

Index

accuracy and fluency, 73, 116 acquisition heuristics, 71 acquisition of language, 27, 32 approach to teaching, 64 assimilation - acculturation, 18 attitudes: affective domain, 48; assessment of, 15; individual and group, 13-17; negative, 14; positive, 14; questionnaire, 15-17; towards educational framework, 69; towards nature of language, 69; towards nature of learning, 69; towards target language, 13 affective (domain), 48 audience: local, 168-9; wider, 169-70 audiolingual view, 48

behavioristic psychology, 74

checklist for writers, 175-7 classroom: setting, 31–2; size of, 32 cognitive: processes, 68, 71; potential of workouts, 99-100 cognitive-code approach, 35, 46 coherence features, 149 cohesive relations, 149 communication (communicative): ability, 28; channel, 69; competence, 93; curriculum, 68, 88; language teaching, 66, 68; misconceptions of, 88; needs, 38; processes, 94; view of language, 35 community: speech, 70 Community Language Learning (CLL), competence: communicative, 70; linguistic, 149

content, 45, 149; in communicative syllabus, 88-9; organization of, 46; situation, 58; sociocultural, 124; thematic, 45 context (social), 69 course formulation, 41 culture: (cross-) cultural implications, 78; (and) educational philosophy, 41; (and) language, 123; potential for misunderstanding, 149 curriculum see syllabus, 2, 3, 28, 40; absence of specific policy, 44; advisory committee, 24; audience, 23; audiolingual, 35, 46, 69; basis for designing, 23; committee, 24; communicative, 68, 88; competencies, 24; components of, 35-6; content of, 45-6, 49; decision making, 18; definition of, 34-5, 40; design, 18, 68, 69, 88–9; designers, 27, 31, 38, 69; documentation, 41; evaluation of, 42; existing, 27; fact-finding stage, 5; goals of (objectives), 3, 7, 23, 68; humanistic, 75-6; idealized, 68; needs, 4, 13; outcomes, 49; philosophical view of, 35, 42; planning of, 71; planners, 27; (and) syllabus, 3, 34-8, 41, 44; theoretical view of, 42 cyclical format see syllabus decision-making, 175 deductive approach, 47 designers: definition of, 28; tasks, 32-3 dialogue (spoken), 30 directors, 80-1

discourse: spoken, 93-5; written, 93-5



Index

EFL (English as a Foreign Language), 23, 78–80 ESL (English as a Second Language), 23, 78–80 errors, 74–5 ethnomethodology, 118

discrete points/units, 50, 51, 112–19

face validity of course, 167 fact-finding stage, 5, 6, 29 foreign language setting 30, 38 formalists, 117

experiential tasks, 96

games, 82
goals see objectives, 24–5, 26, 30, 40–3, 51, 79; academic needs, 44; broad, 24, 25, 34; communicative, 49, 68–9, 79, 88; course, 26, 28, 41, 42; definition of, 40, 42; educational, 35, 77, 80; establishing, 24; in EFL setting, 24; in ESL setting, 25; formulation of, 41; general, 25, 30, 34, 40–3, 44, 89; humanistically-oriented, 77, 80; (and) objectives, 42; overall, 26, 30; personal, 51; problem solving, 51; realization of, 40; situational, 51; teaching/learning, 77, 79

grammar: discrete points, 50; pedagogical, 27; scientific, 27; semantico-grammatical, 90, 103; structural syllabus, 37; transformational-generative, 35; translation method, 35, 48 group dynamics, 96 group work, 31

holistic view, 73–4, 112–18; of sociocultural content, 135; of syllabus, 112–16 humanistic/effective philosophies, 48, 49, 75–6 hypothesis testing, 71

192

illocutionary force, 90 improvisation, 135 inductive approach, 47 information gap, 118 inventories, 19–21, 28, 107–12; notions and grammar, 108; socio-cultural functions, 109; themes and topics, 109

labor market, 12

language: analysis of, 36; contextembedded use, 72; context-reduced use, 72; form and function of, 115-16; national, 17-18; setting, 6-9, 31; societal factors of, 5-6; use, 32; (of) Wider Communication (LWC), 9-13, 14, 17-19 learners see audience: accommodating -'s interests, 153; assessment of needs, 123; autonomy, 102; role of, 42, 46, 48-9, 76-82 learning theory, 35, 64, 68, 71, 73–5 lexis, 42, 111-12 linear format see syllabus linguistics: approaches, 46; descriptive, 64; rules, 48 linking elements, 149

materials: adaptation of, 30; audience for see audience; audio, 167; commercially sponsored, 33, 167; commissioned projects, 171; computer software, 167; development of, 18, 27, 71, 167-8; equipment, 32; evaluation of, 29, 31; gradation of, 64; hands-on, 167-8; method inherent in, 64; pedagogical implementation, 64; preparer's role, 147-51; presentation of, 164; reading, 147; selection of, 64, 150; specification in, 63; teacher-prepared, 167; team effort, 173-4; (in) use, 27, 29-30; variety of, 150; video, 167 matrix format see syllabus mediation, 96 methods, 63-6



