Contents

Preface

PART A:		
BACKGROUND	1 Why do people learn languages?	1
ISSUES	1.1 Reasons for learning	
	languages	1
	1.2 Success in language learning	3
	1.3 Motivational differences	7
	1.4 Conclusions	9
	Discussion/Exercises/References	9
	2 What a native speaker knows	11
	0.1 Deserve isting	11
	2.2 Grammar	12
	2.3 Vocabulary	14
		14
	2.4 Discourse 2.5 Language skills 2.6 Conclusions	16
	2.6 Conclusions	18
	Discussion/Exercises/References	19
	8 Communicative activities	
	3 What a language student should learn	21
	3.1 Pronunciation	21
	3.2 Grammar	22
	3.3 Vocabulary	23
	3.3 Vocabulary 3.4 Discourse	24
	3.5 Skills	25
	3.6 The syllabus	25
	3.7 Language varieties	28
	3.8 Conclusions	29
	Discussion/Exercises/References	29
	4 Language learning and language teaching	31
	4.1 Learning theories and approaches	31
	4.2 Foreign language learning	37
	4.3 Input and output	40
	4.4 A balanced activities approach	41
	4.5 Conclusions	43
	Discussion/Exercises/References	43

PART B:	5	Teaching the productive skills	46
PRACTICE		5.1 The nature of communication	46
		5.2 The information gap	48
		5.3 The communication continuum	49
		5.4 Stages in language learning/teaching	50
		5.5 Integrating skills	52
		5.6 Speaking and writing	52
		5.7 Level	. 54
		5.8 Conclusions	54
		Discussion/Exercises/References	54
		Introducing new language structure	56
	6	6.1 What do we introduce?	56
		6.2 The presentation of structural form	58
		6.3 A general model for introducing new language	60
		6.4 Discovery techniques	71
		6.5 The position of writing during presentation	72
		6.6 Introducing new language: examples	73
		6.7 Conclusions	90
		Exercises/References	90
		Exercises received a structure as a molecular	20
	7	Practice	92
	1		92
h.f.		7.1 Oral practice	109
		7.2 Written practice 7.3 Conclusions	120
			120
		Exercises/References	120
	8	Communicative activities	122
		8.1 Oral communicative activities	122
		8.2 Written communicative activities	139
		8.3 Correcting written work	146
		8.4 Projects	147
		8.5 Learner training	149
		8.6 Conclusions	151
		Exercises/References	151
		3.7 Photosec variables of	101
	9	Teaching vocabulary	153
		9.1 Language structure and vocabulary	153
		9.2 Selecting vocabulary	154
		9.3 What do students need to know?	156
		9.4 Teaching vocabulary	159
		9.5 Examples of vocabulary teaching	161
		9.6 The importance of dictionaries	174
		9.7 Conclusions	178
		Discussion/Exercises/References	179

	10	Receptive skills	181
		10.1 Basic principles	181
		10.2 Methodological principles for teaching receptive skills 10.3 A basic methodological model for the teaching of	184
		receptive skills	189
		10.4 Reading material	190
		10.5 Listening material	211
		10.6 Conclusions	232
		Discussion/Exercises/References	233
ART C:			
ANAGEMENT	11	Class management	235
ND		11.1 The role of the teacher	235
ANNING		11.2 Student groupings	243
		11.3 Disruptive behaviour	249
		11.4 Conclusions	253
		Discussion/Exercises/References	254
	12	Planning	256
		12.1 Planning, textbooks and the syllabus	256
		12.2 Planning principles	258
		12.3 What teachers should know	260
		12.4 The pre-plan	265
		12.5 The plan	268
		12.6 Conclusions	274
		Discussion/Exercises/References	274
	1.00	included the second sec	
	App	pendix: Evaluating materials	276
	Bib	liography	285
	Inde	ex	289

P/

M A Pl

Index

Accent 22, 28 (see also Pronunciation) Accuracy 49, 50, 53, 61, 92, 120, 146

Accuracy work 70 Accurate reproduction 41, 60, 62, 64, 75, 236

accurate reproduction stage 60,
 61, 62, 68, 74, 85, 238, 243, 247,
 259, 266

Acquisition 33, 37, 38, 39, 40, 43 (see also Children, Second-language acquisition)

 child's acquisition of language 33, 38

 how people learn their first language 31

Acquisition and learning 33, 37, 45 (see also Conscious learning, Second-language acquisition)

Activities 25, 42, 265, 266, 268, 279, 281 (see also Balanced activities approach,

Communicative activities) – appropriate balance of activities

281

change of activity 7

repertoire of activities 261
 Activity and class organisation – see

Planning Adaptability – see Teacher

Adolescents 7, 244, 249, 252, 253

- need to be seen in good light 8

Adult language learning 33

Adult learners 249, 252, 270 (see also Students at different levels)

adult advanced students 7
adult beginners 7, 8

adult beginners /, 8
 adult intermediate sti

adult intermediate students 7, 8
 Advanced students – see Students at different levels

Aids 5, 63, 64, 74, 88, 101, 260, 261, 271, 273 (see also Computers, Planning, Tape recorder, Video)

