

Contents

Series editor's preface ix

Preface xi

Introduction: Teacher development through exploring classroom processes 1

1 Approaches to classroom investigation in teaching 6

Journals 7

Lesson reports 9

Surveys and questionnaires 10

Audio or video recording of lessons 11

Observation 12

Action research 12

Appendixes 16

2 Exploring teachers' beliefs 29

The source of teachers' beliefs 30

Beliefs about English 32

Beliefs about learning 34

Beliefs about teaching 36

Beliefs about the program and the curriculum 38

Beliefs about language teaching as a profession 40

Follow-up activities 42

Appendixes 44

3 Focus on the learner 52

Learner belief systems 52

Cognitive styles 59

Learning strategies 63

Follow-up activities	67
Action research case study #1: Learner strategies	69
Appendixes	72
4 Teacher decision making	78
Planning decisions	78
Interactive decisions	83
Evaluative decisions	87
Follow-up activities	90
Action research case study #2: Negotiating course content with learners	91
Appendixes	93
5 The role of the teacher	97
The nature of roles	97
Roles reflecting institutional factors	98
Roles reflecting a teaching approach or method	101
Roles reflecting a personal view of teaching	104
Cultural dimensions of roles	107
Follow-up activities	109
Action research case study #3: Renegotiating teacher–learner roles to increase student motivation	110
6 The structure of a language lesson	113
Openings	114
Sequencing	118
Pacing	122
Closure	124
Follow-up activities	125
Action research case study #4: Transitions during lessons	126
Appendixes	129
7 Interaction in the second language classroom	138
The teacher's action zone	138
Interactional competence	141
Learner interactional patterns	144
Grouping arrangements	146
Follow-up activities	154
Action research case study #5: Grouping arrangements in the classroom	157
Appendixes	159

8	The nature of language learning activities	161
	Types of language learning activities	162
	Dimensions of language learning activities	167
	Follow-up activities	173
	Action research case study #6: Student performance on learning activities	178
	Appendix	181
9	Language use in the classroom	182
	How teachers modify their language	182
	Teachers' questions	185
	Feedback	188
	Learner language use in the classroom	193
	Follow-up activities	199
	Action research case study #7: Error correction	200
	Epilogue	202
	References	205
	Index	215

Index

- academic learning time, 171
- action research, 12–14; case studies 69–71, 91–2, 110–2, 126–8, 157–8, 179–80, 200–1; guidelines, 27–8
- action zone, 138–141, 188
- Active Teaching, *see* methods and approaches
- activities, 161–81; complexity, 169; types, 163–5
- Adams, R. and Biddle, B., 139
- Adult Migrant Education Program (Australia), 38, 100
- affective activities, 165
- affective strategies, 64
- alienated students, 146
- allocated time, 171
- Allwright, D., 191
- Allwright, D. and Bailey, K., 191–2
- analytic learning style, 60, 61
- application activities, 164–5
- aptitude, perceptions of, 56
- assessment activities, 165–6
- assessment: of students, 165, 172; of teachers, 87–8, 95–6; self-assessment, 88
- audio recordings of lessons, *see* recording lessons
- Audiolingualism, *see* methods and approaches
- authority-oriented learning style, 60
- Bailey, K. M., 7
- Banbrook, L. and Skehan, P., 185
- Bartlett, L., 7, 40–1
- Bartlett, L. and Butler, J., 100–1
- beginnings of lessons, *see* openings of lessons
- beliefs, *see* learners' beliefs, and teachers' beliefs
- Bialystok, E., 52
- Bondy, E., 58, 144
- Breen, M. and Candlin, C. N., 103
- Brick, J., 55, 107
- Brindley, G. P., 34–5, 80
- Brown, G., 147–8; 150–51
- Cathcart, R., 193–5
- ceremonial formulas, 196
- Chaudron, C., 148, 183, 190
- Clark, C. M. and Yinger, R. J., 81
- classroom observation, *see* observation
- closure of lessons, 124–5
- cognitive strategies, 64
- cognitive style, 59–63, 75–7; definition, 59
- collaborative journal writing, *see* journals
- communicating goals (to students), 115, 167–8
- communicative appropriacy, 197
- communicative functions, 193–5
- Communicative Language Teaching, *see* methods and approaches
- communicative learning style, 60, 61
- compensation strategies, 64
- comprehensible input, 152–3, 184
- comprehension activities, 164
- concrete learning style, 60
- convergent questions, *see* teachers' questions

