

Cambridge University Press

978-0-521-77676-9 - The Dynamics of the Language Classroom

Ian Tudor

Index

[More information](#)

Index

- Abraham, R. G. 12
 accommodation (adaptation) 181
 accuracy 84
 and fluency 92, 94, 173
 Adendorff, R. D. 21
 affect, role of 95–96
 diversity 99–102
 experiential learning 98–99
 humanistic approach 97–99
 material conditions, effect of 134
 methodological variable 96–99
 ‘affective filter’, on input material 97
 aid agencies, influence of 38, 147, 154
 Allwright, D. 82, 214
 Almarza, G. G. 15
 American Kernel Lessons (AKL) 147–55
 analytical learning 166
 classroom as controlled learning environment 106–7
 communicative competence 88–89
 learner expectations 89
 rationale for 86–88
 skill development 88–90
 Anderson, J. 89
 Appel, J. 97, 214
 appropriacy 54, 59
 Arnold, J. 96
 Arthur, W. B. 140
 Atkinson, D. 97
 attitude 19–20, 139
 audiolingual method 91–93, 94
 authenticity
 business visits project 173
 learning process-internal 94–95,
 115–16
 automaticity, developing 90–95
 awareness raising activities 86
 Bailey, K. M. 16, 40, 41
 Barron, C. 178
 Basanta, C. P. 213
 behavioural psychology 91
 Benson, P. 118, 122
 best practice 171, 176
 attraction of 1, 3, 135
 methodological decision-making 179–80
 pedagogical choices 4
 Block, D. 109
 Borg, S. 56
 Breen, M. P. 81, 106, 181, 183
 Brindley, G. 51, 56
 Brumfit, C. 6, 19, 97, 112
 Burden, R. L. 13–14, 17, 18
 Burkhalter, A. 60
 Burnaby, B. 20
 Burns A. 16
 CALL 86, 136
 Campbell, C. 67, 68
 Canagarajah, A.S. 145–55, 184
 Candlin, C. N. 81
 Carroll, J. B. 86
 Carter, R. A. 36
 case studies 134
 Chamnan, P. 213
 change
 effecting 24, 142–44
 reacting to 44–45, 142–43
 Chapelle, C. 12
 Chick, J. K. 21
 Chomsky, N. 92

Index

- Clarke, D. F. 181
 Clarke, N. 120
 class size 137–41
 classroom
 communicative 111–17, 129, 177, 194,
 203
 conflicting visions of 153
 controlled learning environment
 105–11, 129, 141, 166–67, 203–4
 disorder 163, 164
 dynamics, exploring 47–48
 management 162
 meanings of 104–5
 organisation
 cultural influences 137–38
 teacher-centred lessons 139–41
 school of autonomy 117–23, 129, 177,
 203
 as social reality 104–5, 109–10, 114,
 116, 123, 130, 194–95
 socialisation 129–30, 167
 emergent 128–29, 194–95
 imposed 124–27, 147, 204
 CLL *see* Community Language Learning
 CLT *see* communicative language teaching
 cognitive skills 85–88
 Coleman, H. 20, 160–70, 179, 184
 collaborative learning 82, 149, 168, 171
 participating in course development
 200, 203
 traditional, in Papua New Guinea 175
 communicative approach
 analytical learning 89–90
 audiolingual method 92
 business visit project 172
 classroom as controlled learning
 environment 107–8
 development of 5–6, 57, 111, 113
 discourse 53
 experiential learning 79–84
 and affectively-based learning 97–99
 failing to address needs 73–74
 language as a linguistic system 20, 50
 learner socialisation 20
 see also classroom, communicative
 communicative competence
 construction for immigrants 74
 culture of TL speech community
 69–70
 role of habit formation 93–95
 theory of 57
 Communicative language teaching (CLT)
 57, 62, 68, 80, 88, 116
 see also communicative approach
 Community Language Learning 68, 107
 complexity
 acknowledging 209
 affect 96
 communication 113
 context 25–26, 155–56
 diversity 32
 incidental or inherent 1–2
 language 50, 53, 75
 learners 14, 15
 participants' perceptions 45–46
 teachers 14, 15, 16
 teaching 24, 42, 206
 underestimated 1, 4
 working with 2
 complexity theory 2, 25, 141
 context
 classroom as controlled learning
 environment 108–10
 complexity 25–26, 155–56
 diversity 31
 ecological perspective 9
 experiential learning 83–84
 mental component 19–20, 103,
 133–34, 136–37, 157–58
 methodology (*see* methodology and
 context)
 pragmatic component 18–19, 103,
 133–34, 136–37
 sociocultural factors 19–21, 26, 35–36,
 37, 71
 conversation activities 149
 Cooke, T. 9
 Cornelius, E. T. 147
 Cornish, A. 213
 corporate influences 201
 Cortazzi, M. 19–20, 21, 158–59, 213
 course design
 classroom as controlled learning
 environment 109–10
 communicatively-oriented 112
 language as self-expression 67–69
 negotiation 183
 ‘open’ approach 84

