

Index

observation, see observation Abramson, L.V., 11 accommodation of level, 36-39, organisation, 106-112 power, 119-121 acculturation, 41 closure, see lesson see also cultural issues cognitive activity, 34-35 collaboration, see interaction accuracy, 81-84, 93 collaborative model, 11-12 action research, 18 active learning, 34-5, 126, 129 communicative approach, 85 activity, 34-35, 75, 108, 120, communicative purpose, 44, 127 129-132 competence, 85 concentration, see learner adult learning, 10, 12, 126 affective factors, 28, 34-35, 58, 80, concept questions, 101 contextual clues, 45 contextualisation, see language aids, see learning control, 81-2, 101 aims, see learning, lesson see also classroom power Allwright, D., 65 Alptekin, C. & M., 42 conversational modification, 54-57 asset model of teacher learning, 9 correction, 104 attending strategies, 28-30, 101 see also error Austin, L., 38 Coulthard, M., 46 cues, 101 cultural issues, 33, 40-42, 121, 126, 129 Bartlett, L., 9 board as resource, 120, 122-124 models, 41 breakdown, see lesson imperialism, 42, 129 Brown, R., 38, 50, 57, 67, 112 Burt M., 7 deductive, 85 Byrne, D., 31, 81-2, 113 deficit model of teacher learning, 9 Deller, S., 119-121 Doughty, C., 54 challenge, indicators of, 37–8 drawing, 123 see also learner level drill, 45, 93 choice, 127, 133 Dulay, H., 7 classroom ambience, 61, 75 classroom ease, indicators of, 38 communication, see interaction

see also learner level

importance of, 13



Index

echoes, see language
Edge, J., 51
ego permeability, 42
eliciting, see teacher eliciting
prompts/responses
Ellis, R., 15
enabling, 12–13
end of lesson, see lesson, closure
equipping, 12–13
error, 57, 84, 103–105
see also feedback to error
ethnocentrism, 33
ethnographic data collection, 85–6

hypotheses, in language learning, 51, 86

inductive, 85
Ingram, D., 42
input, see task analysis
instrumental motivation, see
learning
integrative motivation, see learning
interaction, patterns of, 75, 84, 90,
106–112, 127
instructions, see teacher

Fanselow, J.F., 11, 12, 14 feedback to error, 49–52 fluency, 81–4, 104 focussed instructional cycle, 87, 113 'foreigner talk', 100 Freeman, D., 10, 15 Freire, P., 11 functional-notional approach, 85

Gardner, R.C., 31
Gebhard, J.G., 11
Gibbons, J., 87, 113
Giles, H., 31
gist questions, 102
goal, see task analysis
grammar, 75, 85–7
grouping students, criteria for, 38–9
group work, see classroom
organisation
Gower, R., 14

Harmer, J., 85 help, nature of, 11 high–inference teaching skills, 10, 12–13 homework, 120 humanistic language teaching, 129 humanistic psychology, 28 Krashen, S., 7

Lambert, W.E., 31 language authentic vs simplified, 45 contextualisation of, 75, 93 echoes, 52-54 as negotiated meaning, 54-57, 88, 135 as patterned behaviour, 45 of instructions, see teacher Larsen-Freeman, D., 85 learner attending to, 28–30 autonomy, 75 concentration, 61, 117 as cultural being, 40-42 as doer, 34-35 first language of, 132 knowledge of lesson aims, 69 level, 36–39, 45–6, 100 motivation of, see learning privacy, 129 as resource, 124-6 talking time, 43, 84 type, 36 learning activities, 34-35 aids, 75

