

Contents

Preface

PART A: THEORY

1	Why do people learn languages?	1
1.1	Reasons for learning languages	1
1.2	Success in language learning	3
1.3	Motivational differences	7
1.4	Conclusions	8
	Discussion/Exercises/References	9
2	What a native speaker knows	10
2.1	Sounds	10
2.2	Grammar	12
2.3	Appropriateness	13
2.4	Interaction with context	15
2.5	Language skills	16
2.6	Conclusions	17
	Discussion/Exercises/References	17
3	What a language student should learn	19
3.1	Type of syllabus	19
3.2	Type of language	22
3.3	Communicative efficiency	23
3.4	Language varieties	26
3.5	Conclusions	27
	Discussion/Exercises/References	27
4	Language learning and language teaching	29
4.1	Language learning	29
4.2	A language learning and teaching model	34
4.3	A balanced activities approach	38
4.4	Conclusions	39
	Discussion/Exercises/References	40

PART B: PRACTICE

5	Teaching the productive skills	41
5.1	The nature of communication	41
5.2	The information gap	43
5.3	The communication continuum	44
5.4	Stages in language learning/teaching	45

5.5	Integrating skills	47
5.6	Speaking and writing	47
5.7	Level	49
5.8	Stages	49
5.9	Conclusions	49
	Discussion/Exercises/References	49
6	Introducing new language	51
6.1	What do we introduce?	51
6.2	The presentation of form	53
6.3	A general model for introducing new language	55
6.4	The position of writing during presentation	65
6.5	Introducing new language: examples	66
6.6	Presenting vocabulary	85
	Exercises/References	86
7	Practice	88
7.1	Oral practice	88
7.2	Written practice	100
	Exercises/References	112
8	Communicative activities	113
8.1	Oral communicative activities	113
8.2	Written communicative activities	132
8.3	Correcting written work	140
	Exercises/References	141
9	Receptive skills	142
9.1	Basic principles	142
9.2	Methodological principles for teaching receptive skills	146
9.3	A basic methodological model for the teaching of receptive skills	151
9.4	Reading material	153
9.5	Listening material	175
9.6	Conclusions	197
	Discussion/Exercises/References	198
PART C: MANAGEMENT AND PLANNING		
10	Class management	200
10.1	The role of the teacher	200
10.2	Student groupings	205
10.3	Discipline	209
10.4	Conclusions	216
	Discussion/Exercises/References	217
11	Planning	218
11.1	Planning, textbooks and the syllabus	218
11.2	Planning principles	220

11.3 What the teacher should know	222
11.4 The pre-plan	227
11.5 The plan	230
11.6 Conclusions	235
Discussion/Exercises/References	235
Appendix: Evaluating materials	237
Bibliography	246
Index	249