Index

- course development
 - negotiative approach 199–202, 204
 - participatory 199
- coursebooks
 - AKL in Sri Lanka case study 145–55, 184
 - language content 50–51
- Crookall, D. 20, 121
- Crookes, G. 81
- cross-cultural communication, promoting 186
- culture
 - ideological presentations of 36–37, 73–75, 151, 152, 153–54
 - and misunderstanding 161, 169, 212
 - as ‘product’ 150
 - teacher as conveyor of values 188–90, 192, 193
- cultures of learning 158–60, 179, 212
- business visit project Papua New Guinea 171–73
 - analysis 176–77
 - discussion 177–79
 - evaluation 173–74
 - methodology 174–76
- Indonesia case study 160–70, 184
 - analysis 166–67
- classroom behaviours
 - context 163–65
 - student actions 163
 - teacher actions 162
- discussion 167–70
- Cummings, M.C. 116
- Cunningsworth, A. 50–54, 72–73, 75
- Curran, C. 68
- curriculum
 - design 15–17
 - sociocultural aspects 72–73
 - understanding the term 29
- declarative knowledge, and
 - communicative use of language 88
- deductive *versus* inductive learning
 - activities 87–88
- Deller, S. 68
- demand for language learning, expansion of
 - communicative classroom 111
 - sociocultural change 5–6
- technology of language teaching 7–8
- theoretical orientations 6–7
- discourse 53, 147
 - in functional approach 59
 - scaffolding language 93–94
- diversity 31–32
 - acknowledging 209–10
 - affect 99–102
 - learner 22–23, 32–33, 43
 - learning 77–78
 - and negotiation 206
 - as norm 39–40
 - teacher 31–32
 - teaching 43–44
- doing things, language as *see* functional approach
- Dörnyei, Z. 12
- Doughty, C. 86
- drilling 92, 94
- Duff, P. A. 21, 184, 185–96, 206
- Easton, G. 134
- ecological perspective 3, 28
 - challenges 25–27
 - mental realities of students 40
 - pedagogical responses 22–24
 - principle and reality 133
 - and technological approach 8–10, 20
- Edge, J. 214
- educational systems, and socialisation 125–27, 130–31
- Ehrman, M. 12
- Elliott, J. 1
- Ellis, G. 20, 23, 119
- Elson, N. 211
- emergent phenomenon, language teaching as 2–3
- empowerment
 - language minorities 74
 - learner 117, 121–22
- English
 - as international language 6, 71–72
 - in Papua New Guinea 172
 - in Sri Lanka 146, 150
- English as a second language (ESL) 73–74
- English as a second or other language (ESOL) 184, 202
- English for Specific Purposes (ESP) 146, 197

