

Cambridge University Press

978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development

Martin Parrott

Frontmatter

[More information](#)

Tasks for Language Teachers

Cambridge University Press

978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development

Martin Parrott

Frontmatter

[More information](#)

CAMBRIDGE TEACHER TRAINING AND DEVELOPMENT

Series Editors: Marion Williams and Tony Wright

This series is designed for all those involved in language teacher training and development: teachers in training, trainers, directors of studies, advisers, teachers of in-service courses and seminars. Its aim is to provide a comprehensive, organised and authoritative resource for language teacher training development.

Teach English – A training course for teachers

by Adrian Doff

Training Foreign Language Teachers – A reflective approach

by Michael J. Wallace

Literature and Language Teaching – A guide for teachers and trainers*

by Gillian Lazar

Classroom Observation Tasks – A resource book for language teachers and trainers*

by Ruth Wajnryb

Tasks for Language Teachers – A resource book for training and development*

by Martin Parrott

English for the Teacher – A language development course*

by Mary Spratt

Teaching Children English – A training course for teachers of English to children*

by David Vale with Anne Feunteun

A Course in Language Teaching – Practice and theory

by Penny Ur

Looking at Language Classrooms – A teacher development video package

About Language – Tasks for teachers of English

by Scott Thornbury

Action Research for Language Teachers

by Michael J. Wallace

Mentor Courses – A resource book for trainer-trainers

by Angi Malderez and Caroline Bodóczy

Alive to Language – Perspectives on language awareness for English language teachers

by Valerie Arndt, Paul Harvey and John Nuttall

Teachers in Action – Tasks for in-service language teacher education and development

by Peter James

Advising and Supporting Teachers

by Mick Randall and Barbara Thornton

* Original Series Editors: Ruth Gairns and Marion Williams

Cambridge University Press

978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development

Martin Parrott

Frontmatter

[More information](#)

Tasks for Language Teachers

A resource book for training and development

Martin Parrott



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press

978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development

Martin Parrott

Frontmatter

[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521426664

© Cambridge University Press 1993

It is normally necessary for written permission for copying to be obtained in advance from a publisher. Some of the resources in this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press' may be copied.

First published 1993

13th printing 2007

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

Parrott, Martin.

Tasks for language teachers: a resource book for training and development / Martin Parrott.

p. cm. – (Cambridge teacher training and development)

ISBN 0-521-41648-5. – ISBN 0-521-42666-9 (pbk.)

1. Language teachers – Training of. I. Title. II. Series.

P53.85.P37 1993 92-34467

418'.007–dc20 CIP

ISBN 978-0-521-42666-4 paperback

Contents

List of Tasks in Part B	vi
Thanks	viii
Acknowledgements	ix
Introduction	1
Part A For the trainer	8
1 Using the Tasks	8
2 Carrying out small-scale research in the classroom	17
3 Devising and evaluating Tasks	25
Part B Tasks and accompanying notes	36
4 The learners	36
5 The teacher	88
6 Planning	114
7 Teaching: Developing skills	149
8 Teaching: Developing linguistic competence	249
Part C Resources bank	289
Section 1 Compositions written by learners of English	290
Section 2 Schemes of work and lesson plans	296
Section 3 Extracts from published materials	303
Bibliography	318
Index	321

Cambridge University Press

978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development

Martin Parrott

Frontmatter

[More information](#)

List of Tasks in Part B

4 The learners

- Discussion Task 1 Learners: Personality, styles and characteristics
- Discussion Task 2 Autonomy and learning
- Discussion Task 3 Motivation and learning
- Discussion Task 4 Learning strategies
- Discussion Task 5 Learners' roles
- Discussion Task 6 Learners' language
- Classroom-based Task 1 Materials designed to develop learning skills
- Classroom-based Task 2 Learning styles and strategies
- Classroom-based Task 3 Learners' awareness of errors and mistakes and attitudes towards these