Index

- Accent 25
Accuracy 37, 38, 44, 45, 56, 140, 206
Accuracy work 64
Accurate reproduction 35, 36, 56, 57, 59, 223
Accurate reproduction stage 43, 55, 65, 66, 67, 68, 70, 72, 81, 201, 205, 208, 221
Acquisition see Language acquisition
Activities 227–8, 230, 231, 235, 240, 242 see also Balanced activities approach, the, Communicative activities
— change of activity 7, 214, 215
Activity and class organisation see planning
Adaptability see Teacher, the
Adolescents 7, 9, 53, 206, 209, 213, 216
Adult advanced students 8
Adult beginners 7
Adult intermediate students 7
Adult learners 4, 9
Advanced students 82, 194
Aids 85, 86 see also Planning
— blackboard, the 5, 56, 58, 59, 65, 67, 71, 72, 93, 111, 154, 222
 blackboard drawing 85
— flashcards 85, 88, 90, 222
— pictures 85, 115, 136, 191
— realia 85
— tape recorders 177, 197, 222, 230
— tapes 176, 222, 230
— using the tape recorder 197
— wall pictures 85, 89, 222
Allwright, R 31, 32, 33
Anti-social behaviour see Discipline
Appropriacy 13, 14, 15
— channel 14
— setting 14
— participants 14, 16, 44
— purpose 14
— topic 14
Appropriate language 34
— appropriate language use 98
Appropriateness 13
Assessor see Teacher, the
Atmosphere 5
Attitude to language learning 4, 225
 see also Motivation
Audio-lingual method 30, 31, 33
Aural stimuli 110, 112 see also Visual stimuli
Authentic material see Types of text
Authentic spoken English 190
Balance 235, 240, 242
Balanced activities approach, the 38, 39, 200, 220 see also Planning
Behaviourism 29, 30, 33, 40
Behaviourist model of language acquisition 30
Behaviourist philosophy 34
Blackboard, the see Aids
Challenge 6, 8, 9
— high challenge 6
— low challenge 6
— realistic challenge 8
— unrealistic challenge 8
Changeable units 54, 55
Checking meaning 64–5, 72
— information checking 64
Children 4, 7, 9, 206, 209, 213, 216, 221
Chomsky, N 12, 13, 14, 18, 30, 31
Choral repetition see Repetition
Class management 200–17, 223 see also Discipline, teacher, the (role of the teacher), Student groupings
Classroom, the 4, 5, 8, 21, 33, 177 see also Different contexts, Physical conditions
Cognitivism 30, 33, 39, 40
— cognitive abilities 32
Cohesive devices 107, 109, 145, 147, 168 see also written practice (cohesion and coherence)
Communication continuum 42
Communication output 34, 37, 38, 39, 40, 200, 220, 242 see also Output
Communicative activities 32, 33, 34, 37, 38, 39, 45, 46, 47, 113–141, 200, 201, 202, 213, 221, 222, 223, 228, 240 see also Oral communicative activities, Written communicative activities
Communicative approach, the 38
Communicative competence 13, 23, 24, 27, 42
Communicative efficiency 23–6, 27, 37, 38, 42, 202, 206
Communicative events 41
Communicative purpose see Purpose
Communicative situations 32, 33
Competence 13, 14, 30, 31 see also Communicative competence
Comprehensible input 32, 40
Comprehension task 151, 152, 153, 197 see also Language skills (receptive skills)
Conditioning 29, 30, 39 see also Behaviourism
— reinforcement 30
 negative reinforcement 30
 positive reinforcement 30
— response 30
— reward 30
— stimulus 30
Conditions see Physical conditions
Conscious learning 32, 33, 34, 35, 37, 39
Content 44, 45, 124, 140
— content in texts 142–3
Content feedback see Feedback
Context 36, 51, 52–3, 239 see also Different contexts
— interaction with context 15
Controlled techniques 45 see also Drilling
— controlled oral drills 87
— controlled practice 56, 59, 220, 222, 223, 228
— controlled writing 87, 112
Controller see Teacher, the
Correction 60, 62–4, 201, 202 see also Feedback
— correcting written work 140–41
— correction techniques 63–4
 student corrects student 60, 141
 teacher corrects student 63
— gentle correction 64, 98, 201, 204
— showing incorrectness 60, 62
 denial 63
 echoing 62
 expression 63
 repeating 62
 questioning 63
— symbols for correction 140
Cue-response drills 60, 61, 66, 72, 88, 89, 90 see also Drilling
— cue 61, 201
— instruct 61, 201, 203
— nomination 44, 60, 61, 201
Culture 2, 4
— cultural stereotype 23
— culture of target language
 community 3, 4
Curriculum 2
Deep experience 31, 40
Describe and draw 115–16, 129, 203, 234, 235 see also Games
Desire to communicate 44, 45, 46
— creating desire to read/listen 150
Dialogue 71–9, 83, 87, 221, 234, 235
— parallel dialogue 73
Different contexts 33, 52 see also Introducing new language
— classroom, the 52, 53, 66–8

