Contents

List	ist of figures	
Ack	nowledgements	xi
Pre	face	xiii
	Introduction	1
1	Establishing a framework for the book	14
	1.1 Selecting the research approach	14
	1.2 Conducting a grounded theory study	19
	1.3 Identifying a framework	30
	1.4 Conclusion	33
2	Training to be a language teacher	36
	2.1 The appeal of language teaching	36
	2.2 The training experience	39
	2.3 Awakenings	48
	2.4 Early days in the workforce	50
	2.5 Conclusion	53
3	Becoming a committed language teacher	55
	3.1 Starting out	55
	3.2 Professional development	61
	3.3 Maturing as a language teacher	67
	3.4 Ongoing development	73
	3.5 Conclusion	77
4	Establishing the learning environment	79
	4.1 What communicative classrooms are like	79
	4.2 Creating informal classroom atmospheres	81
	4.3 The vital first few lessons	85
	4.4 Exercising authority	97
	4.5 Conclusion	100
5	The diversity of the language classroom	103
	5.1 Students: the raw material of any language class	104

Contents

	5.2 Factors influencing student behaviour and performance5.3 Tensions within the language classroom5.4 Conclusion	105 113 116
6	Managing individuals 6.1 Coping with individuals 6.2 Tuning in to class behaviour 6.3 Handling students with care 6.4 Conclusion	119 119 126 131 138
7	 Teaching flexibly 7.1 The reality behind the myth 7.2 Experience-based language teaching 7.3 To thine own self be true 7.4 Why flexibility does not lead to chaos 7.5 Conclusion 	140 140 146 159 163 164
8	Vitalising the language class 8.1 Responsive language classes 8.2 The role of humour in the language classroom 8.3 Activity-based language practice 8.4 Bringing the pedagogy alive 8.5 Conclusion	168 168 174 181 186 196
9	Maintaining the classroom community 9.1 Language classes as learning communities 9.2 Group dynamics in the language classroom 9.3 Community maintenance techniques 9.4 Conclusion	199 199 207 212 224
10	Frustrations and rewards 10.1 The English language boom 10.2 Major causes of frustration for language teachers 10.3 The rewards of language teaching 10.4 Conclusion	228 228 236 240 244
11	What drives language teachers 11.1 Standing back: a note of caution on assumptions and beliefs 11.2 Assumptions and beliefs underpinning the	246 246
	communicative approach	249
	11.3 Values shared by experienced language teachers	262

		Contents
12	Towards a teacher-generated theory of classroom	
	practice	270
	12.1 Harmony and balance	270
	12.2 A teacher-generated theory of classroom practice	277
	12.3 Conclusion	286
Ref	erences	289