time an individual teacher teaches	5.8 Could you be my teacher?	5.10 First impressions—your voice, your look	5.12 Pair practice observation	5.9 The perfect observer	5.11 Pair teaching P.S. The pre-visit consultation		5.13 "Dual control", or the "driving instructor" model	5.18 Student interaction diagrams s-a	5.23 Questions to the teacher	5.14 Stress signals	5.19 Mother tongue utterances s-a	5.24 Little boxes balance sheet	5.15 Demonstrating it all wrong	5.20 Observing aspects of student talk s-a	5.25 The alternatives observation sheet	5.16 Reality compared with the lesson plan s-a	5.21 Observing aspects of teacher talk s-a	5.26 Unobserved teaching s-a	5.17 Student concentration graphs	5.22 Error correction strategies sheet s-a	5.27 Fishbowl	5.28 The options framework	5.31 Decompression in pairs	5.35 Analysis of tapes s-a	5.29 What can I learn from you?	5.32 Thirty things I did s-a	5.36 Additional ways of structuring feedback sessions	5.30 All around the circle twice	5.33 Who could have used it?	5.37 Ways of ending feedback		5.34 The trainer/mentor receives feedback	
5.1 Basic lesson plans	5.4 Something to start planning from	5.6 The first time a group of teachers teach																																								
5.2 Building better lesson plans	5.5 Different things to do with lesson plans	5.7 The first time an individual teacher teaches																																								
5.8 Could you be my teacher?	5.10 First impressions—your voice, your look	5.12 Pair practice observation																																								
5.9 The perfect observer	5.11 Pair teaching P.S. The pre-visit consultation																																									
5.13 "Dual control", or the "driving instructor" model	5.18 Student interaction diagrams s-a	5.23 Questions to the teacher																																								
5.14 Stress signals	5.19 Mother tongue utterances s-a	5.24 Little boxes balance sheet																																								
5.15 Demonstrating it all wrong	5.20 Observing aspects of student talk s-a	5.25 The alternatives observation sheet																																								
5.16 Reality compared with the lesson plan s-a	5.21 Observing aspects of teacher talk s-a	5.26 Unobserved teaching s-a																																								
5.17 Student concentration graphs	5.22 Error correction strategies sheet s-a	5.27 Fishbowl																																								
5.28 The options framework	5.31 Decompression in pairs	5.35 Analysis of tapes s-a																																								
5.29 What can I learn from you?	5.32 Thirty things I did s-a	5.36 Additional ways of structuring feedback sessions																																								
5.30 All around the circle twice	5.33 Who could have used it?	5.37 Ways of ending feedback																																								
	5.34 The trainer/mentor receives feedback																																									
6 FINDING OUT	<p>SECTION 1: Finding out about yourself and others</p> <table border="0"> <tr> <td>6.1 Answering for someone else</td> <td>6.8 Member of the week</td> <td>6.15 Spare change or giving and getting*</td> </tr> <tr> <td>6.2 Basic questions</td> <td>6.9 What's your classroom like?</td> <td>6.16 Learning diaries s-a</td> </tr> <tr> <td>6.3 Group profile game</td> <td>6.10 The market place</td> <td>6.17 Inner voice s-a</td> </tr> <tr> <td>6.4 Why are we here?</td> <td>6.11 I wish I...</td> <td>6.18 Staff room video</td> </tr> <tr> <td>6.5 Insistence questions</td> <td>6.12 Completing sentences about each other</td> <td>6.19 Values clarification</td> </tr> <tr> <td>6.6 Two usual questions, two unusual questions</td> <td>6.13 Teacher gesture circle</td> <td>6.20 Statement modification s-a</td> </tr> <tr> <td>6.7 A psychodrama model*</td> <td>6.14 Crystal ball: Guessing about others*</td> <td>6.21 Parallel learning s-a</td> </tr> </table> <p>SECTION 2: Finding out about the job</p> <table border="0"> <tr> <td>6.22 The flexible list</td> <td>6.25 Case studies</td> <td>6.29 Critical incident analysis</td> </tr> <tr> <td>6.23 Awareness-raising/ building activities</td> <td>6.26 Left to right dialogue</td> <td>6.30 Action Research</td> </tr> <tr> <td>6.24 What's it like being a language student or teacher?</td> <td>6.27 Plotting priorities</td> <td>6.31 Professional conversations</td> </tr> <tr> <td></td> <td>6.28 What areas of language do I need to be aware of?</td> <td></td> </tr> </table>			6.1 Answering for someone else	6.8 Member of the week	6.15 Spare change or giving and getting*	6.2 Basic questions	6.9 What's your classroom like?	6.16 Learning diaries s-a	6.3 Group profile game	6.10 The market place	6.17 Inner voice s-a	6.4 Why are we here?	6.11 I wish I...	6.18 Staff room video	6.5 Insistence questions	6.12 Completing sentences about each other	6.19 Values clarification	6.6 Two usual questions, two unusual questions	6.13 Teacher gesture circle	6.20 Statement modification s-a	6.7 A psychodrama model*	6.14 Crystal ball: Guessing about others*	6.21 Parallel learning s-a	6.22 The flexible list	6.25 Case studies	6.29 Critical incident analysis	6.23 Awareness-raising/ building activities	6.26 Left to right dialogue	6.30 Action Research	6.24 What's it like being a language student or teacher?	6.27 Plotting priorities	6.31 Professional conversations		6.28 What areas of language do I need to be aware of?							