- (black)board 5

- cards 105, cue cards 121
- flashcards 93, 94, 260
- overhead projector (OHP) 260

pictures 117, 127, 161

- realia 161

- wall pictures 260

- Aims see Objectives
- Allwright, R 34, 35, 37

Anti-social behaviour – see Disruptive behaviour

Appropriacy 11, 14, 15, 16, 21, 24

- channel 15, 16
- setting 15
- participants 15
 24
- purpose 15, 24
- topic 15

Appropriate language 15, 18, 21, 47 – appropriate language use 22, 29 – inappropriate language use 15 Asher, J 36 (see also Humanistic approaches, Total Physical Response) Assessor – see Teacher

Atmosphere 5

Attitude to language learning 4 (see also Motivation) Audio-lingual method 6, 32

– audiolingualism 44

Aural stimuli 117

Authentic and non authentic text – see Types of text

Balance

Balanced activities approach, the 41, 42 (see also Planning) Bangalore Project, the 35, 38, 44 (see Prabhu, Task-based learning) Beginners – see Students at different levels

Behaviourism 31, 32, 44

- Behaviourist philosophy 43
- Bilingual dictionaries see
- Dictionaries (Black)board 5

Body language 53 (see also Writing and speaking, difference between)

Buzz group 124, 138, 271, 274 (see also Discussion)

Cards - see Aids

Challenge 7, 8, 9 Changeable units 59, 60 (see also

Pattern)

Checking meaning 70

- information checking 70
- translation 70, 71

Children 5, 7, 244, 252, 253 (see also Acquisition)

- are curious 7
- mothers and fathers talking to children 34
- time taken to acquire their first language 38
- Chomsky, N 14, 19, 32
- Choral repetition see Repetition Class management 235–255 (see also Disruptive behaviour, Teacher, (– Role of the teacher), Student Groupings)
- big classes 78

Classroom, the 5, 9, 27 (see also Contexts, Physical conditions) Cognitivism 32, 33, 43

Cohesive devices 114, 117, 208 (see also Written practice (- cohesion and coherence)) Collocation – see Words (Word Use) Communication continuum, the 49, 50, 92

real communication 48, 126
 realistic communication 95, 104
 Communicative activities 34, 36, 40,

41, 42, 43, 48, 49, 50, 51, 54, 147, 247, 248, 259, 266 (see also Oral communicative activities, Written communicative activities) – as a switch 36

- as a switch 50
- characteristics of communicative activities 49, 50, 122, 151

 management of communicative activities 22 (see also Class management)

 organising communicative activities 240

- pre-communicative activities 52

Communicative approach, the 41, 42

- not without controversy 45

Communicative competence 14, 18, 19

 development as a way of describing language ability 20
 Communicative officiency 22, 23, 2

- Communicative efficiency 22, 23, 29, 42, 244
- Communicative events 46
- Communicative output 40, 41 (see also Output)

Communicative purpose - see Purpose

Community Language Learning 36, 38 (see also Counselling-learning, Humanistic approaches)

Competence 14, 18, 33 (see also Communicative competence, Performance, Strategic competence)

- grammatical competence 14

- Competent language user 11, 12, 13, 16, 18, 22, 25, 28, 33 (*see also* Native speaker)
- incompetent language user 16
- Composition see Written practice
- Comprehensible input 34, 36, 37, 39, 43, 45 (see also Roughly-tuned input)
- Comprehension task 189, 190 (see also Language skills)
- teacher directs comprehension 189, 190, 191, 192
- Computers 131, 142, 155 (see also Wordprocessors)
- computer-based vocabulary studies 26 (see also Vocabulary (- frequency and coverage))
- computer games 131
- computer hardware software 260
- computer terminals 248
- mini-computers 131

Conditioning 31, 37, 43 (see also Behaviourism) Conditions - see Physical conditions Conduct - see Disruptive behaviour Conscious learning 33, 34, 37, 38, 39, 40, 56 (see also Acquisition and learning) as one part of a methodological approach 39 consciously-learnt language 37, 38 Content 50, 146 content in texts 132 - not form 50 of language classes 39 Content feedback - see Feedback Context 277 (see also Contexts for introducing new language) informal contexts 162 - realistic contexts 282 Contexts for introducing new language 57, 58, 60 diagram 58 different contexts for language presentation 58, 90 types of context 57 formulated information 57, 58, 61, 87 language examples 57, 58, 85 physical surroundings 57, 58, real contexts 57, 58 simulated contexts 57, 58, 71 situations 57, 58, 80 stories 58, 71, 75, 77 the outside world 57, 58 the students' world 57, 58, 73, 75 Controlled language work 42, 257, 266 controlled practice 65, 259 - semi-controlled language practice 43 Controlled techniques 50 (see also Drilling) Controller - see Teacher, the Conversation 5, 52, 104, 105 (see also Discussion) free conversation 106 structuring conversation 82 (see also Discourse) flow diagram 82 whole-class conversation 105 Co-operative way 95 (see also Humanistic techniques) Copying 72, 84 Correction 41, 68 (see also Feedback) correcting written work 72, 146 - 7 correction techniques 69 student corrects student 69, 142, 147

teacher corrects students 69 – difference with

organising feedback 237

- gentle correction 70, 105, 237
 not appropriate for student
- journals 146
- showing incorrectness 66, 68, 69
- self-correction 90
- symbols for correction 147 variety of symbols 146
- teacher correction 41
- Counselling-learning 36 (see also Community Language Learning, Humanistic approaches)
- Cue-response drills 66, 67, 68, 71, 75, 93, 95 (see also Drilling)
- controlled by students 95
- cue 67
- instruct 67, 68
- nomination 67
- Culture 2
- cultural stereotype 26
- culture of target language 4
- harmful stereotypes 283
- multi-cultural nature of society 283

