Contents

Acknowledgements		vi	
Introduction			viii
1	1 English teaching today:		
	what do I need to know?		1
	1.1	Teaching priorities	1
	1.2	English as an	
		international language	4
	1.3	Language-acquisition	
		theories and teaching	
		methodologies	6
	1.4	Computerized teaching	
	221	materials	9
	1.5	Motivation	10
2	The	lesson	14
_	2.1	The lesson: different	- ·
		perspectives	14
	2.2	Functions of the teacher	r
		in the English language	
		lesson	16
	2.3	Interaction patterns	
		in the lesson	18
	2.4	Lesson preparation	21
	2.5	Written lesson plans	23
3	The	text	28
	3.1	What is a text?	28
	3.2	Teaching the text:	
		the goals	29
	3.3	Comprehension of	
		content	30
	3.4	Language learning	34
	3.5	Discourse analysis	37
	3.6	Follow-up tasks	39
4	The	task	43
	4.1	The language-learning	
		task	43
	4.2	Task evaluation	45
	4.3	Organizing tasks	49
	4.4	Interest	51
	4.5	Homework	55

5	Teaching vocabulary 60			
	5.1	What is vocabulary?	60	
	5.2			
		learn: aspects of		
		vocabulary knowledge	60	
	5.3	How best to teach		
		vocabulary: some		
		facts and figures	63	
	5.4	Presenting new		
		vocabulary: selection		
		and presentation	65	
	5.5	Vocabulary review:		
		consolidating and		
		extending lexical		
		knowledge	69	
	5.6	Vocabulary		
		assessment	71	
6	Tea	ching grammar	76	
	6.1	What is grammar?	76	
	6.2	What students need		
		to learn: standards		
		of grammatical		
		acceptability	77	
	6.3	How best to teach		
		grammar: explicit and		
		implicit processes	78	
	6.4	Presenting grammar:		
		explanations	80	
	6.5	Grammar practice:		
		consolidating		
		and automatizing		
		grammatical knowledge	82	
	6.6	Grammar assessment	84	
7	Erro	or correction	88	
'		Error correction: for and		
	7.1			
	7 2	against	88	
	7.2	Attitudes to error	00	
	7 3	correction	89	
	7.3	Student preferences	91	
	7.4	Oral correction	94	
	7.5	Written correction	96	

8	Teaching listening		101
	8.1 Goals and problems in		
		teaching listening	
	8.2	Listening activity	
		design (1): the text	103
	8.3	Listening activity	
		design (2): the task	106
	8.4	Types of activities	108
	8.5	Adapting activities	111
9	Tool	hind speakind	117
9	9.1	hing speaking	TT1
	9.1	Goals and problems in	117
	0.0	teaching speaking	117
	9.2	Speaking activity design	
	0.0	(1): topic and task	120
	9.3	Speaking activity design	
	~ .	(2): sample activities	122
	9.4	Speaking activity design	
		(3): presentations	126
	9.5	Pronunciation	128
10	Teac	hing reading	133
21- 22-12	10.1	What is reading?	133
	10.2	Beginning reading (1):	100
		phonemic awareness	136
	10.3	Beginning reading (2):	
		practical principles	138
	10.4	Beginning reading (3):	
		reading tasks	140
	10.5	Fluent reading	143
	10.6	Extensive reading	146
11		ching writing	150
	11.1	What is writing?	150
	11.2	Formal and informal	
		writing	151
	11.3	Beginning writing: the	
		letters	153
	11.4	Tasks that promote	
		fluent writing	157
	11.5	Process writing	160
	11.6	Spelling and punctuation	on 163
12	Asse	essment and testing	167
2000	12.1	Functions and types of	an particular.
	and sheet	assessment	167
	12.2		170
	12.3		
		accuracy	173
			1.0

	101	12.4	Test design (2): testing	
l.			comprehension and	
	101		fluency	178
		12.5	Administering tests	
	103		in class	182
				De l'Aussilian
	106		syllabus	185
	108	13.1		185
	111	13.2		
			syllabus	186
	117	13.3	Using an approved	
Ĺ			syllabus	191
	117	13.4	Evaluating the	
n			syllabus	193
	120			
n		14 Mat	erials	197
	122	14.1	How necessary is a	
n			coursebook?	197
	126	14.2	Coursebook evaluation	
	128		and selection	199
	120	14.3	Adapting course	
	133		materials	203
	133	14.4	Supplementary	200
	155	1 1. 1	materials (1): paper	210
	136	14.5	Supplementary	210
	150	11.5	materials (2): digital	212
	138		materials (2). digital	212
	130	15 Tear	ching content	216
	140	15.1		210
	140	13.1	content	216
		15.2		218
	146	15.2		210
	150	15.5	Content and language	
	150		integrated learning	220
	150	15.4	(CLIL)	220
		15.4		
	151		component of the	222
		15.5	English course	223
	153	15.5	Underlying messages	225
	1.57	16 0100	croom interaction	220
	157		sroom interaction	228
	160	16.1	Teacher questioning	228
iC	n 163	16.2	Group and pair work	233
	407	16.3	Individual work	235
5	167	16.4	Blended learning	239
f	20020	47 01	and and all a bull to the	044
	167		sroom discipline	244
	170	17.1	What is classroom	020000
		10.00 - Li	discipline?	244
	173	17.2	What teachers can do	
			to create a disciplined	
			classroom	246

	17.3	Dealing with discipline problems	248	20 T
	17.4	Discipline problems:	240	2
	17.1	episodes	251	2
		episodes	201	2
18	Lear	mer differences (1):		2
	age		256	
	18.1	Differences between		
		younger and older		2
		learners	256	
	18.2	Teaching young		
		learners	258	Gloss
	18.3	Teaching adolescents	264	
	18.4	Teaching adults	268	Biblic
19	Lear	mer differences (2):		Index
	teac	hing heterogeneous		
	(mix	ed) classes	272	
	19.1	Differences between		
		individual students in t	he	
		heterogeneous class	272	
	19.2	Problems and		
		advantages	274	
	19.3	Practical principles	276	
	19.4	0 0		
		achievers	281	

20	Teacher development		284
	20.1	The first year of	
		teaching	284
	20.2	Lesson observation	285
	20.3	Ongoing development	289
	20.4	Development through reading and further	
		study	292
	20.5	Further development:	
		your own contribution	294
Glo	ssary		298
Bibl	iograț	ohy	301

dex	309
uch	505