142



Index

modification, see conversational aims, 67-70, 120 checking of, 62-64, 75 modification compared to teaching, 65-67 monitoring, see learning, checking as construction of personal meaning, 9, 11, 66 motivation, see learning environment, 28, 58-61 lexis, 71-73, 75 names, using students', 30, materials, see materials negotiation of meaning, see motivation, 31-33, 49, 51, 75, language 84,98 non-verbal communication, 28, 62, as processing, 64, 66, 104-5 styles, 35, 62, 85 notional, see functional-notional Leather, S., 119 approach lesson Nunan, D., 9, 129-135 breakdown, 87-90, 116 closure, 75 objectives, see learning, lesson, cohesion, 81 observer, 1-2 content, grammar as, 85-7 teacher as observer, 4 links between lessons, 75, 80 trainee teacher as observer, 5 objectives, 64, 77, 86-7 trainee trainer as observer, 6 see also learning aims trainer as observer, 5 openings, 78-81 school-based support personnel phases, 81-84 as observer, 5 planning, 66, 74-77 observation revision, 80 for assessment, 2 signalling, 84 contexts of, 3, 4, 20–26 signposting, 81 for learning, 1 timing, 80, 116-118 for mirroring, 14 transitions, 83, 99, 109-112 guiding principles of, 19 level, see learner level purpose of, 2, 3 lexis, see learning reasons for, 8-9 Lindstromberg, S., 9, 52–53 tasks, 7–9 Lipa, L., 71-72 openings of lessons, see lessons lockstep communication, 108 Long, M.H., 54 low-inference skills, 10, 12–13 pace, see lesson pair work, see classroom organisation pausing, see segmenting peer-correction, 104 Maingay, P., 14, 81 performance, 85 materials, 120 phases of lesson, see lessons 'whole-person' 126-129 physical activity, 34-35 meta-language, 43-46, 86 Pica, T., 54 micro-teaching, 102

Porter, P.A., 54

modelling, 3, 101, 110



Index

power, see classroom self-direction, 81-2 PPP -- presentation/practice/ Seligman, M.E.P., 11 production, 113-117 sensitivity, the need for, 19, 26 Prabhu, N.S., 12, 85 setting, see task analysis prescriptive approach, 10, 11 sex of learner, 30 presentation mode, 93 short courses, 14 presenting, skill of 91-93 signalling, see lesson pre-service training, 5, 20 signposting, see lesson pre-teaching of vocabulary, 73 silence, 120 principled teaching, 14 see also wait time problem-solving, 133 silent phase, 7 proxemics, 110 Sinclair, J., 46 skills, 120 Stevick, E., 109, 126-129 questions, 46-48, 94-6, 120 stress, 58 structural approach, 85 student talking time, see learner reflective practitioner, 9-10 re-orienting, 110-111 repair, see lesson breakdown, talk, see interaction conversational modification task-based learning, 8, 15 tasks, 15-16 report-back, 112 revision, see lessons task analysis, 129-132 Richards, J.C., 9, 10, 12, 85 task design and evaluation, Rinvolucri, M., 119 132-135 risk, 36, 121, 133 teacher ritualised behaviour, 14, 81 autonomy of, 10 Rodgers, T.S., 85 decision-making, 10, 74-6, 116, Rogers, J., 42 118, 121 role synchronicity, 31 dependence, 12 roles development, 4, 12, 23-24 of non-native teachers, 41 eliciting, prompts, 94-6 of teacher and learners, 11, 84, eliciting, responses, 96–8 113-116, 129-132 independence, 12 of trainers, 22-23 influence of prior learning, 13 of teacher as giver of feedback, 51 initiator of own development, 10 Rutherford, W.E., 85 intervention, 112 instructions, 99-102 movement, 91-3 safe learning environment, 15, 75, position, 93, 110 127 talking time, 43, 84 Schon, D., 9 questions, 46-48 school-based support, 5-6, 23-4 styles, 35, 61 theories of, 70 segmenting, 101

144

self-correction, 104

voice qualities, 93, 101, 110



Index

teacher trainer, 5, 21–23
teaching compared to learning, see learning
Teasdale, J.D., 11
timing, see lessons
trainability, of observation skills,
13–15,
trainee trainer, 6
trainer training, 6, 25–6
transitions, see lessons
translation, 73
Tyler, C., 13

unfocussed instructional cycle, 87 see also focussed,

vocabulary, 120 perceptions of difficulty, 71–73

wait time, 38, 94–6
Wajnryb, R., 6, 7, 121
Weintraub, E., 13
Widdowson, H., 45, 129
Williams, M., 66, 67
Willing, K., 72
Willis, J., 45
Woodward, T., 59, 106–7, 113
Word lists, 73
Wright, T., 31, 113

Zamel, V., 50-51