

Index

- aims of language learners, 1-7, 82-4
- classroom situation
 - as a social context, 44-8
 - limitations of, 48-9
- communication games, *see* functional communication activities
- communicative ability
 - nature of, 2-6, 65-7, 78-9, 88-9
 - transferability of, 44-5, 63
 - see also* creativity, linguistic competence
- communicative activities
 - defined, 16-17
 - main types, 20-1
 - purpose of, 17-18, 85-9
 - teacher's role in, 19, 91
 - see also* functional communication activities, listening activities, social interaction activities
- communicative competence, *see* communicative ability
- communicative function
 - defined, 1-2
 - for choosing and organising course-content, 10, 77-8, 79-80, 82, 83
 - related to structure, 10-11
- communicative needs
 - checklists for, 82-4
 - predictability of, 84
- comprehension, *see* communicative ability
- conversation, *see* discussion
- Council of Europe, 82-4
- course-content
 - choice of, 76-9, 82-4
 - organisation of, 79-82
- creativity, 6, 38, 50-1, 52, 54-5, 62, 84
 - see also* communicative ability, linguistic competence
- cued dialogues
 - for pre-communicative practice, 14
 - for role-playing, 51-2
- discussion
 - exploiting the classroom social context, 46-7
 - problem-solving through, 36-8
 - role-playing in the form of, 57-8
- errors, 4, 32, 54-5, 94
 - see also* feedback, teacher's role
- feedback, 6, 54, 90-1
- foreign language
 - as a teaching medium, 45-6
 - for classroom management, 45
- functional communication activities
 - defined, 20-1, 22
 - limitations of, 39
 - main types, 22
 - methodological considerations, 20-1, 30, 32, 33, 38-9
 - processing information, 36-8
 - sharing information, 22-32
- sharing and processing information, 32-6, 40-2
 - see also* communicative activities, information
- functional meanings
 - expressing, 3-4
 - understanding, 2-3
 - see also* communicative ability, communicative function
- functional view of language, 1-2
 - see also* communicative ability, communicative function, functional meanings
- grammatical competence, *see* linguistic competence
- improvisation, 59-62
- information
 - processing, 36-8
 - reformulating, 73-4
 - sharing, 22-32, 52-4
 - sharing and processing, 32-6
 - transferring, 71-3
- integration of activities, 58, 68
- language forms
 - related to communicative function, 10-11
 - related to social context, 12-14
 - related to specific meanings, 11-12
 - see also* linguistic competence, pre-communicative activities, structural view of language

Index

- learner-directed activity, 18-19
- linguistic competence, 6, 78-9
 - see also* communicative ability, language forms, structural view of language
- listening activities
 - oriented towards functional meanings, 67-74
 - oriented towards social meanings, 74
- listening comprehension
 - importance of, 65-6
 - nature of, 66-7
- meaning, *see* communicative activities, functional meanings, social meanings
- methodological framework, 85-9
- natural learning processes, 92
- notions
 - defined, 80
 - for choosing and organising course-content, 81-2, 83
- open dialogues, 13-14
- pair-work, 12
- pre-communicative activities
 - defined, 8-9
 - purpose, 16, 85-9
 - types, 9-15
- problem-solving, 32-8
- psychological factors, 93-4
- question-and-answer activity, 11-12, 16, 87
- role-playing
 - based on school experience, 47-8
 - controlled through cued dialogues, 51-2
 - controlled through cues and information, 52-5
 - controlled through discussion and debate, 57-8
 - controlled through situations and goals, 55-7
 - defined, 49-50
 - improvisation, 59-62
 - in large-scale simulation activities, 58-9
 - teacher's role in, 52, 54-5
 - see also* social interaction activities
- roles, identification with, 50, 63-4
- sequencing of activities, 87-8
- simulation, 49-50
 - see also* role-playing
- simulation activities, large-scale, 58-9
- situations
 - choice for role-playing, 63, 78
 - in selecting course-content, 83
- see also* classroom situation, role-playing
- social interaction activities
 - defined, 20-1, 43-4
 - methodological considerations, 62-4
 - using simulation and role-playing, 47-62
 - using the social context of the classroom, 44-9
 - see also* classroom situation communicative activities, role-playing
- social meanings, 4-6, 74
 - see also* social interaction activities
- structural practice, 9-10
- structural view of language
 - defined, 1-2
 - for choosing and organising course-content, 76-7, 79-80
 - see also* linguistic competence
- syllabus design, *see* course-content
- teacher's role
 - in communicative activities, 19
 - in discussion sessions, 47
 - in foreign language teaching, 91-3
 - in role-playing activities, 52, 54-5
 - see also* feedback
- Threshold Level, 82-4
- topics, for choosing and organising course-content, 77, 78, 81, 83