## **Contents**

	List of abbreviations	page vii
	Acknowledgements	viii
	Introduction	1
1	A changing perspective on language teaching	5
1.1	A new technology of language teaching	
1.2	Towards an ecological perspective on language teaching	- 5
1.3	Learner identities	II
1.4	Teacher identities	15
1.5	Identity and context	18
1.6	Emerging responses, emerging challenges	21
2	The dynamics of teaching and learning	28
2.I	Locating language teaching	28
2.2	Diversity and rationality	31
2.3	A changing research agenda	39
2.4	A dynamic perspective on the classroom	43
2.5	Exploring classroom dynamics	47
3	Visions of language	49
3.1	The language is the language: Or is it?	49
3.2	Language as a linguistic system	50
3.3	Language as doing things: The functional perspective	
3.4	Language as self-expression	65
3.5	Language as culture and ideology	69
3.6	Overview	75
4	Visions of learning	77
4.1	The diversity of the learning experience	77
4.2	Experiential learning	78

## Contents

4.3	Analytical learning	85
4.4	Habit formation: Developing automaticity	90
4.5	The role of affect	95
4.6	Overview	102
5	Visions of the classroom	104
5.1	The many meanings of the classroom	104
5.2	The classroom as a controlled learning environment	105
5.3	The communicative classroom	III
5.4	The classroom as a school of autonomy	117
5.5	The classroom as socialisation	123
5.6	Overview	129
6	Methodology and context	132
6.1	Putting methodology in its place	132
6.2	Exploring context	133
6.3	The force of circumstance	136
6.4	Conflicting rationalities	145
6.5	Overview	155
7	Exploiting local dynamics	157
7.1	The mental context of learning	157
7.2	Cultures of learning	158
7.3	Discovering the rules	160
7.4	A study in educational ethnography	170
7.5	Overview	179
8	Negotiation in the classroom	181
8.1	Teaching as negotiation	181
8.2	Negotiative dynamics	182
8.3	Negotiating classroom identities	185
8.4	A tale of two courses: Negotiating classroom realities among multiple participants	196
8.5	Overview	205
9	Living with complexity	207
	References	215
	Index	226