CONTENTS

Acknowledgements xi
Introduction xiv

PART ONE: **Input, interaction, and negotiation**

1 **Communicating inside and outside the classroom**
Introduction 3
'Teacher Talk' 6
Activity: Giving explanations 7
'Learner talk' 8
Terms for 'negotiation' 10
Comprehension 12
Complexity of comprehension 12
Comprehension and foreign language development 13
Summary 15
Suggestions for further reading 16

2 **Simplicity and accessibility** 19
Activity: Beyond the text 19
Comprehension resources 20
Non-linguistic simplification 22
Context 22
Background knowledge 24
Activity 24
Simple = accessible? 26
Simplifying texts 28
Explanation 30
Accessible versus noticeable 32
Summary 36
Suggestions for further reading 36

3 **Teacher Talk**
Activity: The hat seller 39
Input modifications 40
Interaction modifications 43
Activity 44
Modifications of information choice 49
Descriptive detail 49
Logical links 51
Assumed socio-cultural gaps 52
Implications for classroom practice 53
Summary 54
Suggestions for further reading 55

4 **Modification research: findings and implications**
Problems of measurement 57
Activity: What do students understand? 58
Effects on comprehension 60
Input modifications 61
Interaction modifications 65
Modifications of information choice 69
Effects on learning 73
Implications for classroom practice 78
Summary 79
Suggestions for further reading 79

PART TWO: **Classroom applications – interaction-based teaching**

Introduction

5 **Teaching listening**
Activity: Spoken language 87
Problem-solving strategies 88
Paused listening tasks 89
Types of listening 92
Grading 93
Interaction-based grading 97
Summary 102
Suggestions for further reading 103

6 Teaching speaking
Activity: Questions in class 105
Teacher–learner interaction 107
Learner–learner interaction 110
Setting up negotiation tasks 113
Introducing negotiation 113
Grouping 115
Distributing the information 115
Feedback 117
Teacher–learner feedback 117
Learner–learner feedback 118
Combining learner and teacher feedback 119
Summary 121
Suggestions for further reading 121

7 Teaching reading
Activity: A difficult text 123
Choice of texts: authenticity 124
Interaction with texts 125
Think-aloud interpretation 125
Reciprocal teaching 128
Modifying a text 129
Interaction about texts 132
Question-setting 133
Summary 137
Suggestions for further reading 138

8 Teaching writing
Writing as interaction 139
Decomposition 140
Classroom writing: the role of the reader 142
Classroom writing: the role of the teacher 147
Activity: A writing lesson 149
Feedback during writing 152
Learner-initiated feedback 152
Feedback after writing 153
Clarification requests 153
Summary 155
Suggestions for further reading 156

9 Postscript
Four reasons for not changing anything 157
'We don't have the resources' 157
'Our classes are too large for interaction' 158
'Our students don't expect to be taught that way' 158
'We haven't been trained to teach like this' 159

Glossary 161
Bibliography 165

Index 173

INDEX

accessible 11, 22, 23–8, 30, 32–6, 39, 57, 101
accommodation 10, 52
adjustment 10, 14, 16
affective dimension 14, 62, 70–2, 80, 88, 91, 94, 96, 102, 110–13, 117
attention *see* 'noticing the gap'
audience, 3, 8, 10, 22, 26, 27, 98, 102, 130–1, 139, 142–9
authenticity 88, 97, 99, 101, 124–5, 138

background knowledge 10, 14, 19–22, 24–6, 53, 90, 132
behavioural strategies *see* listening
bottom-up processing 21–2

clarification requests 47, 76–8, 118, 153–5
classroom culture 55, 67–8, 102, 108, 158–9
class size 67–8, 158
cognitive simplification *see* simplification
communication 3, 12, 15, 33, 43, 107, 122
comprehensible input 13–15, 33
Comprehensible Output Hypothesis 33–6, 74–6, 81
comprehension
  complexity 12–13, 22, 27, 94
  role in learning 13–15, 33, 39, 69–70, 79, 103
context 14, 16, 20–2, 22–4, 28, 96
cooperation 3, 5–6, 9, 15, 43–4, 46, 49, 54, 88, 113, 117, 160
correction *see* repair
co-text 20, 28

decomposition 140–2
display questions *see* questions in classroom discourse

elaborative simplification *see* simplification

explanation 5, 7–8, 24, 31, 51, 52, 71
feedback 105, 113, 117–22, 148–9, 152–6
Foreigner Talk 40–1
Foreigner Talk Discourse 43–4

genre 148–9, 156
grading *see* listening
group work 115–16, 128–9, 146

implications for teaching 10, 24, 28, 30, 33, 53–4, 65, 68–9, 72, 78–9
input 13, 16, 22 *see also* modification
Input Hypothesis 13–15, 16, 33
interaction 3, 14, 22, 157–8, 159
interactive processing 21–2, 125–32
interpreting classroom interaction 32, 35, 55, 58–60

Learner Talk
  comparison with native speakers 6
  interaction with native speakers 7
  interaction with other learners 7, 8–10, 16, 77–8, 110–21, 132
linguistic simplification *see* simplification
listening 87–103
  active listening 12–13, 36, 89, 93, 102
  grading by text/task 93–7
  grading by interaction 97–102
  interactive (behavioural strategies) 89, 101, 102
  internal (psycholinguistic) strategies 89, 102
  type of listening 64, 76, 92–3, 97

mental model 89–91, 94
modification
  effects on comprehension 57, 60–72
  effects on learning 57, 73–8
  information choice 49–53, 69–72, 81
  input 40–3, 48, 61–5, 80, 94–7
interaction 43–9, 65–9, 81, 97–102

negotiation of content 137, 146
negotiation of meaning 5–6, 9–10, 14–15, 35, 46, 53–4, 67, 75, 79, 80, 89, 97–102, 107, 153–5
non-native interaction *see* Learner talk
noticeable *see* 'noticing the gap'
'noticing the gap' 32–6, 37, 39, 73, 75, 118–20, 126–8, 153

on-line modification 97
optional information exchange *see* tasks
overhearing 26, 92–3, 98

post-modification 84, 96
pragmatic meaning 26–8, 31, 64
pre-modification 66, 94, 96
psycholinguistic strategies *see* listening
pushdown 9, 101

questions in classroom discourse 39, 105, 108–10, 133–7
display questions 107–8, 133
real questions 108, 133

reading 123–38
reciprocal teaching 128–9
repair 4, 8–9, 16–17, 113, 117, 119
required information exchange *see* tasks
restrictive simplification *see* simplification

simplification 10–11, 36
cognitive or elaborative 11–12, 26, 30, 43, 62, 63, 70
linguistic or restrictive 11–12, 14, 24, 26, 29, 58, 63
non-linguistic 22–26

tasks
optional information exchange 116
required information exchange 115–16
'Teacher Talk' 6–8, 16, 28, 39–55
top-down processing 21

writing 139–56
a writing lesson 149–52
feedback on writing 152–5