Contents

			page
Introduction			10
Acl	Acknowledgements		
PA	RT 1: L	ANGUAGE	
CH	IAPTEF	R 1: THE CHANGING WORLD OF ENGLISH	
А	A lar	iguage story	13
	A1	The triumph of English?	14
	A2	The effect of English	16
	A3	English as a global language	17
	A4	The future of English	18
В	EFL,	ESL, ESOL & ELF	19
	B 1	English as a Lingua Franca (ELF)	20
	B2	Teaching English in the age of ELF	21
	B3	Native speaker varieties and other Englishes	21
	B4	World English education	22
CH	APTER	R 2: DESCRIBING THE ENGLISH LANGUAGE	
А	Lang	guage in use	25
В	Wha	it we want to say	26
	B1	Form and meaning	26
	B2	Purpose	27
	B3	Appropriacy and register	27
С	Lang	guage as text and discourse	29
	C1	Discourse organisation	29
	C2	Genre	30
D	Grar	nmar	32
	D1	Choosing words	32
E	Lexis	S	33
	E1	Language corpora	33
	E2	Word meaning	35
	E3	Extending word use	36
	E4	Word combinations	37
F	The sounds of the language 38		

•

38

38

39

42

42

43

43

44

45

- F The sounds of the language
 - Pitch F1
 - Intonation F2
 - Individual sounds F3
 - Sounds and spelling F4
 - F5 Stress
- Paralinguistic features of language G
 - Vocal paralinguistic features G1
 - Physical paralinguistic features G2
- Speaking and writing Η

na da sera da s Sera da sera da

3

PART 2: THEORIES, METHODS AND TECHNIQUES

CHAPTER 3: BACKGROUND ISSUES IN LANGUAGE LEARNING

А	The	miracle of language	49
	A1	Acquisition and learning	50
	A2	The contributions of behaviourism	51
	A3	'Language learning will take care of itself'	52
	A4	Focus on form or focus on forms?	53
	A5	Making sense of it all	54
В	The	importance of repetition	56
С	Thin	king about language	57
D	Arou	isal, affect and humanistic teaching	58
E	Whe	n you're ready!	59
F	Lang	guage play	60
CH	APTER	4: POPULAR METHODOLOGY	
Α	App	roaches, methods, procedures and techniques	62
	A1	Grammar-translation, Direct method and Audiolingualism	63
	A2	Presentation, practice and production	64
	A3	PPP and alternatives to PPP	66
	A4	Four methods	68
	A5	Communicative Language Teaching (CLT)	69
	A6	Task-based learning (TBL)	71
	A7	The Lexical approach	74
	A8	Teachers and students in dialogue together	75
В	Wha	t methodology?	76
	B1	Methods and culture	76
	B2	Bargains, postmethod and context-sensitivity	77
	B3	Making choices	78
PAF	RT 3: L	EARNERS AND TEACHERS	
CH	APTER	5: DESCRIBING LEARNERS	
A	Age		81
	A1	Young children	82
	A2	Adolescents	83
	A3	Adult learners	84
В	Lear	ner differences	85
	B 1	Aptitude and intelligence	85
	B2	Good learner characteristics	86

	B3 Learner styles and strategies		88
	B4	Individual variations	89
	B5	What to do about individual differences	92
С	Lang	guage levels	95
	C1	Methodology	96
	C2	Language, task and topic	97
D	Moti	ivation	98
	D1	Defining motivation	98
	D2	External sources of information	98
	D3	The motivation angel	99

CH	IAPTER 6: DESCRIBING TEACHERS	
A	What is 'teaching'?	107
В	In the classroom	108
	B1 The roles of a teacher	108
	B2 Organising students and activities	111
	B3 The teacher as performer	112
С	Rapport	113
D	The teacher as teaching aid	116
	D1 Mime and gesture	116
	D2 The teacher as language model	117
	D3 The teacher as provider of comprehensible input	117
E	Native-speaker teachers and non-native-speaker teachers	118
CH	APTER 7: DESCRIBING LEARNING CONTEXTS	
A	The place and means of instruction	121
В	Class size	122
	B1 Teaching one-to-one	122
	B2 Large classes	125
С	Managing mixed ability	127
	C1 Working with different content	128
	C2 Different student actions	128
	C3 What the teacher does	129
	C4 Realistic mixed-ability teaching	131
D	Monolingual, bilingual and multilingual	132
	D1 Foreign-language students and their first language	132
	D2 The benefits of using the L1 in the L2 classroom	133
	D3 The disadvantages of using the L1 in the L2 classroom	134
	D4 Taking a stand	135
PAF	RT 4: MANAGING LEARNING	
CH	APTER 8: MISTAKES AND FEEDBACK	
A	Students make mistakes	137
В	Assessing student performance	138
	B1 Teachers assessing students	138
	B2 Students assessing themselves	140
С	Feedback during oral work	142
	C1 Accuracy and fluency	142
	C2 Feedback during accuracy work	144
	C3 Feedback during fluency work	145
D	Feedback on written work	147
	D1 Responding	147
	D2 Correcting	149
	D3 Training students	149
	D4 Involving students	150
	D5 Finishing the feedback process	151
	D6 Burning the midnight oil	151
CH	APTER 9: MANAGING FOR SUCCESS	
Α	Why problems occur	153

