## Teachers in Action

Tasks for in-service language teacher education and development

Peter James

CAMBRIDGE TEACHER TRAINING AND DEVELOPMENT

Series Editors: Marion Williams and Tony Wright

## **Contents**

Thanks	x	
Acknowledgements	xi	
Introduction	1	
Who this book is for	1	
General aims of Teachers in Action	2 2	
Effective in-service teacher education: background issues		
Specific aims of Teachers in Action		
How this book is organised		
Investigating		
The tasks	19	
The worksheets	22	
General suggestions	25	
Further reading	27	
1 Exploring teachers' knowledge	28	
Introduction	28	
1.1 Getting to know each other: What do we expect from the		
training programme?	29	
1.2 How do I learn? How can we learn together?	32	
1.3 Investigating: an overview	33	
1.4 'It's quite obvious the gardener's a teacher': exploring		
teachers' metaphors	35	
1.5 Mapping the whole: developing conceptual frameworks for		
educating, teaching and learning	38	
1.6 Why teach English? Reflecting on the goals of educating,		
teaching and learning in the language classroom	40	
1.7 Are we speaking the same language? Understanding general		
terms related to educating, teaching and learning	43	
1.8 Reflecting on the nature of change in education: What helps		
us to change?	45	
1.9 Innovation in our schools: How can we help to promote it?	47	

2	ider	ntifying topics to investigate	50
	Intr	oduction	50
		Examining critical incidents	52
	2.2	Effective educating, teaching and learning in the language	
		classroom (1): What are our priorities?	54
	2.3	Effective educating, teaching and learning in the language	
		classroom (2): What are my priorities?	57
	2.4	Our current professional practice: strengths, weaknesses,	
		opportunities and benefits	59
	2.5	My best lesson / teaching idea	60
	2.6	General reading survey: a class library, bibliography and open	
		forum	63
	2.7	Keeping a classroom diary	67
	2.8	Our experience of the training programme: discussion based on	
		diaries	70
	2.9	'We can do it!' Self-esteem, us and our learners	72
3	Exp	loring a topic	75
	Intr	oduction	75
	3.1	Why, why, why? Examining our assumptions and beliefs	
		about a topic	76
	3.2	What do we understand by the topic 'x'? (What? Why?	
		Who? etc.)	79
	3.3	What do we already do in school or class regarding the	
		topic 'x'? (Find someone who)	82
	3.4	Do we agree that?	83
	3.5	Writing about a topic: organising, developing and clarifying	
		my ideas	85
	3.6	Workshop: experiencing teaching ideas as learners	89
	3.7	Understanding key terms related to a topic	91
	3.8	Targeted reading: key extracts	94
	3.9	Debate: understanding the wider implications of a topic	97
4	Inv	estigating in class	100
	Intr	oduction	100
	4.1	The benefits of investigating in class: teachers' perspectives	101
	4.2	Which data collection method?	102
			105
		1 1	110
•			113
			116
	4.7		119
	4.8	Experimenting in class	122

,	Evaluating learning	125			
	Introduction	125			
	5.1 Has this task helped me/us to learn?	127			
	5.2 Which learning strategies are helping us?	128			
	5.3 What I/we most like about our training programme is	130			
	5.4 Making sense: reviewing and finding connections	133			
	5.5 Applying our learning: looking back and looking ahead	135			
	5.6 Teacher portfolios	138			
	5.7 Sharing our learning (1): giving informal presentations 5.8 Sharing our learning (2): joining forces in the wider	140			
	educational community	144			
j	Resources for the trainer	148			
	Introduction	148			
	List of resources for the trainer				
	Sections 6.1–6.39	151			
	Worksheets	223			
	List of worksheets	223			
	Worksheets 1–52	225			
	Bibliography	289			
	Index	293			