- Cooperative Learning, *see* methods and approaches
- correction, *see* feedback
- critical reflection, 1–2, 4, 6, 202–3
- cross-cultural differences, 53, 55–7, 62, 107–8, 142–4
- decision making, 78–96; (*see also* evaluative decisions, interactive decisions, planning decisions)
- dependent students, 145
- Direct Method, *see* methods and approaches
- display questions, *see* teacher's questions
- divergent questions, *see* teacher's questions
- Doyle, W., 121
- Ellis, R., 138, 182
- endings of lessons, *see* closure of lessons
- error correction, *see* feedback
- evaluative decisions, 87–9; relation to beliefs, 88–9
- feedback, 143, 188–92, 200–1; on content, 189; on form, 189–92
- feedback activities, 165
- Findley, C. and Nathan, L., 83
- formulaic speech, 195–6
- fossilization, 197
- Freeman, D., 81, 203
- functions, *see* language functions in the classroom
- gambits, 196
- Good, T. and Power, C., 144
- Good, T. L. and Brophy, J., 147, 149
- Gower R. and Walters, S., 123–4
- Green, P. S. and Hecht, K., 197
- group work, 153–4
- grouping arrangements, 146–54; related to activities, 169–70
- Hatch, E., 152
- Hendrickson, J. M., 189
- Hosenfeld, C., 65
- Hubbard, P., et al., 94, 119
- Hyland, K., 103
- individual work (seat work), 151
- input, *see* comprehensible input
- instructional routines, 120–1
- interaction, 138–60; and relation to second language acquisition, 152; student-student, 44–47
- interactional competence, 141–4
- interactional patterns, 144–146
- interactive decisions, 83–7; and relation to beliefs, 86
- isolated students, 145
- Johnson, K., 37, 85–6
- journals, 6–8; guidelines, 7, 16–7; collaborative journal writing, 8, 18
- Kindsvatter, R., Willen, W., and Isler, M., 30, 78
- Knowles, L., 60
- Krashen, S. D., 152, 184
- Krashen, S. D. and Terrell, T., 196
- language functions in the classroom, 193
- language use, 182–202; of the teacher, 182–92; of the learner, 193–9
- Larsen-Freeman, D., 103
- learner strategies, 63–7, 69–71, 73–4; definition, 63; effective versus ineffective, 65; relation to activities, 165, 170
- learner-centered approach, 34, 38, 100–1
- learners' beliefs, 52–9; about English, 52–3; about learning, 55, 72; about reading, 58; about teaching, 54–5; differences between teachers and students, 35, 53–4; and relation to second language acquisition, 52
- learners' goals, 56–8
- learning preferences, 60–62; questionnaire, 20
- learning strategies checklist, 73–4
- learning style, *see* cognitive style

- lesson planning, 79–83, 93–4, 161–3
 lesson reports, 6, 9–10, 19, 44–7, 137, 160, 181
 Levin, T. with Long, R., 171
 Littlewood, W., 119
 Long, M. H., 152, 153
 Long, M. H. and Sato, C. J., 187
 Lortie, D., 31
 Lynch, T., 197

 McGrath, I., Davies, S., and Mulphin, H., 115, 129
 memorization activities, 164
 memory strategies, 64
 metacognitive strategies, 64
 methods and approaches: Active Teaching, 102; Audiolingualism, 103; Communicative Language Teaching, 103, 119; Cooperative learning, 102–3; Direct Method, 101–2; Situational Language Teaching, 119; Total Physical Response, 103–4
 modification of teachers' language, *see* teachers' language

 needs analysis, 99
 Nunan, D., 80, 100, 161, 189
 Nuttall, C., 120

 O'Malley, J. M. and Chamot, A. U., 65
 objectives, 79–81, 83, 161
 observation, 6, 12; guidelines, 22–3; forms, 140, 149–50, 159; tasks, 43, 69, 91, 110, 126, 156, 178, 200 (*see also* peer observation)
 openings of lessons, 114–8, 129
 Oxford, R., 63–5

 pacing (of lessons), 122–124; relation to decision making, 122
 pair work, 152–3
 Parker, W. C., 83–4
 participation, *see* student participation
 peer observation, 6; guidelines, 24–6
 Pennington, M., 40
 perceptual learning style preference questionnaire, 75–7

 phantom students, 145
 Phillips, S. V., 142
 planning decisions, 78–83; definition, 78
 Porter, P., 197
 practice activities, 163–4
 presentation activities, 163
 procedural questions, *see* teachers' questions
 process approach to writing, *see* writing
 professionalism, 40–1

 questioning skills, 187–8
 questionnaire forms, *see* surveys and questionnaires
 questions, *see* teachers' questions

 reading: lesson format, 118; sequencing, 120, 133–6; strategies, 65
 recording lessons, 6, 11
 referential questions, *see* teachers' questions
 Richards, J. C., 88, 123
 Richards, J. C. and Rodgers, T., 103
 roles of teachers, 97–112; and approach or method, 101–4; and culture, 107–9; and institutional factors, 98–101; and personal view, 104–7; definition of, 97
 Rosenshine, B. and Stevens, R., 114, 115, 192–3
 Rubin, J., 66

 Schinke-Llano, L., 139
 self-inquiry, 3
 sequencing of lessons, 118–22, 130–6
 Shavelson, R., 78
 situational formulas, 195
 Situational Language Teaching, *see* methods and approaches
 social strategies, 64–5
 social students, 145
 Stanley, S., 91
 strategies, *see* learner strategies
 strategy activities, 165
 structuring, 113–37
 student participation, 187–8

- students' beliefs, *see* learners' beliefs
- stylistic formulas, 195
- surveys and questionnaires, 6, 10, 20–1, 48–9, 50–1, 72, 73–4, 75–7
- task-oriented students, 145
- teacher talk, 184
- teacher decision making, *see* decision making
- teachers' beliefs, 29–51; about English, 32–3; about language teaching as a profession, 40–1; about learning, 34–6, 50–1; about reading, 58; about teaching, 36–8, 48–9; about the program and curriculum, 38–9; differences between teachers and students, 35, 53–4; sources, 30–2
- teachers' language, 182–5; (*see also* teacher talk)
- teachers' questions, 185–8; convergent, 186–7; display, 187; divergent, 187; procedural, 186; purposes of, 185; referential, 187
- Tikunoff, W., 102, 123
- time on task, 171
- Total Physical Response, *see* methods and approaches
- transitions within lessons, 121–2
- Tumposky, N., 56–7
- two-way and one-way tasks, 152
- Vann, R., and Abraham, R., 63, 65
- video recordings of lessons, *see* recording lessons
- wait time, 188
- Wallace, M. J., 96–7
- whole-class teaching, 147–51
- Willing, K., 60–2, 74
- Wong-Fillmore, L., 113, 114, 118, 120
- Woods, D., 86, 88
- Wright, T., 98
- writing: strategies, 65; process approach, 119–20, 132
- Zeichner, K., 202