

**TEACHING ENGLISH
AS A FOREIGN LANGUAGE
(T E F L)**

Endang Fauziati

PREFACE

Teaching English as a Foreign Language (TEFL) is guide book for teacher self study and development. This book can be used by those who are learning to teach foreign language and those who are teaching foreign language. This book contains a rich source for teacher trainees and experienced teachers who want to refresh and develop their teacheral skills. The aim of this book is primarily for handbook of TEFL course for students of English Department, Faculty of Teacher Training and Education. It intends to put in one place a selection of representative articles on the topics usually covered in the course of foreign language teaching method. A broad exposure to different teaching methods and different teaching applications will help classroom teachers to develop a repertoire of interactive strategies to empower their students in learning English as a foreign language.

This book is divided into two parts. The first part of this book provides readers with some topics teachers should know or what they could do to facilitate students practice in language skills. All the discussions initiate with some relevant concepts or theories as the underlying principles and are followed by the appropriate and relevant classroom activities. Each topic concludes with items and questions for study and discussion. The first part of this book includes four language skills and language components, namely: teaching listening skill, teaching speaking skill, teaching reading skill, teaching writing skill, teaching vocabulary, teaching grammar, teaching children, teaching ESP, and teaching big classes.

The second part presents an exploration on topics teachers need to acknowledge about the learners (i.e. their learning styles, learning strategies, and communication strategies). This part also contains topics which teachers need to know in order to perform their jobs effectively and professionally (i.e. characteristics of good language teacher and learner, lesson planning, classroom management, and textbook evaluation and selection).

I have compiled the references from several different sources and written the articles with some modification and simplification

to make them easier for the students to understand. Some of the original articles are apparently difficult for students to understand and they are scattered in lots of books and references. This book is intensely written in response to this situation, presenting all needed topics within one accessible place.

Several people have assisted me at various stages in the writing of this book. I express my deep thanks to my beloved sons, Hanif and Fian, for their helpful hands to type the articles, to my colleagues for their psychological supports, and to all my students who have given me challenging questions.

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Endang Fauziati

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