

Cambridge University Press

978-0-521-63354-3 - Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom

Tessa Woodward

Index

[More information](#)

Index

- adapting classroom activities, 168–78
 anecdotes about teaching, 48, 49, 53,
 209, 213, 218, 228, 233, 236, 240
 assessment
 of lessons, 181, 204–10, 235, 241
 see also good lessons
 of student learning, 40, 41, 51, 68–9,
 91, 95, 119–21, 169, 176, 177, 185,
 187, 214, 217, 219, 220
 of student level 17, 18–19, 19–20, 22,
 23, 32–5, 36, 44, 161, 167, 214
 see also tests
 atmosphere, 49–51, 231–5
 attitudes to language, 77, 98, 108,
 166–7, 208–9

 boards, 13, 25, 47, 48, 52, 66, 135–7,
 162–5, 191, 201, 228, 229

 chunks
 as helpful or not, 7–8
 definition of, 6
 language of, 79
 looking for patterns in, 9
 rounding off, 62–3
 corpus, 80, 89
 counselling learning, 225
 course information, 17, 192
 coursebooks, 6, 12, 20, 60, 80, 82, 83,
 84, 85, 97, 99, 111, 123, 128,
 145–60, 189, 199–200, 229
 course plans *see* lesson and course notes;
 chunks
 culture, 102–5
 classroom, 31–2, 76
 organisational, 212–3

 dictionaries, 33–5, 38, 83, 132–4, 228
 drawing, 9, 25–6, 29, 32, 50, 70, 136,
 159

 fun, 25, 62, 90, 99, 101, 106, 107, 127

 208, 216–7, 221, 240
 functions *see* language functions

 gardening metaphor, 15, 71, 73, 80,
 122, 131, 160, 168, 209, 210, 241
 good lessons
 criteria for, 2–3
 definition of, 1–3
 see also assessment: of lessons
 grammar, 80–3, 85–92

 host families, 103

 language functions, 83–4, 85–92, 97,
 112–3, 115, 117, 120
 language patterns, 73, 74, 77–92
 language skills, 92–6, 120–1, 127–8,
 166
 see also lesson types: pre-, in-, post-
 learning style, 28, 36–8, 112, 114, 119,
 121, 213
 lesson and course notes
 lack of, 197
 student contributions to, 66, 69, 185,
 187–8
 writing, 6, 198–208
 lesson plans *see* lesson and course notes
 lesson types
 beginning, middle and end, 47, 188
 driving, 121–2
 first lessons, 22–35
 pre-, in-, post-, 95, 100, 110, 124–5,
 194
 presentation, practice, production,
 110, 126, 194
 task-based learning, 110, 127–8, 129,
 194
 test, teach, test, 110, 123–4, 194
 topic based, 51, 97–9, 226–8
 see also planning: stimulus based
 literature, 60–2, 99–101

Cambridge University Press

978-0-521-63354-3 - Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom

Tessa Woodward

Index

[More information](#)*Index*

- multiple intelligence *see* learning style
- music, 9–13, 30, 56, 89, 98, 100, 102
141–3, 194
- neuro-linguistic programming, 235
- observers
 - students as, 5, 9–14, 31
 - teachers as, 6
 - trainers as, 1, 203–4
- one-to-one teaching, 16, 41, 220–1
- planning
 - aims and objectives in, 45, 71, 170–7, 184–7
 - definition of, 1, 180–1, 184
 - getting better at, 4–6, 192–7, 198–204
 - reasons for, 181–2, 197–8
 - starting points for, 6, 187–92
 - stimulus based, 56–60, 147–60
 - threads, 54–6, 59, 118, 195–6
 - time taken, 3–5
- pronunciation, 93, 95, 96, 138
- review of work, 49, 55–6, 65, 70, 90–2, 195, 196
- routines, 4, 5, 6, 47, 71, 76, 92, 193, 218
- stakeholders, 16–18, 75
- students
 - as content of course, 76
 - choices, 50, 52–3, 98, 106
 - energy, 35, 64, 67, 71, 232
 - expectations, 5, 27–32
 - finding out about, 16–46
 - from other institutions, 16–18
 - likes, 6, 88
 - names, 23–5
 - responsibility, 40, 42, 51
 - understanding, 39
- study skills, 52, 68, 86–92, 105–7, 117–18, 148–50, 152–3
- teachers
 - as colleagues, 6, 8–14, 18, 22, 144, 182–3, 223–4
 - as learners, 74, 104
see also teacher learning
 - as mediators, 121
 - as observers 6
 - beliefs, 8–14, 165, 169
 - experienced, 4, 7–8, 47, 71, 131, 162
 - inexperienced, 3–4, 7–8, 71, 73, 162
 - native-speaking, 73
 - past, 3, 5, 18, 33
- teacher learning, 5–9, 12–14, 198–203
- teacher style, 38–9, 47–51, 53, 178, 181, 192, 238–41
- tests, 23, 24, 32, 51, 155, 160, 222–3
- textbooks *see* coursebooks
- translation, 67, 86, 87, 89, 115
- vocabulary, 55–6, 58, 63, 64–5, 66, 68–9, 77–9, 85–92, 152–3
see also dictionaries; review of work; tests