Index

- see also* languages for specific purposes (LSP)
- entertainers, teachers as 188–89
- Erbaugh, M. S. 20
- ESL *see* English as a second language
- ESOL *see* English as a second or other language
- ethnocentrism 179
- ethnography 41
 - educational
 - business visit project Papua New Guinea 171–79
 - research 160
 - examinations, effect of 146, 148, 152–53, 154
 - experience learning 78–85, 86, 112, 166, 177, 187, 194, 203
 - and affective involvement 98–99, 186, 194
 - authentic materials 81–82
 - collaborative modes of learning 82, 149, 168, 171
 - participating in course development 200, 203
 - traditional in Papua New Guinea 175
- communication strategies 82, 83–84
- in context 83–84
- and form-focused learning 94
- holistic practice 81
- learning by doing 79, 98
- message focus 80–81, 84
- personal meaningfulness 113–14
- external participants 154, 155, 196–97, 200–201, 206
- Faerch, C. 82
- ‘failure’, of programmes 44–45, 46, 135–36
- feelings 65, 66–67
- field dependence-independence 12
- Finocchiaro, M. 112
- first language acquisition 78–79, 82
- fluency 93–94
- formulaic language use *versus* scaffolding language 93
- Fortez, G. E. 134
- Freeman, D. 16, 28, 42, 135
- Freire, P. 121
- functional approach 6, 57–60
- course design 59, 112
- course sponsors 203–4
- developmental considerations 64
- needs, distance from present realities 61–64, 113, 115–16
- pragmatic goals 58, 61–62, 176–77
- relevance 11
- see also* languages for specific purposes (LSP); needs analysis
- Gardner, R. C. 12
- generative system, language as 51, 87, 92
- Giles, H. 181
- Grady, K. 73–74
- grammar 51–52
 - central component 55, 56
 - versus* discourse 53
 - in functional approach 59
 - and vocabulary 52–53
- grammar-based approach 86, 92, 94
 - student preference for 148–49
 - traditional language teaching 162, 166
- Graves, K. 24, 2045
- group dynamics, changing 44
- Guba, E. 41
- habit formation 90–95
 - audiolingualism 91–93
 - classroom as controlled learning environment 106–7
 - constructive role for 93–95
- Hall, D. R. 135
- Halliday, M. A. K. 57
- Hayes, D. 19, 29–30, 213
- Ho, J. 20, 121
- Holliday, A. 9, 20, 24, 40, 44, 169–70, 210
- Horovitz, E. 12
- Howatt, A. P. R. 86
- humanistic perspective 65–67
 - Community Language Learning 67–68
 - role of affect 96–97
- Hyland, K. 20
- Hymes, D. 57
- identity
 - context 18–21
 - mental component 19–20, 103, 133–34, 157–58

Index

- identity (*contd*)
 - pragmatic component 18–19, 103, 133–34
 - sociocultural factors 20–21, 37
- ideology, influence of 36–37, 73–75, 151, 152, 153–54, 201–2
- immigrants
 - classroom as communication 116
 - ideological presentation of TL 73–74
- individual differences
 - diversity 31
 - learners 12–14, 23
 - teachers 17–18, 38–39
- inductive *versus* deductive learning
 - activities 87–88
- information gap/transfer activities 80
- innovation, responding to 142–44, 167–69
- institutional influences 184, 186, 187, 194, 200–201
- intellect, aspect of humanism 66
- Jin, L. 21, 213
- Johnson, H. 51
- Johnson, K. 6, 51, 79, 87, 88, 107
- Johnson, K. E. 16
- Johnson, M. 31
- Johnson, W. K. 170
- Johnston, B. 213
- just-in-time teaching 173
- Kasper, G. 82
- Kaufman, S. 25
- Kennedy, C. 17, 24
- Kennedy, J. 17
- Kershaw G. 160, 170–79
- Kingbury, R. 147
- Kinsella, K. 89
- knowledge
 - analytical learning 90
 - declarative *versus* procedural 88, 91
- Krashen, S. D. 82, 97
- Kryszewska, H. 68
- Kubota, R. 170
- Kumaradivelu, B. 23, 210
- Lakoff, G. 31
- Lamb, C. 24
- Langfeldt, H.-P. 20
- Langton, C. 125
- languages for specific purposes (LSP) 57–58, 60–61, 62, 98, 100, 113, 114, 116, 120
- Larsen-Freeman, D. 25
- Learner-based Teaching* 68
- learners
 - autonomy 117–23, 173, 175–76
 - diversity 22, 23
 - expectations 55–56, 110
 - identity
 - individual differences 12–14, 23, 33
 - learning strategy research 11–12
 - linking to course development 199–200
 - involvement 119–21, 176
 - learner-centred approach 23, 25, 181
 - training 23, 86, 119–20
- learning
 - accessing process 77
 - versus* acquisition 97
 - diversity of 77–78
 - independence 117, 165, 166
 - judgemental evaluation of strategies 158–59
 - learning how to 118
 - process-internal authenticity 94–95, 115–16, 118
 - research 11–12
 - style 12, 20
- see also* analytical learning; cultures of learning; experiential learning; habit formation
- Lessons from the Learner* 68
- Lewin, R. 25
- Lewis, M. 52–53, 65
- lexis *see* vocabulary
- Lincoln, Y. 41
- linguistic system, language as
 - American Kernel Lessons (AKL) 151
 - analytical skills 86–88
 - classroom as controlled learning environment 106–7
- components
 - discourse 53
 - grammar 51–52
 - phonology 53
 - style and appropriacy 54
 - varieties of the TL 54