Curriculum 1, 3 (see also Syllabus)

Davis, P 119 (see also Dictation) Debate 125 (see also Discussion) Deep experience 34, 160 Demonstration of techniques/ activities 101, 240 (see also Oral communicative activities) Describe and draw 126, 138 Desire to communicate 47, 49, 50 creating desire to read/listen 188 Dialogue 57, 80, 83, 245 (see also Suggestopaedia) Dictation 119-20 (see also Listening material (- script dictation)) - little dictations 119 poetry dictation 120 students dictate to each other 120 Dictionaries 174-5 bilingual dictionaries 163, 174-5 bilingual dependence 175 turning their use to our advantage 175 dictionary conventions 178 dictionary definitions 175 dictionary games 178 - dictionary use 153 - dictionary use in reading 175 - monolingual dictionaries 153, 175 as greatest resource 175 daunting 175 choosing between meanings 176 students more confident with dictionaries 178 Directions 220 - understanding directions 220 Discipline - see Disruptive Behaviour Discourse 14, 24 - connected discourse 111

- discourse organisation 25, 29

- structuring discourse 14, 16, 24 (see also Conversation (- structuring conversation))
- Discovery activities 23, 29, 71, 78, 90, 150, 171, 271
- Discovery techniques 71, 160, 163
- discovery exercise 86
- easier at intermediate/advanced levels 72
- problem-solving 72, 80, 85, 90 (see also Problem-solving)
- Discussion 103, 122, 123–5, 141, 169, 245, 259, 271 (*see also* Conversation, Oral Communicative activities)
- develop spontaneously 124
- organising discussions 124 proper organisation 125
- discussion activities 125
- reluctant students 124
- Disruptive behaviour 249–253 – action in case of indiscipline 252–3
- anti-social behaviour 252
- causes of disruptive behaviour 249–252
- code of conduct 249, 252
- establishing a code of conduct 249
- noise and indiscipline 244, 245
- noise rises to excessive levels 244
- Drilling 32, 49, 50, 77, 83, 95, 236 (see also Accurate reproduction)
 - oral drills 92–5 chain drills 95 four-phase drills 92, 93 mixed question and answer drills 93, 94
 - oral substitution drill 111
- relative merits of drills 121
- textbook drills 104
- Elicitation 60, 61, 62, 71, 73, 84, 88, 90, 94, 111, 119
- English 1, 28 (see also General English)
- as an international language 1
- different varieties of English 28
- English-speaking country 2
- English for Specific purposes 2, 3, 205, 264, 278
- English for academic purposes 2
- English for work purposes 2
 English for science and technology 2
- Error 138 (see also Correction, Mistakes)
- recording errors 238
- Evaluating materials see Materials

Exams 261 (see also Testing)

- Extensive skills 234 (see also Language skills)
- Explanation see Presentation techniques

INDEX

IN

Written and spoken English, differences between)

- Facilitator -see Role of the teacher
- Failure in language learning 3, 4, 7 (see also Motivation, Success in
- language learning) Feedback 40, 53, 66, 90, 244 (see also Correction)
- conducting feedback 131, 133
- content feedback 146, 237, 238
- feedback session 88, 123, 139, 160
- form feedback 146, 238
- immediate feedback 140
- organising feedback 237
- Teacher conducts feedback 101, 189, 190, 196, 215, 272
- telling students 'what went right' 239
- Finely-tuned input 34, 40, 41, 42, 43, 56, 187 (see also Conscious learning)
- Flexibility see Teacher
- Flow diagram *see* Conversation (– structuring conversation)
- Follow-up task 177, 196, 201, 211, 216, 221, 226 (*see also* Text-related task)
- Foreign languages 1, 25 (see also English, Language varieties)
- Form 50 (see also Feedback (- form feedback))
- emphasis on form, not content 49, 50

Formal language 24 (see also Appropriacy, Informal language)

- Forms and patterns 59
- Fried-Booth, D 148 (see also Projects)
- Functions 24, 25, 26, 40, 41, 57, 193, 224, 245-7, 273 (see also Syllabus)
- fixed phrases as functions 26
- functional language 80
- grading functions 26
- identifying function 208, 209

- performing functions 29

Games 34, 95, 101–2, 266 (see also Oral communicative activities, Oral practice, Written communicative activities)

- Gardner, R and Lambert, W 9 (see also Motivation)
- Gattegno, C 36 (see also Humanistic approaches, Silent way)
- General English 27, 28, 279
- general class 205, 264
- general student audience 258 (see also Students)
- Gestures 53, 65, 161 (see also (Presentation techniques – explanation), Written and spoken English, differences between)
- for contraction 64-51, 78

Gibling, K and Spalding, E 37 (see also Self-directed learning) Goals 3, 9 (see also Motivation) - long-term goals 3, 9, 42 - primary goals 8 - realistic goals 8 short-term goals 3, 8, 9 Grammar 5, 11, 12, 13, 16, 18, 21, 22, 26, 29 grammar rules 13 transmission of grammar rules 23 grammatical correctness 70, 211 grammatical explanation at different levels 58, 59 grammatical forms contracted 64 grammatical items 23 grammatical patterns 80 - grammatical points 59, 257 native speaker's knowledge of grammar 13 shift grammar's pre-eminence to lexis 180 Grant, N 284 Groups and groupwork 39, 51, 94, 95, 97, 106, 117, 122, 128, 136, 141, 143, 144, 148, 165, 193, 224, 245-7, 273 (see also Student groupings)