В	Creating successful classrooms		155
	B1	Behaviour norms	155
	B2	How teachers can ensure successful behaviour	156
С	Modi	fying problem behaviour	158
CHA	PTER	10: GROUPING STUDENTS	
А	Different groups		161
	Al	Whole-class teaching	161
	A2	Seating whole-group classes	162
	A3	Students on their own	164
	A4	Pairwork	165
	A5	Groupwork	165
	A6	Ringing the changes	166
В	Organising pairwork and groupwork		167
	B1	Making it work	167
	B2	Creating pairs and groups	168
	B3	Procedures for pairwork and groupwork	171
	B4	34 Troubleshooting	

PART 5: THE CHANGING WORLD OF THE CLASSROOM

CHAPTER 11: EDUCATIONAL TECHNOLOGY AND OTHER LEARNING RESOURCES

А	The technology pyramid 175		
В	The students themselves		
С	Obje	ects, pictures and things	177
	C1	Realia	177
	C2	Pictures	178
	C3	Cards	180
	C4	Cuisenaire rods	180
D	The	coursebook	181
	D1	Coursebook or no coursebook?	181
	D2	Using coursebooks	182
Е	Ways of showing		183
	E1	The board	183
	E2	The overhead projector (OHP)	185
	E3	The flip chart	186
	E4	Computer-based presentation technology	187
F		s of listening	187
G	Ways of finding out		188
	Gl	Dictionaries	188
	G2	Concordancers	190
	G3	Searching the Internet	190
Н	Prace	tising language on the Internet and on CD-ROM	192
I	Ways of composing		193
	I1	Word processing, word editing	193
	I2	Mousepals, chat and blogging	193
	I3	Authoring	194
	I4 Designing websites		194
J	Virtual learning: from emails to simulated environments		194

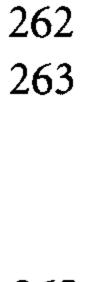
Κ	Six questions	195
PA	RT 6: FOCUSING ON THE LANGUAGE	
CH	APTER 12: TEACHING LANGUAGE CONSTRUCTION	
А	Studying structure and use	200
	A1 Language study in lesson sequences	200
	A2 Choosing study activities	201
	A3 Known or unknown language?	202
В	Explain and practise	203
	B1 Explaining things	204
	B2 Practice (accurate reproduction)	206
С	Discover (and practise)	207
D	Research (and practise)	208
CH	APTER 13: TEACHING GRAMMAR	
A	Introducing grammar	210
В	Discovering grammar	216
С	Practising grammar	219
D	Grammar games	223
E	Grammar books	224
	E1 Using grammar books	227
CH	APTER 14: TEACHING VOCABULARY	
А	Introducing vocabulary	229
В	Practising vocabulary	235
С	Vocabulary games	238
D	Using dictionaries	239
	D1 Reference and production dictionaries	239
	D2 Dictionary activities	241
	D3 When students use dictionaries	246
CH	APTER 15: TEACHING PRONUNCIATION	
А	Pronunciation issues	248
	A1 Perfection versus intelligibility	248
	A2 Problems	249
	A3 Phonemic symbols: to use or not to use?	250
	A4 When to teach pronunciation	251
	A5 Helping individual students	252
В	Examples of pronunciation teaching	253
	R1 Working with sounds	253

Working with stress B2 Working with intonation B3 Sounds and spelling B4 Connected speech and fluency B5

PART 7: LANGUAGE SKILLS

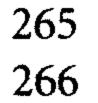
6

CHAPTER 16: TEACHING LANGUAGE SKILLS Skills together Α Input and output A1



256

259



. .