Cambridge University Press

978-0-521-77676-9 - The Dynamics of the Language Classroom

Ian Tudor

Index

[More information](#)*Index*

- vocabulary 52–53
- functional approach 59
- Indonesia case study 166
- learner expectations 55–56
- student preferences 148–49
- Littlejohn, A. 181, 183
- Littlewood, W. 121
- Liu, D. 213
- local meaning
 - communicatively oriented activities 62–63
 - cultures of learning 160, 169
 - degrees of classroom control 110
 - methodological principles 4, 13, 22, 34–35, 78
 - relevance of teaching and learning 2, 9, 19–20, 27, 34, 207–8, 209, 210–11
- see also* context; methodology and context
- LoCastro, V. 126–27
- locating language teaching 28–31
 - day-to-day reality 28–29, 135
 - versus* official discourse 30
 - ‘vision’ and ‘voice’ 29–30
- Long, M. H. 81
- LSP *see* languages for specific purposes
- Mackay, R. 6
- Markee, N. 143, 209
- McCargar, D. F. 21
- meaning, socio-cultural construct 19–20
- Melton, C. D. 20
- metaphors, for language teaching 31
- Metaphors We Live By* 31
- methodology
 - affect as variable 96–99
 - aid and development agencies 38
 - changing classroom 142–44
 - classroom as controlled learning environment 105–6, 108
 - classroom dynamics 3, 47–48, 78
 - cultures of learning 157–58, 169–70, 178
 - ethnographic perspective 212
 - experiential learning 83
 - ideology 124
 - learner involvement 120–21
 - learner perception 109
 - and pedagogical reality 132–33
- personal meaningfulness 103, 196
- ‘rightness’ of 34
- social basis of 125–26, 127, 130
- state and private sectors 37–38
- variety in approach 22
- visions of learning expressed in 102–3
- methodology and context 208
- AKL in Sri Lanka case study 145–55, 184
- analysis 151–53
- context 145–46
- discussion 153–54
- methodology 147, 155
- student reactions 148–50
 - cultural content of coursebook 149–50, 151
 - nature of learning activities 149
 - place of grammar 148–49
- appropriateness 24, 48, 77–78
- conflicting rationalities 145–55
- evaluation 211–12
- exploring context 133–36
- large classes in Pakistan case study 137–44, 184
 - ‘action zone’ 138–41
 - aspiration 140–41
 - attitude 139
 - opportunity 138–39
- analysis 141
- discussion 142–44
- situation specific decision making 22
- Mishan, F. 86
- modality 51
- Modern Languages Project (Council of Europe) 6
- Moore, T. 67
- Moran, P. R. 16
- morphology 51
- Moskovitz, G. 96
- motivation 12, 59
 - ‘action zone’ 140–41
 - task-based approach 173–74
 - usefulness of target language 146, 152–53
- Mountford, A. 6
- Muchiri, M. 21
- Mueller, T. H. 86
- Munby, J. 6, 60, 112, 178
- Murray, D.E. 40, 210