- Handwriting 53
- Headlines 173, 174
- Homework marking 146
- Homework practice 109
- Humanistic approaches 35, 36, 39, 41, 43, 131
- attention to techniques at expense of language learning? 44
- humanistic and co-operative techniques 39
- humanistic exercises 37
- Hymes, D 20 (see also Appropriacy, Communicative Competence)

Ice-breakers 131, 132, (see also

- Warmers) Idiom 157
- Immediate creativity 57, 60, 61, 62, 71, 73, 74, 75, 77, 84, 85, 88, 103, 104, 236, 237 (see also
- Presentation techniques)
- immediate creativity and different settings 70
- Individual study 248-9 (see also Student groupings)
- Informal language 15, 24 (see also Appropriacy)
- Information gap 48, 92, 121, 126, 266 (see also Oral practice)
- information gap activities 92, 95-101
- information gap exercises 239, 241
- Input 33, 40 (see also Comprehensible input, Finely-tuned input, Roughly-tuned input)

- Input and output 40, 43, 49
- figure 4 41
- Instructions 239, 240, 241 (see also Mother tongue, Teacher as organiser, the)
- translation of instructions 240, 247
- Integrating skills see Language skills
- Integrative motivation see Motivation
- Intensive skills 234 (see also Language skills)
- Interactions see Oral practice
- Intermediate students see Students at different levels
- Intonation 11, 12, 21, 22, 53, 62, 86 (see also Pitch)
- appropriate intonation 22
- using arms to show intonation patterns 65
- Introducing new language 50, 51, 90, 257, 266 (see also Contexts for introducing new language, Presentation, Presentation techniques)
- a general model for introducing new language 60–71
- for fifty minutes is counterproductive 259
- introducing writing see Writing in presentation
- Jigsaw listening see Listening material (– listening for communicative tasks)
- Jigsaw listening and reading 235
- Jigsaw reading see Reading
- material (- reading for communicative tasks)
- Jigsaw viewing see Video-specific techniques
- Jones, K 132 (see also Simulation)
- Journals see Written communicative activities (– writing journals)
- Jumbled text *see* Reading material (– reading for communicative tasks)

Krashen, S 33, 35, 36, 37, 44, 45

- Language awareness 23, 150 (see also Discovery techniques,
- Learner training)
- Language in context 57
- Language input see Input
- Language laboratory 213, 248
- Language learners 3 (see also Students)
- good language learners 37
- Language learning
- conditions under which learning takes place 38

- second (or foreign) language learning 37
- Language learning and language teaching 31-44
- Language progression

appropriate for your students 283
 Language rehearsal – see Practice

- Language skills 11, 16, 17, 18, 19, 21, 25, 28, 265, 267, 268, 278, 279, 280, 281
- categories (genres) 17
- combination of skills 267
- comprehension skills 188 general comprehension 204
- different for different language users 17, 52
- four skills 17, 265
- genres 17
- macro/micro skills 18
- productive skills 16, 50
- receiving and doing 188
- receptive and productive skills 16, 184–5 (see also Communicative activities, Introducing new language, Practice)

 receptive skills 17, 181–234 (see also Listening material, Reading) confirming expectations 138 deducing meaning from context 184 (see also Learner training) expectations 182, 183, 188, 193 extracting detailed information 184

- extracting specific information 183, 188, 191
- getting the general picture/gist 183, 188, 190, 191
- inferring opinion and attitude 190
- interest and usefulness 182

lead-in 183, 189, 191, 195, 196 methodological model for the teaching of receptive skills

189-90

predictive skills 183, 196 purpose and expectations

182-183

purpose, desire and

expectations 188

- recognising function and discourse patterns and
- markers 184 scanning 183, 184, 191, 196,

197

- skimming 183, 184, 191 teaching receptive skills 184 transferring skills 184 type 1 skills 188, 189, 190, 197, 206, 208, 231 type 2 skills 188, 272
- skill integration 46, 52, 54, 100, 107, 122, 141, 145, 282
- skill restriction 27

- sub-skills 17, 18, 19, 27, 28, 267, 278 to perform a task 188 Language store 38, 47 (see also Words (- word store)) Language structure and vocabulary 153-5 (see also Vocabulary) Language students - see Students Language teaching materials - see Materials Language type 265, 267, 268, 280, 282 at right level 282 realistic language 282 Language use 23, 51 - real language use 23 Language varieties 28 appropriate language variety 28 'better' variety 28 Language variety 47, 49, 50 Lead-in stage 71 - for receptive skills - see Language skills in listening 213 while organising activities 240 (see also Teacher (- teacher as organiser)) Learner training 36, 149-151 (see also Self-directed learning) - personal assessment 149 - training students to deal with unfamiliar words 150 read for gist 150 use communicative activities properly 150 use dictionaries 150 use textbooks 150 students achieve full potential 151 students take responsibility for learning 149 Learning centre 213, 248 (see also Listening (- listening centres)) Learning strategies 37, 150 (see also Learner training) Lexis - see Vocabulary Listener 47, 53, 183 Listening 16, 17, 18, 23, 24 in conversation 52 listening centres 248 (see also Learning centres) practice 88 - predicting content 213 - problems for both teacher and students 211 - the importance of listening 22 Listening and reading, differences between 211 Listening material 22, 211, 32 Jigsaw listening 219, 221, 241 listening for communicative tasks 219 - 24listening for details 25, 228-30, 271