- formulated information 52, 53, 56, 82–5
- invented story situations 52, 53, 64, 68–71
- physical surroundings 53
- simulated real-life situations 52, 53, 71–82
- Discipline 209–216
 - action in case of indiscipline 215–16
 - anti-social behaviour 213, 215, 216
 - causes of discipline problems 210–12
 - the institution 212
 - the student 211–12
 - the teacher 210–11
 - code of conduct 209, 210, 211, 216, 217
 - establishing a code of conduct 213
 - prevention rather than cure 213–15
- Drilling 45 see also Accurate reproduction
- Drills 44, 62, 201, 207
 - oral drills 88–90
 - four-phase drills 88–9
 - mixed question and answer drills 89–90
- Elicitation 35, 55, 56, 57, 60, 61, 62, 66, 67, 68, 72
- English
 - British English 26
 - Jamaican English 26
 - Southern English 26
 - Standard English 24
 - English for Specific Purposes 1–2, 226, 239
 - English for Academic Purposes 1
 - English for Occupational Purposes 1
 - English for Science and Technology 2
- Error 35, 37, 140, 141, 201 see also Correction, Mistake
 - common errors 202
- Evaluating materials see Materials
- Explanation see Presentation techniques
- Extrinsic motivation see Motivation
- Failure in language learning 3 see also Motivation, Success in language learning
- Feedback 48, 60, 65, 75, 163, 178, 206 see also Correction
 - conducting feedback 44, 93, 118, 119, 123, 124, 157, 158, 160, 162, 168, 197, 233
 - content feedback 202
 - feedback session 118, 120, 180, 182
 - form feedback 202
 - immediate feedback 48, 132
 - organising feedback 201, 202, 203, 206
 - teacher directs feedback 152, 155
- Finely-tuned input 35–6, 38, 51
- Follow-up task 182, 183, 235 see also Text-related task
- Form 44, 45 see also Form (form feedback)
 - analysing form 54–5
- Functions 19, 22–3, 27, 38, 82, 168, 170, 171, 193 see also Syllabus
- Games 112, 141, 214 see also Oral communicative activities, Oral practice, Written communicative activities
- General English 8, 240
 - general class 226
 - general student audience 220
- Goals 3, 6, 7 see also Motivation
 - long-term goals 3, 8
 - primary goals 8
 - short-term goals 3, 8
- Grammar 12–13, 22, 23, 33
 - grammar rules 11, 12, 31
 - grammatical correctness 64
 - grammatical items 22, 33
 - grammatical points 219
 - grammatical terms 19
- Groups and group work 90, 97, 99, 114, 115, 117, 118, 119, 121, 122, 126, 128, 129, 132, 137, 138, 139, 164, 187, 189, 204, 205, 207–9, 216, 217, 233 see also Student groupings
 - group leader 208
 - group organiser 209
 - group size 208
 - mixed ability groups 209
- Handwriting 48, 50
- Humanistic techniques 121, 141
- Hymes, D 13, 14, 15
- Immediate creativity 35, 54, 56, 64, 67, 68, 70, 72, 73, 77, 78, 81, 83, 85, 97, see also Presentation techniques
 - immediate creativity and different settings 64
- Individual repetition see Repetition
- Individual work 209, 216 see also Student groupings
- Information gap 43–4, 90, 115, 141 see also Oral practice
 - information gap activities 90–94, 203
 - information gap exercises 203, 204
- Input 32, 34, 38, 39, 44 see also Comprehensible input, Finely-tuned input, Roughly-tuned input
- Integrative motivation see Motivation
- Intermediate students see Adult learners
- Intonation 11–12, 17, 48, 72
 - intonation patterns 192
 - low falling tone 11, 193
 - rise in intonation 11, 193
- Intrinsic motivation see Motivation
- Introducing new language 45, 47, 51–87, 201, 204, 219, 221, 222 see also Presentation, Presentation techniques
 - a general model for introducing new language 55–7
 - introducing writing see Writing in presentation
- Jigsaw listening 121, 204, 208 see also Listening material (Listening for communicative tasks)
- Krashen, S 31, 32, 40
- Language acquisition 31, 32, 34, 38, 39
- Language learning 31, 38, 39
- Language learning and language teaching 29–40
- Language skills 16, 17, 19, 20, 26, 27, 47, 138, 227, 228, 229, 230, 231, 235, 239, 240, 243
 - four skills 221, 226
 - productive skills 16, 26, 41–50
 - receiving and doing 150–151
 - receptive and productive skills 146 see also Communicative activities, Introducing new language, Practice
 - receptive skills 16, 23, 26, 35, 47, 142–99, 201, 203, 221, 223 see also Listening material, Reading
 - confirming expectations 151
 - deducing meaning from context 145, 152
 - expectations 143, 144, 150, 177, 198
 - extracting specific information 144, 151, 153, 221, 232
 - getting the general picture 144, 151, 152, 153, 164, 190
 - inferring opinion and attitude 145
 - interest 142, 150, 159, 198
 - lead-in 151, 152, 154, 157, 160, 177, 182, 235
 - methodological model for the teaching of receptive skills 151–53
 - predictive skills 144
 - purpose and expectations 143
 - recognising function and discourse patterns and markers 145
 - scanning 144, 153, 232, 233
 - skimming 144, 153, 164
 - teaching receptive skills 151

