



Teaching lexically has so far approached lessons largely from the point of view of a general English course where classroom materials are used. Teachers in different contexts may sometimes wonder whether this is relevant to their situation.

The short answer to this is that lexical teaching is fundamentally about a way of thinking about language, so the kinds of things you do in the classroom – and the techniques suggested in Part B – should predominantly stay the same; what changes is the *language* that different types of students will need.

Developing lexical teachers

However, there are certain areas, such as low-level classes, exam classes and EAP, where a ‘grammar + words + skills’ view has come to have a particularly strong hold. In Part C, we address some of the specific concerns about a lexical approach in these kinds of classes.

When it comes to one-to-one classes and young learners, many teachers (consciously or not) already teach quite lexically. We look at why this may be the case, and suggest some adaptations to the methodology we have so far put forward.

The rest of the sections in Part C address how lexical teaching may be encouraged through teacher training and through development in schools. Obviously, we hope that this book will play a part in this and form the basis for formal training sessions, but the emphasis here is on heightening awareness of the structures and conversations that may implicitly reinforce the ‘grammar + words + skills’ view of ELT. We suggest different conversations and approaches to lesson observation and training that may be more supportive of lexical teachers.

From lexical teachers to lexical writers

Central to this is, on the one hand, adopting a lexical view of published materials that may encourage a greater demand for these, but perhaps, more importantly, we suggest that teachers should start to write more material themselves. We believe there is a very positive symbiotic relationship between teaching and writing, when materials are written by teachers themselves.

We hope that you will enjoy the writing process and that you will learn as much from it as we have over the years – and we look forward to perhaps seeing the fruits of some of your labour in the future.