listening for general

understanding 18, 224-8 listening to confirm expectations 215 - 17- listening to extract specific information 18, 19, 217-19 - listening with video - see Video script dictation 229 Listening problems and solutions 231-2 (see also Tape recorder) extract is long 227 give students interviewer's questions 232 preview vocabulary 232 repeat segments of tape 231 use the tapescript 232 Listening skills - listening for detailed comprehension - see Listening materials Localisation 104 (see also Oral practice) Lockstep 243-4 (see also Student groupings) Long-term goals - see Goals Lozanov, G 36 (see also Humanistic approaches, Suggestopaedia) Mackay, R 278 (see also Students (- student needs)) Matching 85, 163, 202 Materials 49 (see also Textbook) beginner and elementary materials 54 evaluating materials 276-84 'Catalyst' 284 guidance 279, 280, 284 layout and design of materials 279, 281 materials control 49, 50 materials evaluation form 276, 281 - 4piloting material 276 practical considerations in materials evaluation 279, 281 price of material 281 selection of material 258, 276 value of teaching materials 275 wide selection of materials in planning 258 Meaning 86, 156 (see also Vocabulary, Words) antonyms 156 connotation 14, 160, 163 meaning in context 24, 156, 169 meanings in relation to other meanings 156 sense relations 156, 165 more than one meaning 156 multiple meanings 178 synonyms 156 Mentalism - see Cognitivism Metaphor - see Words (- word use) Methodology 35

- traditional methodology 35

INDEX

Method, the 3, 5 - confidence in the method 5 Mime 73, 161 (see also Gesture, Facial expression) Mind maps 165, 166 Mistakes 32, 41, 66 (see also Correction, Error) - common mistakes 147 - in audio-lingual methodology 32

- Models for presentation 60, 61, 68, 73, 85 (*see also* Presentation techniques, Teacher (- teacher models))
- distortion 63, 68
- isolation 62, 63
- normal model 63
- Monitor 34 (see also Acquisition and learning, Krashen)
- Monolingual classes 75, 237, 240, 247 (*see also* Mother tongue, Translation)
- Moscowitz, G 35–6 (see also Humanistic approaches)
- Mother tongue, the 1, 19, 25, 150, 162, 247–8, 255 (see also Translation)
- no longer relevant? see Native speaker
- teacher's attitude to its use 247
- three things that can be done 248
- use of mother tongue should not concern us 247
- Motivation 3, 5, 9 (see also Attitude to language learning, Goals)
- de-motivated students 186, 258
- extrinsic motivation 3, 4, 5, 42
- importance of motivation 10
- instrumental motivation 3
- integrative motivation 4
- interesting/motivating classes 6
- internal drive 3
- intrinsic motivation 3, 5, 42
- motivating activities 264, 267 (see also Activities)
- motivating contexts 281
- motivational differences 7, 42
- motivational drive 7
- strength of motivation 9

Narrative 117

Native language – see Native speaker, Students (– own language) Native speaker 13, 16, 18, 22, 29, 53, 57, 149, 154 (see also Competent language user) – no longer relevant? 19 – non-native speaker 16 Natural approach, the 45 Nature of communication 46, 48, 49, 54 (see also Purpose – communicative purpose) Noise – see Disruptive behaviour (– noise and indicipline) Needs – see Students Nomination – see Cue-response drills Non-communicative activities 49, 50 (see also Communicative activities)

Objectives 269, 271 (see also Aims) Oral communicative activities 52,

- 122-39
- communication games 34, 126–9, 151
- discussion see Discussion
- problem-solving 129-31
- reaching a consensus 122-3, 267
- relaying instructions 125-6
- simulation and role play 132-9
- talking about yourself 131–2 to become more confident 152
- Oral practice 92-109
- additional remark 103
- games 101-2
- oral drills see Drilling
- oral interactions 105–8
- information gap activities see Information gap
- personalisation and localisation 92, 102–5
- Oral production 42
- Organiser see Teacher
- Output 40 (see also Communicative activities, Communicative output, Input and output)
- output stage 49
- practice output 40, 41 (see also Practice)

Pairs and pairwork 51, 68, 71, 83, 86, 95, 96, 99, 111, 117, 123, 126, 127, 131, 141, 165, 244,

- 244-5 (see also Student groupings) Paragraph organisation 16, 115, 273 (see also Written practice)
- identifying paragraph structure 210
- Parallel writing see Writing in presentation, Written practice – parents 1