	A2	Integrating skills	266
	A3	Language skills, language construction	267
	A4	Integrating skill and language work	268
	A5	Top-down and bottom-up	270
В	Rece	ptive skills	270
	B1	A basic methodological model for teaching receptive skills	270
	B2	The language issue	272
	B3	Comprehension tasks	274
С	Prod	uctive skills	275
	C1	A basic methodological model for teaching productive skills	275
	C2	Structuring discourse	276
	C3	Interacting with an audience	277
	C4	Dealing with difficulty	277
	C5	The language issue	278
D	Proje	ects	278
	D1	Managing projects	279
	D2	A webquest project	280
CHA	PTER	17: READING	
A	Exter	nsive and intensive reading	283
	A1	Extensive reading	283
	A2	Intensive reading: the roles of the teacher	286
	A3	Intensive reading: the vocabulary question	286
	A4	Intensive reading: letting the students in	287
В	Read	ing lesson sequences	288
	B1	Examples of reading sequences	288
CHA	PTER	18: LISTENING	
Α	Exter	nsive and intensive listening	303
	A1	Extensive listening	303
	A2	Intensive listening: using audio material	304
	A3	Who controls the recorded material?	306
	A4	Intensive listening: 'live' listening	306
	A5	Intensive listening: the roles of the teacher	307
В	Film	and video	308
	B1	Viewing techniques	308
	B2	Listening (and mixed) techniques	309
С	Lister	ning (and film) lesson sequences	310
	C1	Examples of listening sequences	310

The sound of music D

CHAPTER 19: WRITING

Literacy A

.

- Handwriting Al
- Spelling A2
- Layout and punctuation A3
- Approaches to student writing B
 - Process and product **B1**
 - Genre B2

7

	B3	Creative writing	328
	B4	Writing as a cooperative activity	328
	B5	Building the writing habit	329
	B6	Writing-for-learning and writing-for-writing	330
	B7	The roles of the teacher	330
С	Writ	ing lesson sequences	331
D	Port	folios, journals, letters	340
CH	APTER	20: SPEAKING	
А	Elem	ents of speaking	343
	A1	Different speaking events	343
	A2	Conversational strategies	343
	A3	Functional language, adjacency pairs and fixed phrases	345
В	Stude	ents and speaking	345
	B1	Reluctant students	345
	B2	The roles of the teacher	347
С	Class	room speaking activities	348
	C1	Acting from a script	348
	C2	Communication games	349
	C3	Discussion	350
	C4	Prepared talks	351
	C5	Questionnaires	352
	C6	Simulation and role-play	352
D	Speal	king lesson sequences	353
E	Maki	ng recordings	361
	E1	Getting everyone involved	362
PAF	RT 8: P I	LANNING AND SYLLABUSES	
CH	APTER	21: PLANNING LESSONS	
A		planning paradox	364
	A1	The planning continuum	365
	A2	Using plans in class	365
B		planning and planning	367
	B1	Student needs	367
	B2	Making the plan	368
	B3	Making the plan formal: background elements	371
	B4	Making the plan formal: describing procedure and materials	374
С	Planı	ning a sequence of lessons	375
	C1	Projects and threads	377

PART 9: EVALUATION

CHAPTER 22: TESTING AND EVALUATION

- Testing and assessment A
 - Different types of testing A1
 - Characteristics of a good test A2
- Types of test item B
 - Direct and indirect test items **B**1
 - Indirect test item types B2

	B3	Direct test item types	384
С	Writing and marking tests		386
	C1	Writing tests	386
	C2	Marking tests	387
D	Teac	hing for tests	389

PART 10: LEARNER AUTONOMY AND TEACHER DEVELOPMENT

CHAPTER 23: LEARNER AUTONOMY: LEARNING TO LEARN

А	Promoting autonomy		
	A1	Students and teachers	395
В	Lear	ner training, learner autonomy	396
	B1	Thinking about learning	397
	B2	Taking over	399
	B3	Learning journals	400
	B4	Forcing agency?	403
С	The	self-access centre (SAC)	403
	C1	Characteristics of a good self-access centre	404
	C2	Evaluating self-access resources	406
D	Afte	r (and outside) the course	407
	D1	Training students to continue learning	407
CHA	APTEF	R 24: WHAT TEACHERS DO NEXT	
А	Reflection paths		410
	A1	Keeping journals	411
	A2	Negative and positive	411
	A3	Recording ourselves	412
	A4	Professional literature	413
В	Actio	on research	414
	B1	Action research cycles	414
	B2	Gathering data	415
С	Deve	eloping with others	418
	C1	Cooperative/collaborative development	418
	C2	Peer teaching, peer observation	419
	C3	Teachers' groups	421
	C4	Teachers' associations	421
	C5	The virtual community	422
D	Moving outwards and sideways		422
	D1	Learning by learning	423
	D2	Supplementing teaching	423

	D3	More training?
E	Being	; well
Bibl	iograph	ıy
DVD Contents and tasks		
Indower (Subject and Author)		

Indexes (Subject and Author)

425 425 429

438

442