

TABLE OF CONTENTS

PREFACE	13
INTRODUCTION	15
HOW TO USE THIS BOOK	17
1. LEARNING ABOUT OUR STUDENTS	21
English in the World	24
Learners' Needs	25
Language Levels	26
Analyzing the needs and motivations of our students	29
Criteria for a good needs analysis	30
Motivation	33
The many roles of the teacher	40
Conclusion	41
Chapter wrap-up	42
Observation task	43
Reflective journal task	43
Portfolio task	43
PLUG IN 1: Differentiating your teaching	44
2. REFLECTIVE TEACHING	45
Understanding reflection	47
It's all in the questions	48
The reflective practice cycle	51
Towards evidence-based reflection	54
Seeing reflection in practice	59
Conclusion	61
Chapter wrap-up	61
Observation task	62
Reflective journal task	62
Portfolio task	62
3. OBSERVATION: A LEARNING TOOL	65
What is observation?	68
Beginning to observe: the silent phase	69

Reasons for observation	69
Observation task 1	71
Observation task 2	74
Directed observation	75
The observation cycle in action	76
What is good teaching?	79
Conclusion	81
Chapter wrap-up	82
Reflective journal task	82
Portfolio task	82
PLUG IN: Classroom observation tasks	83
4. MANAGING OUR CLASSROOMS	85
It's all about being prepared	88
A learning community	89
Our students	91
Age and management	97
Teachers' roles	99
Teacher talk in class	100
Quantity and quality of teacher talking time	103
Elicitation	104
Question types	106
Problems with teacher talking time	111
Interaction patterns	114
Using blackboards/whiteboards (low tech)	117
Discipline Management	119
Conclusion	125
Chapter wrap-up	126
Observation task	126
Reflective journal task	126
Portfolio task	126
5. LESSON PLANNING	127
Why is planning important?	130
Where to begin	133
Knowing the context	135
Stages in planning	137
Qualities of a good lesson plan	140
The learning objectives	141
Qualities of learning objectives	145
Anticipation	146
Procedural plan	148
A sample lesson plan	152

Transitions.....	157
Lesson rhythms and “can do”	160
What can go wrong with a lesson plan?	164
Conclusion	166
Chapter wrap-up	167
Observation task	167
Reflective journal task	168
Portfolio task	168
PLUG IN: Alternative lesson plan templates	169
6. ORGANIZING LANGUAGE LESSONS	171
Lessons and methods	174
Lessons as collection of activities	175
Lessons as structured speech events.....	178
Co-constructing knowledge with learning.....	180
Different needs, different lessons.....	187
Conclusion	192
Chapter wrap-up	193
Observation task	193
Reflective journal task	193
Portfolio task	194
PLUG IN 1: Adapting coursebooks and other materials	195
PLUG IN 2: Technology-mediated teaching and learning	198
7. UNDERSTANDING AND TEACHING LANGUAGE	199
What is language?.....	202
What is lexis?	207
What is grammar?.....	215
Selecting and organizing what grammar to teach	222
What is pronunciation?.....	231
Teachers and pronunciation	238
Putting it all together	240
Techniques for teaching use, meaning and form	242
Conclusion	252
Chapter wrap-up	252
Observation task	253
Reflective journal task	253
Portfolio task	253
PLUG IN: Language games	254
8. DEVELOPING LITERACY SKILLS	255
Literacy	258
Traditional views of the four skills.....	259

Developing writing skills	261
Approaches to teaching writing	265
Assessing writing	275
Developing reading skills	278
Assessing reading	290
Conclusion	291
Chapter wrap-up	291
Observation task	292
Reflective journal task	292
Portfolio task	292
PLUG IN 1: Using graded readers	293
PLUG IN 2: Directed reading and thinking activities (DRTA)	295
9. DEVELOPING ORACY SKILLS	297
Oracy	300
Oral and written language	301
Developing listening skills	302
An updated framework for the development of listening skills	306
Designing listening tasks	311
Assessing listening comprehension skills	313
Developing listening skills	313
The knowledge and skills base of speaking	314
The ideal speaking lesson	321
Designing speaking tasks	323
Managing speaking tasks and activities	329
Assessing Speaking	334
Conclusion	336
Chapter wrap-up	336
Observation task	337
Reflective journal task	337
Portfolio task	337
PLUG IN 1: Storytelling	338
PLUG IN 2: Cooperative learning	339
PLUG IN 3: Songs	341
PLUG IN 4: Video and film	342
10. INTEGRATING LANGUAGE SKILLS	343
Skills integration: pros and cons	346
Principled integration	349
Approaches that promote natural skill integration	351

Conclusion	362
Chapter wrap-up	363
Observation task	363
Reflective journal task	364
Portfolio task	364
PLUG IN 1: Learning Strategies	365
11. ASSESSMENT AND EVALUATION	367
What is assessment?	370
Summative and formative assessment.....	371
Assessment of learning	373
Assessment for learning	375
Tests: types, purposes and design.....	382
Characteristics of good tests	384
Common test items.....	386
Integrated performance assessment	390
Conclusion	393
Chapter wrap-up	394
Observation task	394
Reflective journal task	394
Portfolio task	394
PLUG IN: Writing calibration	395
12. MINDFUL, CORRECTIVE FEEDBACK	397
Tensions in providing feedback.....	400
Feedback dynamics in language classroom	401
Errors or mistakes?	403
Typical corrective feedback moves.....	405
The dilemma of using peer feedback.....	408
Providing mindful, corrective feedback in writing	409
Some final advice on how to give feedback	412
Conclusion	414
Chapter wrap-up	415
Observation task	415
Reflective journal task	415
Portfolio task	416
GLOSSARY.....	417
BIBLIOGRAPHY	425
ONLINE LINKS.....	437