Participant - see Teacher

- Pattern 59
- grammatical patterns 59, 80
 Peers 4
- peer approval 8
- Performance 14, 33 (see also
- Competence)
- Personalisation 102, 110 (see also Oral practice)
- Phonetic symbols 11, 163
- Physical conditions 3, 5, 38, 261 (see
- also Classroom)
- unfavourable conditions 5
- Pictures see Aids
- Piloting a course see Materials Pitch 12, 21, 53 (see also Intonation)
- Planning 257–75
- good planning 257, 259
- plan, the 268-74

activity and class organisation 269, 271, 272, 273 additional possibilities 270, 273, 274

aids 269, 271, 272, 273 choice of activity 267 contents of plan 269, 271–3 context 267, 271, 272, 273 description of class 268, 270 language 269, 271, 272, 273 possible problems 270, 271, 272, 273

recent work 269, 271, 273, 274

- planning principles 258–60, 265
- planning, textbooks and the syllabus 256-8 (see also Textbook)
- pre-plan, the 259, 265, 274
- specimen plan, the 270-3 extremely detailed 268, 275
 Poetry 120
- meaning of the poem 120
- poem reconstruction 129 (see also Story reconstruction)
- Prabhu, N 35, 37, 39 (see also Taskbased learning)
- Practice 40, 50, 51, 75, 92–121, 165 (see also Controlled techniques, Oral practice, Written practice)
- practice activities 41, 42, 50
- practice activities not dull/ manipulative 120
- to rehearse language structures language rehearsal 92
- Predictive skills see Language skills (- receptive skills)
- Presentation 41, 42, 50, 107, 259, 261 (see also Contexts for introducing new language, Introducing new language)
- false presentation 80
- presentation activities 51
- presentation of meaning and use 56

 presentation stage – see Accurate reproduction stage

presentation of structural form 58
 Presentation of vocabulary – see

Vocabulary (- examples of vocabulary teaching)

- Presentation techniques 75, 160
- explanation 60, 61, 62, 64, 67, 85, 86
 - explaining questions 63, 74 explaining statements 62 explanation techniques 22 hand and gesture 64 (see also Gestures)
 - written explanation 72

Problem-solving 35, 42, 72, 79 (see

also Oral communicative activities.

293

- key concepts 60, 61, 70
 lead-in 60, 61, 62
- Pressure teaching 78

Discovery)

Projects 147-9 - project work 152, 242 - range of project types 147 Prompter - see Teacher Pronunciation 11, 21, 61 (see also Sounds) Pronunciation and accent 22 intelligible without sounding awkward 22 native-speaker pronunciation 22. 29 perfect pronunciation 22 Punctuation 147 Purpose - appropriate purposes for listening/reading 182, 193 communicative purpose 46, 47, 48, 49, 50, 54, 149 - for listening 215 Questionnaires 107, 148 (see also Projects) **Ouestions** 103 - follow-up questions 241 - open-ended questions 193, 206 **Ouizzes** 102 - for a purpose 182 for enjoyment 182 Rampton, M 19 Reader 47, 183 Reading 16, 17, 18, 23, 24, 52, 184 (see also Listening and reading, differences between) - exposure to reading 186 - for detailed understanding 18 for gist 18, 19, 25, 175 for information transfer 18 in order to interpret 18 in order to transfer information 18 purposeful and communicative 200 Reading material 190-211 - reading for communicative tasks

198 - 201

- jigsaw reading 214 reading for general understanding 202 - 6
- reading for detailed comprehension/information 206
- reading for detailed comprehension/function and discourse 208
- reading to confirm expectations 191-3, 215
- reading to extract specific information 193-8, 135, 239, 259 Reading passage 260
- Reading tasks 123
- Reading text 190
- moves at the speed of the reader 190

- students tempted to read slowly 191 Reasons for learning language 1, 2, 9 - advancement 1 - fun 2.3 Receptive skills - see Language skills Reinforcement 31, 32 (see also Conditioning, Stimulus) - negative reinforcement 32 - positive reinforcement 32 Repetition 41, 61, 163 choral repetition 65, 67, 73, 84, 85 in audio-lingual methodology 32 individual repetition 65, 66, 67. 73, 74, 84 Rhythm 21 Rinvolucri, M 119, 145 Role cards 138, 145 Role playing 152, 226 (see also Simulation and role play) Role of the teacher - see Teacher Rossner, R 160 Roughly-tuned input 34, 36, 38, 39, 40, 41, 43, 45, 51, 184, 187, 233, 236, 281 (see also Comprehensible input) Rough-tuning 33

Scanning - see Language skills (- receptive skills) Scott, M 205 Second-language acquisition 31, 44 .(see also Acquisition) Self-directed learning 36 (see also Learner training) Self study 242, 248 Signification and value 90 Silent way, the 36 Simulation 139, 241, 266, 267 - reality of function 133 simulated environment 133 structure 133 usefulness of simulations? 133 Simulation and role play 132 (see also Role playing) Situation 26, 27 (see also Contextsfor introducing new language, Introducing new language, Syllabus) Skills - see Language skills Skimming - see Language skills (- receptive skills) Skinner, B 32 Sociogram 255 Sounds 11, 21, 22, 29 (see also Pronunciation) difficulties with individual sounds 11 presenting the sound of words 162 (see also Words) Speaker 47, 114 - on the telephone 53

