

Contents

	<i>page</i>
Preface	ix
Acknowledgements	xi
PART 1: LANGUAGE	
CHAPTER 1: THE WORLD OF ENGLISH	
A The place of English	1
A1 The numbers game	1
A2 How English got there	2
A3 Where English fits	4
A4 The future of English	5
B Varieties of English	6
B1 Three circles	6
B2 Appropriate models of English	8
B3 General and specific	9
CHAPTER 2: DESCRIBING LANGUAGE	
A Grammar	12
A1 Spoken and written grammar	13
A2 Problems with grammar rules	15
B Vocabulary	16
B1 Language corpora	16
B2 Word meaning	18
B3 Extending word use	19
B4 Word combinations	20
B5 The grammar of words	21
C Language in use	23
C1 Purpose	23
C2 Appropriacy	24
C3 Language as discourse	25
C4 Genre	27
D The sounds of the language	28
D1 Pitch	28
D2 Intonation	28

D3	Individual sounds	29
D4	Sounds and spelling	31
D5	Stress	32
E	Paralinguistic features of language	33
E1	Vocal paralinguistic features	33
E2	Physical paralinguistic features	33

PART 2: LEARNERS AND TEACHERS

CHAPTER 3: DESCRIBING LEARNERS

A	Age	37
A1	Young children	38
A2	Adolescents	38
A3	Adult learners	40
B	Learner differences	41
B1	Aptitude	41
B2	Good learner characteristics	41
B3	Learner styles	42
B4	Language levels	44
B5	Individual variations	45
B6	What to do about individual differences	48
C	Motivation	51
C1	Defining motivation	51
C2	Sources of motivation	51
C3	Initiating and sustaining motivation	52

CHAPTER 4: DESCRIBING TEACHERS

A	What is a teacher?	56
A1	Teachers and learners	56
B	The roles of a teacher	57
B1	Controller	58
B2	Organiser	58
B3	Assessor	59
B4	Prompter	60
B5	Participant	60
B6	Resource	61
B7	Tutor	62
B8	Observer	62
B9	Which role?	63
C	The teacher as performer	63
D	The teacher as teaching aid	64
D1	Mime and gesture	64
D2	Language model	65
D3	Provider of comprehensible input	66

PART 3: THEORIES, METHODS, AND TECHNIQUES**CHAPTER 5: SOME BACKGROUND ISSUES**

A	Pulling habits out of rats	68
B	'Language learning will take care of itself'	70
C	Noticing	73
D	The affective variable	74
E	Discovering language	75

CHAPTER 6: POPULAR METHODOLOGY

A	Approaches, methods, procedures, and techniques	78
A1	Audio-lingualism	79
A2	Presentation, Practice, and Production	80
A3	PPP and alternatives to PPP	82
A4	The Communicative approach	84
A5	Task-based learning	86
A6	Four methods	88
A7	Humanistic teaching	90
A8	The Lexical approach	91
B	What methodology?	93
B1	Methods and culture	93
B2	Making choices	96

CHAPTER 7: MISTAKES AND FEEDBACK

A	Students make mistakes	99
B	Assessing student performance	100
B1	Teachers assessing students	100
B2	Students assessing themselves	102
C	Feedback during oral work	104
C1	Accuracy and fluency	104
C2	Feedback during accuracy work	106
C3	Feedback during fluency work	107
D	Feedback on written work	109
D1	Written feedback techniques	110
D2	Finishing the feedback process	112

PART 4: MANAGING CLASSES**CHAPTER 8: GROUPING STUDENTS**

A	Different groups	114
A1	Whole-class teaching	114
A2	Students on their own	115
A3	Pairwork	116
A4	Groupwork	117

A5	Ringing the changes	118
B	Organising pairwork and groupwork	119
B1	Making it work	119
B2	Creating pairs and groups	120
B3	Procedures for pairwork and groupwork	122
B4	Troubleshooting	124
CHAPTER 9: PROBLEM BEHAVIOUR AND WHAT TO DO ABOUT IT		
A	Why problems occur	126
B	Preventing problem behaviour	127
B1	Creating a code of conduct	127
B2	Teachers and students	128
C	Reacting to problem behaviour	129
D	'Please speak English!'	131
D1	Why students use the mother tongue in class	131
D2	Attitudes to mother-tongue use in the classroom	131
D3	What to do about it	132
CHAPTER 10: EDUCATIONAL TECHNOLOGY AND OTHER TEACHING EQUIPMENT		
A	Pictures and images	134
B	The overhead projector	136
C	The board	137
D	Bits and pieces	139
E	The language laboratory	141
E1	Advantages of the language laboratory	142
E2	Activities in language laboratories	143
F	What computers are for	145
G	Homegrown materials production	151
PART 5: FOCUSING ON LANGUAGE		
CHAPTER 11: STUDYING LANGUAGE		
A	Studying structure and use	154
A1	Language study techniques	154
A2	Language study in lesson sequences	156
A3	Known or unknown language?	157
A4	Choosing study activities	158
B	Examples of language study activities	159
B1	Introducing new language	159
B2	Discovery activities	161
B3	Remembering	163

CHAPTER 12: RESEARCHING LANGUAGE

A	What dictionaries are for	168
A1	Reference and production dictionaries	169
A2	Training students to use dictionaries	171
B	What grammar books are for	173
C	What language corpora are for	175
C1	Typical or divergent?	177
D	Examples of language research	178