Index

- naturalistic learning 5, 78–79, 82, 85
- naturalistic research 41–42
- needs analysis 58–59, 112
 - defining ‘needs’ 204
- immigrant learners of English 73–74
- objective *versus* experiential 197, 200
- practicalities of 59–60
- negative stereotyping 170
- negotiation
 - ESOL in USA case study 184–85, 196–97, 196–205
 - analysis 202–4
 - classroom, in and beyond 199–202
 - objective and context 198–99
 - ‘rational’ approach 197–98
- language school in Japan case study 185–96, 206
 - analysis 193–95
 - ethos of learning 185–86
 - the negotiation 191–93
 - participant conceptions of teaching and learning 187–91
 - of messages 3, 82
 - negotiative dynamics 182–85, 207
 - teaching as 181–82
- normality, assumption of 39–40, 46
- Norris, L. 168
- Norton, B. 72
- notional/functional syllabuses 57
- Numrich, C. 16
- Nunan, D. 23, 24, 29, 40, 41, 106, 118, 120, 125, 181, 182
- O’Connor, O. 59
- Okoye, I. 133
- O’Neill, R. 147
- opinion gap activities 80
- otherness, exploring 70
- Oxford, R. 12, 20
- pedagogical choices
 - acknowledgement of diversity in 3
 - cultures of learning 159–60
 - situation-external criteria questioned 2, 4
 - visions of language 75–76
 - visions of learning 102–3
- Pennington, M. C. 16, 214
- Pennycook, A. 117, 118
- personal meaningfulness
 - activities 80, 84, 100, 115
 - course content 197–99, 202–3
 - learning 113–14, 174–75, 183
 - methodological choice 103, 196
 - quality of teachers 213
- phonology 51, 53, 55
 - in functional approach 59
- political choices
 - classroom realities 36–37
 - course design 201–2
 - varieties of TL 54
- political correctness 188
- ‘post-method’ condition 23
- Prabhu, N. S. 43, 45, 81, 210
- predictability of language, and fluency 93–95
- private sector, institutional influences 38
- problem solving 173
- problematic situations, learning from 135
- procedural syllabus 81
- process syllabus 81, 84, 116
- product-orientated learning 149, 150
- ‘progressive’ pedagogical undertaking 171
- project organisation, by students 176
- publishing houses, influence of 38, 154
- rationalities 32–39
 - diversity of participants 32–33, 43
 - institutional and corporate 37–38, 195
 - merging of different 40, 43
 - methodological 34–35
 - sociocultural 35–37, 38
 - student 33–34
 - teacher 38–39
 - understanding classroom reality 47
- reality, day-to-day of classroom accessibility 29
 - researching nature of 41–42, 47
 - ‘untidiness’ 30, 46, 135
- reflective teaching 5, 24
- reform, effecting 44–45, 142–44, 167–70
- refugees case study, humanistic approach 66
- Reid, J. M. 11, 20
- relationships, humanistic approach 66, 97, 99
- research
 - agenda, changing 39–42