range of expressive possibilities 53 Speaking 16, 17, 52, (see also Oral communicative activities, Oral practice) Speaking and writing 52, 54, 114 (see also Written and spoken English, differences between) Specific language items 95, 102, 103, 107, 108 (see also Oral practice activities) Specific written language 109, 110 (see also Written practice activities) Speech 53 spontaneous speech 211 Speech phenomena 212, 217 - hesitation 212, 230 - redundant language 212 Spelling 53 Spoken English 136 (see also Written and spoken English, differences between) Stages in language learning 50, 51 Stimulus 32 (see also Conditioning, Reinforcement) Story reconstruction 128, 142, 266 (see also Oral communicative activities, Poetry) Strategic competence 16, 18, 20 (see also Competence, Communicative competence) Stress 11, 12, 21, 22, 29, 53, 62 (see also Pronunciation, Rhythm) changes meaning 12 in choral repetition 65 in sentences 12, 21 on syllables 12 using arms to demonstrate stress 65 Structures and functions 26, 40 (see also Grammar, Functions, Language structures and vocabulary) Student groupings 243-247 (see also Groups and groupwork, Individual work, Lockstep, Pairs and pairwork) whole-class grouping 244 (see also Lockstep) Students 1, 3, 5, 6 (see also Students at different levels) acts as teacher 68 age of students 262, 277 as a 'whole person' - see Humanistic approaches as an underused resource 131 students demoralised 186 do most of the work 71 educational background of students 263, 277 - 'have nothing to say' 119 (see also Discussion)

interests 263, 277

294

- knowledge of target language 263, 277
- knowledge of the world 263, 277
- motivated students 3, 9, 277 must take responsibility for their
- own learning 4, 149
- own language 51, 246 (see also Mother tongue)
- personal characteristics 277, 280
- personal lives 146
- pre-disposed for success 4
- previous learning experience 4
- sex of students 262
- shy students 133
- strong students 245
- student as mini-teacher 247
- student needs 27, 264, 280, 282 description of student needs 278.279
 - description of students 277 needs analysis 275, 278 questionnaire for needs analysis 278
 - student needs profile 277, 284
- student attitude 7
- students' motivation 5, 263
- students' native language 239
- students' occupation 262
- students' social background 262
- student talking time 236, 245
- take part as themselves 133
- weak students 245
- what they bring to class 263
- writing about their personal lives - see Written communicative activities (- writing journals)
- Students at different levels 27
- advanced students 7, 8, 23, 25, 27, 29, 59, 101, 114, 144, 171, 175.228 more advanced classes 25, 125
- very advanced students 168 at lower levels 28, 40, 59, 114
- beginner and elementary levels 7, 27, 39, 159, 162 beginner and elementary students 27
- beginner students 8, 51, 156 beginner levels 143, 160
- elementary students 114, 138, 186, 200 elementary group 124 elementary level 144, 220
- post-elementary students 167 Intermediate students 7, 8, 28,
- 99, 114, 131, 138, 144, 162, 164, 166, 176. 177. 191 intermediate and advanced
 - classes 242 intermediate levels 160

 - lower-intermediate students 218

- upper-intermediate classes 113, 215 upper intermediate level 172 upper-intermediate students 168 Subject and content 239, 265, 268, 279, 280, 283 level of difficulty 265 Success in language learning 3, 4, 5, 7, 8, 9 (see also Failure in language learning)
- Success in reading and listening 186 Suggestopaedia 36, 38
- Syllabus 21, 25, 29, 154 (see also Structures and functions, Students (- student needs))
- based on situations 26, 27
- based on textbook 256 (see also Textbook the)
- beginners' syllabus 154

Style 23

- functional syllabus 26
- grammatical syllabus 26
- procedural syllabus 35
- restricting the syllabus 27
- task-based syllabus 27 (see also Task-based learning, Tasks)
- topic-based syllabuses 26, 27, 212, 280
- vocabulary-based syllabus 26, 155

Tapes 22, 36, 78, 117 (see also Video)

- audio tapes 213, 214
- can become damaged 213
- making your own tapes 230-1 stories and readings 231
- Tape recorder, the 36, 133, 149, 212. 217, 224 (see also Aids, Listening problems)
- drawbacks of tape recorders 213
- hardly natural 213
- in community language learning 36, 238
- 'panic' barrier 213, 231
- machine in good condition? 213 recording errors 238-9 (see also Feedback)
- set counter to zero 231
- visual setting for tape 213
- with poor speakers 213
- Target language community 1, 3, 4, 22, 147
- Task-based learning 34, 41, 43
- Tasks 8, 26, 39 (see also Task-based learning, Syllabus (- task-based syllabuses))
- problem-solving tasks see Discovery, Problem-solving realistic tasks 145, 188
- Teacher, the 5, 6, 9, 22
- directs comprehension task see Comprehension task
- experienced teacher 23, 268
- in humanistic approaches 36

- perfect knowledge of English not necessary 275
- 'performing' teachers 236 performance teaching 254
- relationship between teacher and student 6
- role of the teacher 36, 235-43 compared to corporation management 254 teacher as assessor 237-9 teacher as controller 41, 105, 235, 236-7, 244, 245 teacher as facilitator 235 teacher as investigator 242-3 teacher as organiser 239-41, 242
 - teacher as participant 49, 106, 133
 - teacher as prompter 105, 133, 136, 241, 242, 244, 271 teacher as resource 147, 242,
 - 244 teacher as tutor 242
 - teacher adaptability 42
- teacher approval 7
- teacher attitude 7
- teacher as provider of
- comprehensible/roughly-tuned input 40
- teacher flexibility 42, 258
- teacher gives interesting classes 6.9
- teacher intervention/ non-intervention 49, 50, 54, 242
- teacher intuition 279
- teacher is fair 6, 9
- teacher models 77, 82, 84, 86
- teacher qualities 5
- teacher's knowledge of the institution 261-262, 265
- teacher's knowledge of the job of teaching 260, 265
- teacher's knowledge of the students 262-265
- teacher's rapport with students 6