CHAPTER 13: TEACHING PRONUNCIATION

A	Pronunciation issues	183
A1	Perfection versus intelligibility	184
A2	Problems	184
A3	The phonemic alphabet: to use or not to use?	185
A4	When to teach pronunciation	186
B	Examples of pronunciation teaching	187
B1	Working with sounds	187
B2	Working with stress	191
B3	Working with intonation	194
B4	Sounds and spelling	196
B5	Connected speech and fluency	197

PART 6: RECEPTIVE AND PRODUCTIVE SKILLS

CHAPTER 14: TEACHING RECEPTIVE SKILLS

A	How we read and listen	199
A1	What we bring to the task	199
A2	Reasons for reading and listening	200
A3	Top-down and bottom-up	201
A4	Different skills	201
B	Problems and solutions	203
B1	Language	203
B2	Topic and genre	205
B3	Comprehension tasks	207
B4	Negative expectations	208

CHAPTER 15: READING

A	Extensive and intensive reading	210
A1	Extensive reading	210
A2	Intensive reading: the roles of the teacher	213
A3	Intensive reading: the vocabulary question	213
B	Reading lesson sequences	215
B1	Examples of reading sequences	215

CHAPTER 16: LISTENING

A	Extensive and intensive listening	228
A1	Extensive listening	228
A2	Intensive listening: using taped material	229
A3	Intensive listening: 'live' listening	230
A4	Intensive listening: the roles of the teacher	231
B	Listening lesson sequences	232
B1	Examples of listening sequences	233
C	The sound of music	242

CHAPTER 17: TEACHING PRODUCTIVE SKILLS

A	Productive skills	246
A1	Structuring discourse	246
A2	Following the rules	246
A3	Different styles, different genres	247
A4	Interacting with an audience	248
A5	Dealing with difficulty	249
B	Productive skills in the classroom	249
B1	Reception and production	250
C	Problems and solutions	251
C1	Language	252
C2	Topic and genre	252

CHAPTER 18: WRITING

A	Writing conventions	255
A1	Handwriting	255
A2	Spelling	256
A3	Layout and punctuation	256
B	Approaches to student writing	257
B1	Process and product	257
B2	Writing and genre	258
B3	Creative writing	259
B4	Writing as a cooperative activity	260
B5	Using the computer	260
B6	The roles of the teacher	261
C	Writing lesson sequences	262

CHAPTER 19: SPEAKING

A	Elements of speaking	269
A1	Language features	269
A2	Mental/social processing	271
B	Classroom speaking activities	271
B1	Acting from a script	271
B2	Communication games	271

B3	Discussion	271
B4	Prepared talks	274
B5	Questionnaires	274
B6	Simulation and role-play	274
B7	The roles of the teacher	275
C	Speaking lesson sequences	276

CHAPTER 20: TEACHING WITH VIDEO

A	Using video in language learning	282
A1	Why use video?	282
A2	Video problems	283
A3	Video types	284
A4	Whole-lesson video	284
A5	Video as part of a lesson	285
A6	Self-access video	286
B	Common video teaching techniques	286
B1	Viewing techniques	286
B2	Listening (and mixed) techniques	287
C	Video watching activities	287
C1	General comprehension	287
C2	Working with aspects of language	288
C3	Video as a springboard to creativity	289
D	Video-making activities	290
D1	Video simulations	290
D2	Creative ideas	290
D3	Working with language	291
D4	Getting everyone involved	292
D5	What to do with the videos	292
D6	Video and the teacher	293

PART 7: DESIGN AND PLANNING

CHAPTER 21: SYLLABUSES AND COURSEBOOKS

A	Syllabus design	295
A1	Syllabus design criteria	295
A2	Different syllabuses	296
A3	The multi-syllabus syllabus	299
B	Choosing coursebooks	301
B1	Criteria for assessment	301
B2	Evaluation measures	302
C	Using coursebooks	304
C1	Coursebook or no coursebook?	304
C2	Options for coursebook use	305

CHAPTER 22: PLANNING LESSONS		
A	Pre-planning	308
B	The plan	310
B1	The planning continuum	310
B2	Making a plan	312
B3	The formal plan	313
B4	Planning a sequence of lessons	317
C	Using lesson plans	318
C1	Action and reaction	318
C2	Plans as records and research tools	320
PART 8: EVALUATION		
CHAPTER 23: TESTING STUDENTS		
A	The characteristics of tests	321
A1	Different types of test	321
A2	Characteristics of a good test	322
B	Types of test item	322
B1	Direct and indirect test items	322
B2	Indirect test item types	323
B3	Direct test item types	325
C	Writing and marking tests	327
C1	Writing tests	327
C2	Marking tests	328
D	Teaching the test	331
PART 9: LOOKING FURTHER		
CHAPTER 24: LEARNER AUTONOMY, TEACHER DEVELOPMENT		
A	The autonomous learner	335
A1	Routes to autonomy	336
A2	The self-access centre (SAC)	340
A3	After the course	342
B	The developing teacher	344
B1	Action research	344
B2	Professional literature	347
B3	Developing with colleagues	347
B4	A broader view of development	350
FOLLOW-UP TASKS		
BIBLIOGRAPHY		
INDEXES (Subject and Author)		