- type 1 skills 145, 151, 152, 153, 155, 162, 170, 184, 194
 - type 2 skills 145, 151, 152, 153, 158, 162, 192
- skill integration 41, 47, 49, 135, 140, 240
- skill restriction 26
- skills for the level 222
- sub-skills 16, 19, 229, 239
- Language type 22, 227, 229, 230, 231, 235, 241, 243
- Language use 23, 33, 36
- Language varieties 26–27
- Language variety of 42, 43, 44
- Listener 15, 42, 43, 142, 143, 144, 145
- Listening exercise 35
- Listening material 175–97
 - deducing meaning 194–6
 - inferring opinion and attitude 196–7
 - listening for communicative tasks 184–90
 - listening for general understanding 190–92
 - listening to confirm expectations 177–80
 - listening to extract specific information 181–4
 - recognising function 192
- Listening skills 16, 142, 175
- Localisation 97, 232 see also Oral practice
- Lockstep 201, 205–6, 216, 232, 233, 234
- Long-term goals see Goals

- Materials see also Textbook, the
 - evaluating materials 237–45
 - guidance 241, 244
 - layout and design of materials 240, 242
 - materials control 44, 45
 - materials evaluation form 237, 241–4
 - piloting material 237
 - practical considerations in materials evaluation 240, 241–2
 - type of material 239
- Mistakes 30, 35, 37, 48, 60, 201, 202, 233 see also Correction, Error
 - common mistakes 202
 - minor mistakes 56
- Models for presentation 54, 55, 60, 61, 70, 85 see also Presentation techniques
 - distortion 57, 58
 - isolation 57, 58
 - normal model 57
- Motivation 3–6, 8, 21, 206, 225, 240 see also Attitude to language learning, Goals
 - de-motivated students 221, 235
 - extrinsic motivation 3–4
 - instrumental motivation 4, 8, 9
 - integrative motivation 3, 9
 - internal drive 3
 - intrinsic motivation 4–6, 38
 - motivating activities 226 see also Activities
 - motivating and realistic contexts 242
 - motivational differences 6–8, 21, 39
 - motivational drive 6
 - strength of motivation 4
- Narrative 110, 112, 137
- Native language 46
- Native speaker 10, 11, 12, 13, 14, 15, 16, 17, 19, 142, 150, 173
 - non-native speaker 173
- Natural approach, the 40
- Nature of communication 41–3, 49
- Needs see Students
- Nomination see Cue-response drills
- Non-communicative activities 44, 45 see also Communicative activities

- Objectives 222, 231, 232, 233, 234, 241, 244
- Oral communicative activities 113–32
 - communication games 115–17
 - interpersonal exchange 120–21
 - problem solving 117–20
 - reaching a consensus 113–14, 182, 229
 - relaying instructions 114–15
 - simulation and role play 123–32
 - story construction 121–3
- Oral practice 88–100
 - additional remark, the 96, 97, 99
 - follow-up questions and real answers 96, 97, 98, 204
 - games 94–5
 - oral activities 98–9
 - oral drills see Drilling
 - information gap activities 90–94
 - personalisation and localisation 95–8
 - truth factor in personalisation, the 95, 97
- Organiser see Teacher, the
- Output 34, 44 see also
 - Communication output,
 - Communicative activities
- practice output 219, 223 see also Practice