Textbook, the 273 (see also Planning,

adverse effect of textbooks 257

rarely has the perfect balance 258

295

textbook drills 104 (see also

textbook short answers 103

textbooks and the syllabus)

as a basic syllabus 256, 276

not always appropriate 57

good textbooks 257

- teacher's variety of English 28
- the teacher and disruptive behaviour 249-250
- well-prepared teacher 6
- Teams 101, 102, 125, 178
- Testing end-of-semester test 3

tests 262

as an aid 258

Drilling)

- Text-related task 189, 190, 193, 196, 215, 227 (see also Follow-up task)
- Topic 25, 26, 27, 106 (see also Subject and content, Syllabus)
- controversial topics 125
- Topic sentences 211 (see also Paragraph organisation)
- Total Physical Response (TPR) 36, 73, 85
- Translation 162, 240 (see also Checking meaning (- translation), Mother tongue)
- disadvantages of translation 162 Tune - see Intonation
- Types of text 185-187
- authentic-like text 233
- better readers, better listeners 186
- non-authentic text 185
- simulated authenticity 188
- truly authentic models? 187

Underhill, A 160

- Usage and use see Signification and value
- Variety 258 (see also Language varieties, Planning (- planning principles))
- variety of activities 42, 259 (see also Activities (- change of activity))
- variety of techniques 23
- Video (see also Listening) 22, 224 for whole-class feedback 133, 238
- (see also Feedback)
- listening with video 214–215
- setting viewing tasks 214
- video cameras 149
- video story 224 video tapes 213, 214
- Video-specific techniques 214-215
- freeze frame 214
- jigsaw viewing 214 (see also Jigsaw listening, Jigsaw reading)
- silent viewing 214
- sound only 214
- Visual stimuli 117 (see also Aural stimuli)
- Vocabulary 11, 14, 16, 21, 23, 24, 25, 26, 27, 153-180 (see also Meaning, Words)
- acquisition of vocabulary 154, 159 (see also Acquisition)
- 'active' and 'passive' vocabulary 159, 160
- engaging the learner 160

296

examples of vocabulary teaching 161 - 174

> KNIHOVNA KATEDRY anglistiky a am rikanistiky) f ulty

zicy

wáka 1

Fil

Mas

- discovery techniques see Discovery techniques practice 170-174 (see also
- Practice)
- presentation frequency and coverage 154-6
- (see also Computers (- computerbased vocabulary studies))
- sets of vocabulary see Word fields
- teaching vocabulary 159-61 expertise in teaching vocabulary 154 methodology of vocabulary teaching 160
- vocabulary-driven coursebook 155
- vocabulary-guessing strategies 189
- vocabulary in context see Meaning
- vocabulary learning as a separate activity 179
- vocabulary syllabus 26
- vocabulary task 123
- vocabulary teaching incidental for many years 154
- what do students need to know 156 - 7

Warmers 131 (see also Ice-breakers)

- Widdowson, H 179
- Word consensus 178
- Words 160 (see also Meaning, Vocabulary)
- concrete words at lower levels 154
- have a personal meaning 139 (see also Meaning)
- in context 167 (see also Meaning)
- interacting with words 159, 168
- involvement with words 169
- knowing a word diagram 158
- learning words 'by heart' 24
- literally and metaphorically 14
- stretching words 169
- words are stretched and twisted 169
- used carefully to cancel structural inadequacy 153
- what words mean 23
- word fields 165, 166, 167 - word formation 157, 167
- suffixes and prefixes 157 word grammar 14, 157-8
- grammatical behaviour of words 158
 - parts of speech 158
- word use 156-7 collocation 157

- idiom 157
- metaphor 157
- metaphorical use 171, 172
- style and register 157
- word value 14
- Wordprocessors 142, 143
- wordprocessors in groupwork 143, 152
- Word store 153 (see also Language store)
- Writer, the 47
- writer or speaker's attitude 184 Writing 16, 17
- composition work 111
- co-operative writing see Written communicative activities
- for a genuinely communicative purpose 145
- for a purpose 145 (see also Purpose)
- idealised view of writing 211
- not considered a lesser skill 52
- organising written discourse 16 (see also Written practice (- cohesion and coherence))
- organisational skills 208
- special considerations when teaching writing 53
- Writing in presentation 72, 85 copying 72, 84

39-46

273

114-17

Written style 114

- fill-in exercises 72, 74, 109 parallel writing 72, 74, 111
- writing as reinforcement 52, 72
- written stage in presentation, the 73, 109
- Written and spoken English,
- differences between 52, 181 pressure for written accuracy 53
- Written communication 15, 47
- between teacher and students 145 (see also Written communicative activities (- writing journals))
- real written communication 143 Written communicative activities 54,

exchanging letters 143-5

writing journals 145, 152

writing reports and

advertisements 140-1

Written practice 92, 109-20

relaying instructions 139-40

cohesion and coherence 109,

oral composition 109, 117-19

sentence writing 109, 110-11

parallel writing 109, 111-14, 172

co-operative writing 131, 141-3,