6.1 Answering for someone else	6.8 Member of the week	6.15 Spare change or giving and getting*																																								
6.2 Basic questions	6.9 What's your classroom like?	6.16 Learning diaries s-a																																								
6.3 Group profile game	6.10 The market place	6.17 Inner voice s-a																																								
6.4 Why are we here?	6.11 I wish I...	6.18 Staff room video																																								
6.5 Insistence questions	6.12 Completing sentences about each other	6.19 Values clarification																																								
6.6 Two usual questions, two unusual questions	6.13 Teacher gesture circle	6.20 Statement modification s-a																																								
6.7 A psychodrama model*	6.14 Crystal ball: Guessing about others*	6.21 Parallel learning s-a																																								
6.22 The flexible list	6.25 Case studies	6.29 Critical incident analysis																																								
6.23 Awareness-raising/ building activities	6.26 Left to right dialogue	6.30 Action Research																																								
6.24 What's it like being a language student or teacher?	6.27 Plotting priorities	6.31 Professional conversations																																								
	6.28 What areas of language do I need to be aware of?																																									
7 SUPPORT	<table border="0"> <tr> <td>7.1 Negotiating the syllabus</td> <td>7.8 A team building exercise</td> <td>7.13 Group liaison time</td> </tr> <tr> <td>7.2 Case study envelopes</td> <td>7.9 Scandinavian staff room</td> <td>7.14 The resources box</td> </tr> <tr> <td>7.3 Pair contracts: Talking and listening*</td> <td>7.10 Informal apprenticeship</td> <td>7.15 Advice giving and getting</td> </tr> <tr> <td>7.4 Headache/Aspirin journals</td> <td>7.11 Teacher learners learn from mentor learners</td> <td>7.16 Yes, but ...</td> </tr> <tr> <td>7.5 Interactive dialogue</td> <td></td> <td>7.17 A letter to yourself s-a</td> </tr> <tr> <td>7.6 Helping pairs</td> <td>7.12 Who needs a cudale today?</td> <td></td> </tr> <tr> <td>7.7 A letter to the next group</td> <td></td> <td></td> </tr> </table>			7.1 Negotiating the syllabus	7.8 A team building exercise	7.13 Group liaison time	7.2 Case study envelopes	7.9 Scandinavian staff room	7.14 The resources box	7.3 Pair contracts: Talking and listening*	7.10 Informal apprenticeship	7.15 Advice giving and getting	7.4 Headache/Aspirin journals	7.11 Teacher learners learn from mentor learners	7.16 Yes, but ...	7.5 Interactive dialogue		7.17 A letter to yourself s-a	7.6 Helping pairs	7.12 Who needs a cudale today?		7.7 A letter to the next group																				
7.1 Negotiating the syllabus	7.8 A team building exercise	7.13 Group liaison time																																								
7.2 Case study envelopes	7.9 Scandinavian staff room	7.14 The resources box																																								
7.3 Pair contracts: Talking and listening*	7.10 Informal apprenticeship	7.15 Advice giving and getting																																								
7.4 Headache/Aspirin journals	7.11 Teacher learners learn from mentor learners	7.16 Yes, but ...																																								
7.5 Interactive dialogue		7.17 A letter to yourself s-a																																								
7.6 Helping pairs	7.12 Who needs a cudale today?																																									
7.7 A letter to the next group																																										
8 CONTINUING PROFESSIONAL DEVELOPMENT																																										

Contents

List of activities	vi
Acknowledgements	viii
Introduction	1
Chapter 1	13
Making this Book Work for You	
Analysing the ideas in the book so that they can be adapted to suit different training styles and situations	
<i>Section 1: Splitting the atom</i>	
<i>Section 2: The options approach</i>	
<i>Section 3: What to do with the options: An appetiser</i>	
Chapter 2	19
Sharing Information	
About learning from people who are near you and moving ideas back and forth	
<i>Section 1: Lectures</i>	
<i>Section 2: Input from the group</i>	
<i>Section 3: Experiential learning</i>	
Chapter 3	55
Reactions to Information	
Different ways to learn from people who are not near you (via texts, plans, reports, etc.)	
<i>Section 1: Mostly before</i>	
<i>Section 2: Mostly during</i>	
<i>Section 3: Mostly after</i>	
Chapter 4	77
Moving On from Information	
Ways people can review and confirm experiences and information so that they can then produce their own creative work	
Chapter 5	95
The Teaching Encounter	
How to work on lesson planning, observing, demonstrating and feedback	
<i>Section 1: Working on lesson planning</i>	
<i>Section 2: Preparing for observation</i>	
<i>Section 3: During observations</i>	
<i>Section 4: After the lesson</i>	
Postscript to Chapter 5: A review of major options	
Chapter 6	145
Finding Out	
Ways of finding out about others, yourself, the job of language teaching and the language	
<i>Section 1: Finding out about yourself and others</i>	
<i>Section 2: Finding out about the job</i>	
Chapter 7	185
Support	
Ways of reducing stress on training courses	
Chapter 8	201
Continuing Professional Development	
Some thoughts on setting up a CPD strand at your institution	
Bibliography	209