

INTRODUCTION

Teaching English as a foreign language (TEFL) as strategic behaviour. The role of professional knowledge

PART ONE

Where do our ideas on foreign language teaching come from?

1. Foreign language teaching in a historical perspective	17
1.1. The role of Latin	17
1.2. Grammar as the key to foreign language learning. The Grammar Translation Method	18
1.3. Reactions to the Grammar Translation Method	20
1.3.1. The Reform Movement	22
1.4. The Natural and the Direct Methods	23
1.5. The Reading Method	26
1.6. The current view on the role of grammar	28
1.7. The current view on the function of translation	29
1.8. The current view on the role of the text	32
Topics and review questions	32
Further reading	33

PART TWO

Mainstream and alternative methods in TEFL in the second half of the 20th century

2. Audiolingualism in teaching English as a foreign language	36
2.1. Approach, method, technique	36
2.2. Sources of audiolingualism	36
2.2.1. Influences from psychology	37
2.2.2. Influences from linguistics	38
2.3. The Audiolingual Approach, Method and Techniques	39
2.3.1. Five audiolingual slogans and their influence on the method of teaching	40
2.3.2. Further characteristic features of the Audiolingual Method	43
2.3.3. Characteristic techniques	45

2.4. A critical look at the Audiolingual Approach, Method and Techniques	47
2.5. The current view on drill, imitation, and repetition	49
Topics and review questions	52
Further reading	52
3. The Cognitive Code Learning Theory	52
3.1. Influences from psychology	53
3.2. Influences from linguistics	55
3.3. Five slogans of the Cognitive Approach and their implications for the Cognitive Method of foreign language teaching	57
3.4. Further characteristic features of the Cognitive Method	59
3.5. Closing remarks on the Cognitive Method	62
3.6. The current view on the link between materials, meaning, and memory processes	63
Topics and review questions	64
Further reading	65
4. Developments in foreign language teaching following the Audiolingual and the Cognitive Methods	65
4.1. Pessimism regarding the search for an ideal method	65
4.2. The eclectic orientation	66
4.3. The alternative methods	67
4.3.1. The Silent Way by Caleb Gattegno	68
4.3.2. Total Physical Response by James Asher	71
4.3.3. Suggestopedia by Georgi Lozanov	73
4.3.4. Community Language Learning by Charles Curran	76
Topics and review questions	79
Further reading	80
4.4. Focus on the learner	80
4.5. Individual factors in foreign language learning	82
4.6. Individualizing foreign language instruction	84
4.7. The beginnings of Second Language Acquisition Research	86
Topics and review questions	87
Further reading	88

PART THREE

Communicative Language Teaching (CLT)

5. The Communicative Approach to foreign language teaching	90
5.1. Foundations of the Communicative Approach	90
5.2. Interest in doing things with words	90
5.3. The notion of communicative competence	92
5.4. The importance of discourse in CLT	94
5.5. The notion of role	97
5.6. Developments in communicative syllabus design	98
6. The Communicative Method and Techniques. Evaluating CLT	101
6.1. The Communicative Method	101
6.2. Criteria of communication in CLT	101
6.3. Principles of the Communicative Method	103
6.3.1. Further issues in the Communicative Method	105
6.4. Typical activities and techniques	107
6.4.1. Structured dialogue	108
6.4.2. Jig-saw reading and listening	108
6.4.3. Role-play	109
Further reading	110
6.4.4. Drama	110

Further reading	111
6.4.5. Simulation	111
Further reading	113
6.4.6. Project	113
Further reading	115
6.5. Evaluating CLT	115
Topics and review questions	121
Further reading	122

PART FOUR

The current perspective on teaching English as a foreign language

7. Focus on verbal communication, learning, and reasoning	123
7.1. The nature of communicative processes	124
7.2. The main components of our learning 'equipment'	128
7.3. Strong ties between verbal communication and learning	131
7.4. Language as a special code of verbal communication	132
7.5. Reasoning processes available to the language learner	133
Topics and review questions	134
Further reading	135
8. The whole-person involvement in verbal communication and learning	135
8.1. The learner's contribution to the dynamics of verbal communication and learning	135
8.1.1. The role of cognitive resources	136
8.1.2. Making communicative adjustments	137
8.1.3. The learner's creative and constructive involvement	137
8.2. Personality factors	138
8.2.1. The role of the learner's personality	138
8.2.2. The role of self-concept and self-esteem	138
8.2.3. Communicative assertiveness	140
8.3. The learner's development along the lifespan	141
Topics and review questions	142
Further reading	143
9. Conditions for foreign language learning. Input, interaction, feedback. The role of cultivation strategies	143
9.1. Primary conditions for foreign language learning	144
9.2. What can we learn from observing children?	145
9.3. Secondary conditions for foreign language learning. Cultivation of language learning in the classroom	146
9.3.1. The essential processes in foreign language learning and teaching	147
9.4. A look back at the traditional approaches to foreign language teaching	150
9.5. The nature of teaching – the role of the teacher	151
9.6. Focus on form and accuracy	153
9.7. The origin and role of the foreign language teaching method at the beginning of the 21st century	154
Topics and review questions	156
Further reading	156