Index

- complexity of teaching 42
 diversity as norm 39–40
 ‘etic’ *versus* ‘emic’ approaches 40–41,
 43
 naturalistic enquiry 41–42
 need for investigative methodology 40
 resources, and choice of materials 147
 responsibility, aspect of humanism 66
 Richards, J. C. 16, 20, 24, 34, 71, 134
 Richterich, R. 6
 Riley, P. 20, 121
 Roberts, C. 12
 Robinson, P. 58, 60
 Rodgers, T. S. 34
 role-play 80, 82, 194
 cultural resistance 149–50
 Rubin, J. 11
 Savignon, S. J. 6
 ‘scaffolding language’ 93–94
 scientific method *versus* naturalistic
 enquiry 41
 Scovel, T. 12
 self-access centres 117, 136
 self-actualisation, aspect of humanism 66
 self-directed learning 117, 119, 171
 self-expression, language as 65–69, 113,
 194
 classroom as communication 116
 goal-setting 120
 humanistic perspective 65–67
 operationalising self-expression 67–69
 self-organising systems 140, 141
 Sendan, F. 214
 Shamim, F. 21, 137–44, 155, 184
 shared meaningfulness, strength of 44, 45,
 46, 76, 101
 Shearin, J. 12
 Sikes, P. 214
 Silent Way 107
 simulation 80, 82
 Sinclair, B. 23, 118, 119
 situational approach 147
 skills
 development 90, 98
 and functions 59, 60, 61
 hierarchy of 92
 transfer 198
 Slembrouck, S. 143
 Smith, P. 181
 social agenda, in course design 124–29,
 147, 201–2
 social reality, of classroom 19–21, 26,
 35–36, 104–5, 109–10, 114, 116,
 123, 130, 194–95
 socialisation
 emergent 128–29, 194–95
 imposed 124–27, 147, 204
 sociocultural factors
 communicative approach 5–6
 content of learning 70, 72–75
 language use 70, 72
 speech community
 concept of 69–70
 English speakers 71
 TL as foreign and distant 63
 Spencer, S. 168
 Stake, R. S. 134
 state sector, institutional influences 37–38
 Stevick, E. W. 14, 65–66, 70, 85, 94, 95,
 107
 stimulus-response associations 91
 Strevens, P. 6
 structural linguistics 91
 structural syllabuses 51
 style 54
 in functional approach 59
 subjective factors, in learning process 11,
 12–14, 23
 ‘success’, of methodology 135
Success with Foreign Languages 14
 Sukwiwat, M. 71
 Sullivan, P. N. 20, 167
 Sun, Y. 20
 survival of the fittest 141
 Susser, B. 170
 sustainability 2
 SWOT (Strengths, Weaknesses,
 Opportunities, and Threats) 173
 target competencies, identifying 61–62
 task-based learning 81, 84, 116, 173–74,
 175–76
 teacher-centred approach 138–42,
 143–44, 149, 162
 teacher education
 investing in 213
 methodological innovation 142–44

Cambridge University Press

978-0-521-77676-9 - The Dynamics of the Language Classroom

Ian Tudor

[Index](#)[More information](#)*Index*

- teachers
 - classroom as controlled teaching environment 108
 - co-authors of classroom realities 213–14
 - as counsellors 68, 190
 - decision-making 23–24
 - developing autonomous learning 118, 119–20, 176
 - diversity 31–32
 - expectations 139
 - identity 15–18
 - investing in 213
 - negotiating
 - behaviours 191–93, 196
 - classroom dynamics 183–84
 - positive affective climate 101
 - status 142–43
 - vision of teaching 38–39
- Tebbit, N. 36
- technological perspective 5–8, 207
 - appropriacy of use 7–8, 9
 - changing role of 22
 - diversity 32
 - expansion of demand 5–6
 - materials and resources 7
 - principle and reality 133
 - programme design 6–7, 10
- tense system 51, 70, 147
- Terrell, T. 82
- ‘tissue rejection’ (programme failure) 44–45, 145–46, 183
- TL (target language)
 - distant speech community 63
 - ideological presentation of 73–74, 151, 152, 153–54
- sociocultural connotations 146, 150, 156
- varieties 54, 55, 59, 71–72
- ‘token adoption’, of learning programme 45, 183
- Tremblay, P. F. 12
- Tudor, I. 22, 23, 32, 60, 63, 118, 119, 120, 153, 181, 213
- Uchida, Y. 184, 185–96, 206
- Usuki, M. 118–19
- Uvin, J. 184, 196–205, 206
- validation, and positive affective involvement 101
- Van Lier, L. 9, 35–36, 40, 41, 115, 118
- vocabulary 51, 52–53
 - central component 55, 56
 - cultural difference 70
 - in functional approach 59
- Waldrop, M. M. 25, 125
- Wallace, M. J. 24, 134
- Wenden, A. 12, 33, 56
- Widdowson, H. 6, 57, 81, 91
- Wilkins, D. 6, 57, 112
- Williams, J. 86
- Williams, M. 13–14, 17, 18, 60
- Willing, K. 12, 119
- Woods, D. 16–17, 39
- word formation 51
- Yeadon, T. 147
- Yeo, S. 213
- Yin, R. K. 134
- Young, D. J. 12
- Young, R. 21