* **The work of language teaching**
* It is a simultaneously mental, social and also physical, emotional, pracical, behavioral, political, experiential, cultural,personal, historical and spiritual.
* Learners are not “simply” learners any more tahn teachers are “simply” teachers
* Language teaching is likely to involve the meeting and interaction of different rationalities.
* **Language teacher learning**
* “While traditional views of teacher-learning often viewed the teacher”
* Teachers as theory builders, teacher education must serve two functions:
* It must teach the skills of reflectivity and it must provide the discourse and vocabulary that can serve participants in renaming their experience.
* A study of methods is also a means of socialization into professional thinking and discourse that language teacher’s require in order to “rename their experience” to

participate in their profession, and to learn throughout their professional lives.

* **A study of methods**
* A study of methods is invaluable in teacher education in at least five ways:
1. Methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions.
2. By becoming clear on where they stand, teachers can choose to teach differently from the way they were taught.
3. A knowledge of methods is part of the knowledge base of teaching.
4. Conversely, by being members of a professional discourse community, teachers may find their own conceptions of how teaching leads to learning challenged.
5. A knowledge of methods helps to expand a teacher’s repertoire of techniques.
* **Criticisms of Methods**
* It is important to acknowledge that a number of writers in our field have criticized the concept of language teaching methods.
* Methods are prescriptions for classroom behavior, and that teachers are encouraged by textbook publishers and academics to implement them whether or not the methods are appropriate for a particular context
* These criticisms deserve consideration.
* The criticism of methods is helpful in some regards, we do not believe that a study of language teaching methods should be excluded from language teacher education.
* **Terminology**
* First, we are using the term ‘method’ here not to mean a formulaic prescription, but rather a coherent set of principles linked to certain techniques and procedures.
* **Which method is best?**
* It is not one method over another.
* New methods are created and others fall into disfavor.
* That teachers always want to know what is new.
* **Doubting Game and Believing Game**
* A teacher should never praise a student, not even say ‘Good,’ or smile. ‘Wait a minute,’ I heard the voice in my head echoing.
* doubting and believing games are games because they are rule-governed, ritualized processes, which are not real life.
* The doubting game, requires logic and evidence.
* The believing game emphasizes a model of knowing as an act of constructing, an act of investment, an act of involvement.
* **Layout of Chapters**
* Methods by entering a classroom where each method is being practiced.
* A method does not reflect everything that is happening in the classroom.
* When learners are at the advanced level, methods are often less distinct because advanced learners may have special, well-defined needs, such as learning how to read and write academic texts.
* Methods through the filter of your own beliefs, needs, knowledge, and experience.
* Teaching can be a solitary activity, but collaborating with other teachers can help enrich our experience and nurture our growth.