Index

modular format see syllabus rhetorical patterns, 95 motivation: for reading, 1, 64; for roleplaying: examples of, 137-45; roleplay, 141–4 genealogy, 135-6; (for) psychologists, 135; (according to) Spolin, 136; narratives, 150-1 theatre games, 136 Natural Approach, 36, 64 needs: academic, 26; broad, 26; scanning see reading strategies individual, 102; perceived, 13-14, 18; setting: classroom, 32, 80–1; real, 14; societal, 13, 28 communicative, 76, 78, 80; language see language; (in) national context, objectives see goals: broad, 24, 167; 17; natural, 31; (in) political context, (and) goals, 42; interim, 50; specific, 17 24, 42 Silent Way, 36, 64 overgeneralization, 71 simplification, 71 skills (language): getting strategies, 96; pedagogy: implementation of, 64; implementation of, 100-2; listening, trends, 26, 33; learner-centered, 75 101; reading, 101, 147-66; skillplanning: (for) communicative goals, oriented curriculum, 49; speaking, 69; course, 70; educational, 9–12, 100; writing, 101-2 instructional, 40; planners, 41, 49; (and) reconciling opposites, 117-18 skimming see reading strategies speech acts, 93, 116; culture dependent, play, 81-2 123; rules of speaking, 123; styles of players, 81-2 interaction, 69 policy-making, 32, 40-1 societal factors, 5-22; analysis of problem solving, 51, 96 patterns, 32; definition of, 135; (and) process, 42-3, 46, 66, 70-1, 88-9, 103; language, 69; national trends, 14; learning, 27, 31, 32 political trends, 14; social conflicts, producers, 82-3 product, 40, 43, 49-50, 66, 88-9, 103 14; societal needs, 13, 102; status, 70 psycholinguistics, 64 sociocultural: appropriateness, 93, 122–4; content, 124; context, 69–70, reader characteristics, 148 93; functions, 109; knowledge, 70; reading strategies: context clues rules, 93; variables, 70 external, 148; internal, 148; socio-drama, 135 developing skills, 152; discovery sociolingusitics, 68, 69–70, 74, 122–4 procedures, 164; guessing, 148; story-line format see syllabus guided questions, 161; model lesson, strategies, 71 154–60; motivation, 164; predicting, suggestopedia, 64, 78 148; scanning, 148; skimming, 148 syllabus (see curriculum), 27–9, 37–8; reductionism, 119 advantages and disadvantages, 37; reference, 149 approaches, 38; (and) audience, 167; registers, 69 communicative, 70, 88-9, 106; research on learning, 41 components, 103; content, 40, 49-50, resources: evaluate existing, 32; (and) 106; (and) curriculum, 23, 27, 32–5, implementation, 32; (and) key 41, 44; cyclical format, 55; definition factors, 32; limitations, 32; policyof, 35, 40; eclectic approach, 38; making, 32 fundamentals of design, 40;



Index

syllabus (contd.)
grammatical, 37–8; ideal, 28; linear format, 51; matrix format, 58; modular format, 53; notional-functional, 37, 90–2; selecting the shape of, 40, 51; sequence (of linguistic elements), 42; situation, 37; skills, 88; story-line format, 61; themes/topics, 103; utilitarian, 24

tactics, 71
Target Language, 7, 93
teachers, 29–31; ability to adjust, 31;
attitudes of, 31, 44; background, 31;
evaluation, 31; (as) facilitators, 77;
role of, 38, 42, 46, 47–8, 74–81;
training of, 31
teacher talk, 70
teaching: geneology of, 35;
communicative, 66, 69

techniques (procedures), 29, 64 telephone talk, 70 textual analysis, 148 textual properties, 149 texture, 148 Total Physical Response (TPR), 64 transformational grammar see grammar trend-setters, 83–4

unity (in text), 94 utterance, 88–9, 93

variation phenomenon, 69

warm-ups, 96 whole-task activities, 96, 100 workouts, 88, 95–100, 103, 104 writers (of materials), 27, 167–72