- Pairs and pair work 62, 66, 67, 73, 79, 83, 85, 89, 90, 91, 92, 93, 94, 97, 114, 116, 117, 119, 120, 121, 124, 125, 136, 139, 167, 183, 184, 185, 201, 205, 206–7, 208, 209, 216, 232, 233 see also Student groupings
- Participant see Teacher, the
- Pattern 54
 - new pattern 65

- Peers 3, 4
 - peer approval 7
- Performance 13, 31 see also Competence
- Personalisation 101, 102, 105 see also Oral practice
- Physical conditions 5, 21, 223 see also Classroom, the
 - unfavourable conditions 3
- Planning 39, 47, 218–36
 - plan, the 230–35
 - activity and class organisation 231, 233, 234
 - additional possibilities 231, 234
 - aids 231, 233, 234
 - contents of plan 231, 233–34
 - context 231, 233, 234
 - description of class 230, 232
 - language 231, 233, 234
 - possible problems 231, 233, 234
 - recent work 230, 232
 - planning principles 220–22
 - planning, textbooks and the syllabus 218–20
 - pre-plan, the 220, 227–30
 - specimen plan, the 187, 232–35
 - teacher's role in planning, the 218
- Practice 33, 34, 36, 38, 45, 46, 47, 88–112, 213 see also Oral practice, Written practice
 - practice activities 37, 64
- Presentation 35, 36, 45, 51–87, 146, 200, 220, 222, 228, 235 see also Introducing new language
 - presentation of form 53–5
 - presentation of meaning and use 51–2
 - presentation stage 35
- Presentation of vocabulary 65, 85–6
- Presentation techniques
 - explanation 55, 56, 58, 59, 60, 61, 65, 68, 70, 72
 - explaining questions 58–9
 - explaining statements 57–8
 - explanation of vocabulary 86
 - explanation techniques 57–9
 - written explanation 76
 - key concepts 55, 64, 70, 111, 204
 - lead-in 55, 56, 57, 64
 - listening drill 66
- Prompter see Teacher, the
- Pronunciation 33, 56, see also Sounds
- Pronunciation and accent 25–6
 - pronunciation habits 25
- Purpose 140, 221
 - appropriate purposes for listening/reading 35, 145
 - communicative purpose 38, 41, 42, 43, 44, 45, 46, 49
 - purpose for talking 34