5 The teacher

- Discussion Task 7 General teaching styles
- Discussion Task 8 Teachers' roles
- Discussion Task 9 Teachers' language: Instructions
- Discussion Task 10 Teachers' use of the learners' first language
- Classroom-based Task 4 Analysis of teachers' language of instructions
- Classroom-based Task 5 Teachers' use of the learners' first language

6 Planning

- Discussion Task 11 Schemes of work
- Discussion Task 12 Planning individual lessons
- Discussion Task 13 Lesson aims
- Discussion Task 14 Planning patterns of interaction in lessons
- Classroom-based Task 6 Evaluating schemes of work
- Classroom-based Task 7 Evaluating lesson plans
- Classroom-based Task 8 Students' attitudes to different patterns of interaction

7 Teaching: Developing skills

- Discussion Task 15 Materials designed to develop comprehension skills
- Discussion Task 16 Factors involved in effective listening
- Discussion Task 17 Developing listening skills

Cambridge University Press
978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development
Martin Parrott
Frontmatter
[More information](#)

List of Tasks in Part B

- Discussion Task 18 Factors involved in effective reading
- Discussion Task 19 Developing reading skills
- Discussion Task 20 Factors involved in oral fluency
- Discussion Task 21 Developing oral fluency
- Discussion Task 22 Factors involved in effective writing
- Discussion Task 23 Developing writing skills
- Classroom-based Task 9 Students' awareness of comprehension sub-skills
- Classroom-based Task 10 Oral fluency
- Classroom-based Task 11 Writing skills

8 Teaching: Developing linguistic competence

- Discussion Task 24 Contrasting approaches
- Discussion Task 25 Task-based activities
- Discussion Task 26 Example sentences
- Discussion Task 27 Establishing the meaning of language items
- Discussion Task 28 Introducing new language items and planning lessons
- Classroom-based Task 12 Approaches to teaching grammar

Cambridge University Press

978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development

Martin Parrott

Frontmatter

[More information](#)

Thanks

I have worked in International House for many years and could not have written this book without the support and help of colleagues during this time, and without the ideas I have gained from participants on courses for teachers run in International House and elsewhere. I regret that the individuals to whom I am indebted are too numerous to name.

I should also like to express my particular gratitude to my colleague, Benita Cruickshank, and to Andrew Scales of Pitman School of English for piloting draft materials from this book and for giving me invaluable feedback, and to my colleague Richard Acklam for reading an early draft of this book and restoring my confidence and enthusiasm when they were waning.

Finally, I should like to thank my series editor, Marion Williams, who has given me support and constructive criticism since the idea for this book was first mooted and Alison Silver for her inestimable help in the final stages of preparing the manuscript and for her unfailing patience and good humour.

Cambridge University Press

978-0-521-42666-4 - Tasks for Language Teachers: A Resource Book for Training and Development

Martin Parrott

Frontmatter

[More information](#)

Acknowledgements

The author and publishers are grateful to the authors, publishers and others who have given permission for the use of copyright material.

Thomas Nelson and Sons Ltd for the extract on p. 182 from *Counterpoint Coursebook – Beginners* by Mark Ellis and Printha Ellis; Oxford University Press for the extract on pp. 300–1 from *Streamline English: Departures* by Bernard Hartley and Peter Viney; Gail Ellis and Barbara Sinclair for the extract on pp. 303–5 from *Learning to Learn English*, published by Cambridge University Press; Michael Swan and Catherine Walter for the extract on pp. 306–7 from *The New Cambridge English Course* and for the extract on pp. 308–9 from *The New Cambridge English Course Teacher's Book*, published by Cambridge University Press; *The Observer* for 'Small scale schools' by Helen Pickles included in the extract on pp. 310–11 from *Fast Forward 3* by Marion Geddes, published by Oxford University Press; Cambridge University Press for the illustrations on pp. 312–13 from *Discussions that Work* by Penny Ur; Longman Group UK Ltd for the extract on pp. 314–17 from *Building Strategies* by Brian Abbs and Ingrid Freebairn.