

Preface

This book is intended as a first introduction to teaching English as a foreign language. It is written essentially for student-teachers who have little or no experience in teaching and who follow a course of preparation for a future teaching career.

The focus of this book is on the practice of teaching of English rather than on the theory. However, the practice can not be divorced from theory, otherwise it would be random activity. Therefore a theoretical background which provides a rationale for the techniques of teaching English is given in order to relate theory to practice in a coherent whole.

Unit 1 provides justification for the preparation of the foreign language teacher. What the teacher needs most, which will be covered in this book, is given as a sort of introduction in this unit.

Unit 2 examines Krashen's monitor model of L₂ acquisition in an attempt to identify the appropriate conditions for language learning.

Unit 3 deals with the impact of linguistics and theories of learning on the evolution of language teaching.

Unit 4 presents a review and evaluation of the traditional and current approaches to syllabus design

Unit 5 is devoted to a review and evaluation of the development of methods and approaches to language teaching ranging from the early beginning of the grammar-translation method to the recent approach of communicative language teaching.

At this point, the remaining units follow the order of a smooth progression from theory to practice. Unit 6, 7, 8, 9 and 10 are concerned with the practice of teaching the four language skills listening, speaking, reading, and writing. The theoretical views and considerations from which the techniques of teaching these skills are derived are also touched upon. Throughout the discussion, attempts are

made to show that these skills, though dealt with separately here, are related and should be linked together in teaching.

Having introduced the student-teacher to the theoretical as well as the practical foundations to the teaching of language in general and to techniques of certain skills in particular, the book moves then to a focus on how to make use of all of this information in lesson planning. Unit 11 suggests, therefore, some lesson plans for the inexperienced teachers to try in their classes.