- Questionnaires 100, 139–40

- Reader 15, 42, 43, 106, 142, 143, 144, 145
- Reading 17, 20, 142, 143, 207
- Reading comprehension 221
- Reading material 153–75
- deducing meaning 173–5
 - performing tasks 162–4
 - reading for general comprehension 164–7
 - reading for detailed comprehension 167–8
 - reading to confirm expectations 153–5
 - reading to extract specific information 155–62, 203
 - recognising functions, discourse patterns and markers 168–73
- Reading skills 16, 142, 175
- Reasons for learning language 1–2
- Receptive skills see Language skills
- Register 196
- formal and informal language 196, 239
- Repetition 33
- choral repetition 59, 60, 61, 63, 66, 67, 72, 205
 - controlled repetition 37
 - individual repetition 59–60, 61, 66, 67, 72
 - repetition techniques 33
- Resource see Teacher, the
- Role cards 127, 185
- Role playing 20, 123, 133, 179, 180
- see Simulation and role play
- Roles 132
- Roughly-tuned input 26, 33, 34, 35, 38, 39, 40, 146, 220, 222, 228, 242
- Rough-tuning 32, 146
- Signification 36, 149 see also Value
- Simulation 133, 159, 204, 229
- Simulation and role play 123–32 see also Role playing
- Situation 14, 15, 17, 25, 51, 239 see also Context, Introducing new language
- Situation and context 15, 17, 25
- Skinner, B 30
- Sociogram 208, 217
- Sounds 10–11, 17 see also Pronunciation
- Speaker 41, 42, 43, 106
- Speaking 16, 41 see also Oral communicative activities, Oral practice
- Speaking and writing 47–9, 207
- Speech phenomena 177, 181
- hesitation 176, 177
 - redundant language 176, 177, 184
 - ungrammaticality 177
- Spelling 48
- Stages of learning 41, 45–47, 49
- Stress 11, 17, 48, 72
- in choral repetition 59
 - on syllables 11
- Student groupings see also Groups and group work, Individual work, Lockstep, Pairs and pair work
- Students 224–7
- age of students 224, 238
 - educational background of students 21, 225, 238
 - interests 225, 238
 - knowledge of target language 225, 238
 - knowledge of the world 225, 238
 - personal characteristics 238
 - previous learning experience 4, 21
 - sex of students 224, 238
 - strong students 208
 - student as mini-teacher 209
 - student needs 20–21, 27, 225–226, 235, 236, 237
 - description of student needs 239, 240
 - description of students 227
 - needs analysis 236, 239
 - questionnaire for needs analysis 236, 239
 - student needs profile 238
 - student participation 207
 - students at different levels 24
 - students' occupations 224, 238
 - students' social background 224, 238
 - weak students 208
- Subject and content 227, 229, 230, 235, 240, 241, 244
- Success in language learning 2–6, 9
- see also Failure in language learning
- Syllabus 19, 20, 21, 22, 27, 218, 219, 223, 229, 235, 237
- functional syllabus 22, 28 see also Functions
 - grammatical syllabus 28 see also Grammar
 - planning a syllabus 22
 - type of syllabus 19–22
- Target language 4, 8, 31
- Target language community 1, 3, 4, 23, 33
- Teacher, the 5–6
- role of the teacher, the 38, 197, 200–205, 216, 217, 218, 223
 - teacher as assessor 201–2, 205, 206
 - teacher as controller 201, 205, 207, 216, 217, 223
 - teacher as organiser 202–4
 - teacher as participant 44, 123, 132, 204
 - teacher as prompter 123, 139, 204
 - teacher as resource 139, 140, 204–5, 233
 - teacher adaptability 39
 - teacher approval 7
 - teacher attitude 7
 - teacher flexibility 39, 220, 221
 - teacher intervention 44, 45, 49
 - teacher models 33
 - teacher qualities 5
 - teacher's knowledge of the institution 223–4
 - teacher's knowledge of the profession 223–4
 - teacher's knowledge of the students 224–7
 - teacher's treatment of students 4
 - the teacher and discipline problem 210–11 see also Discipline
 - the teacher as model 8
- Teams 94, 95, 136
- Testing 166
- tests 224
- Textbook, the 23, 52, 218, 219, 220, 235, 237
- textbook drills see also Drilling
 - textbook short answers 112
 - textbook style 68
- Text-related task 151, 152, 153, 155, 157, 159, 160, 163, 168, 170, 171, 178, 180, 186, 190 see also Follow-up task
- Translation 64, 65, 86, 203
- Types of text 146–50
- authentic material 146
 - non-authentic material 146
 - simulated-authentic material 149, 150
- Value 36, 38, 68, 149 see also Signification
- Variety 220, 221, 222, 244 see also Planning (planning principles)
- Visual stimuli 110 see also Aural stimuli
- Widdowson, H 36
- Writer 42, 43, 106
- Writing 16, 176
- Writing in presentation
- fill-in exercise 65, 68, 71, 101
 - parallel writing 65
 - writing as reinforcement 65
 - written stage in presentation, the 71, 72, 83
- Written and spoken English 48
- Written communicative activities 132–40
- exchanging letters 133–5
 - fluency writing 136–7
 - relaying instructions 132–3
 - story construction 137–8
 - writing games 135–6
 - writing reports and advertisements 138–40
- Written practice 100–12
- cohesion and coherence 106–10
 - oral composition 110–12
 - parallel writing 102–5, 112, 167
 - sentence writing 100–2