PART FIVE

How communication and learning emerge

10. The development of the language learner in childhood and adolescence	157
10.1. Landmarks of development	158
10.1.1. Gradual emergence of verbal communication	160

10.2. The first stage – infancy and toddlerhood	160
10.2.1. The psychosocial development	160
10.2.2. Communication	161
10.3. Early childhood (3–6 years)	163
10.3.1. Language and communication in early childhood	165
10.3.2. Play in early childhood	166
10.4. Middle childhood	166
10.4.1. Piaget's stage of concrete operations	166
10.4.2. The development of memory in middle childhood	167
10.4.3. The development of thinking	169
10.4.4. Language development	169
10.4.5. Developing a sense of humour	170
10.4.6. Gifted and creative children	171
10.4.7. Personality and social development in middle childhood	172
10.5. Adolescence	173
10.5.1. Intellectual development in adolescence	174
10.5.2. Personality development	174
10.5.3. The search for identity, including sexual identity	175
10.6. Resulting principles of foreign language teaching in childhood and adolescence	176
Topics and review questions	178
Further reading	178

PART SIX

Foreign language skills in the context of verbal communication

11. Spoken and written discourse	179
11.1. Comprehension and production as an integral part of verbal communication	179
11.2. Differences between spoken and written discourse	180
11.3. Authentic and didactic texts. Authentic and didactic tasks	183
11.4. Stages in learning a skill in a foreign language	187
Topics and review questions	189
Further reading	190
12. Receptive skills: reading comprehension	190
12.1. Reading as a form of interaction	190
12.2. Bottom-up and top-down processes in reading	191
12.3. The learner's angle on reading	192
12.4. The levels of reading comprehension	193
12.5. The teacher's analysis of the text for its communicative and language learning potential	196
12.6. Sources of difficulty in reading comprehension and strategies of dealing with them	200
12.6.1. Increasing background knowledge	200
12.6.2. Highlighting the genre	202
12.7. Vocabulary and the reading passage	203
12.8. Types of reading and their function in learning English as a foreign language	205
12.9. Options in designing reading tasks. Pre-reading, reading, and follow-up	207
Further reading	212
13. Receptive skills: listening comprehension	212
13.1. Functions of auditory input in foreign language learning	213
13.1.1. The learner as a member of an audience	213
13.1.2. The learner as an addressee	214
13.1.3. Input for pronunciation	215
13.2. Listening comprehension as an integral part of verbal communication	217

13.3. Difficulties experienced by foreign language learners in listening comprehension tasks	218
13.4. Guidelines for listening tasks	220
13.5. Auditory input and various follow-up activities	220
13.6. Activities aimed at developing listening comprehension	222
13.7. The function of tapescript in listening comprehension tasks	226
13.8. Options in designing a listening comprehension task	227
Further reading	231
14. Productive skills: speaking	231
14.1. Speaking as an act of verbal communication	232
14.2. Long-term investment in speaking	234
14.3. The structure of conversation	235
14.4. Abilities involved in participating in a conversation	237
14.5. The role of anxiety in developing the speaking skill	238
14.6. Cultivating articulacy in EFL	240
14.7. Selected activities for the development of the speaking skill	244
Topics and review questions	247
Further reading	247
15. Productive skills: writing	248
15.1. Writing as an act of constructing a message	248
15.2. Differences between experienced and inexperienced writers	250
15.3. Long-term investment in the writing skill	251
15.4. Learning to write versus process writing	252
15.5. Sample activities in learning how to write in EFL	254
15.6. Process writing	258
15.7. Error correction in written work	259
Topics and review questions	261
Further reading	262
Conclusions	263
Additional terms	267
References	273
Index	281
Name index	289