## INTRODUCTION

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

.17

Where do our ideas on foreign language teaching come from?

1. Foreign language teaching in a historical perspective.

## PART ONE

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.		
1.6. The current view on the role of grammar		
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		
Further reading.		
PART TWO		
Mainstream and alternative methods in TEFL in the second half of the 20th	ı cer	ıtury
2. Audiolingualism in teaching English as a foreign language.	-	.36
2.1. Approach, method, technique		
2.2. Sources of audiolingualism		
2.2.1. Influences from psychology.		
2.2.2. Influences from linguisties.		
2.3. The Audiolingual Approach, Method and Techniques		
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

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 Co				
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 p	ocess	es .		63
Topics and review questions				64
Further reading				65
4. Developments in foreign language teaching following the Audiolingual and the				
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 SilentWay by Caleb Gattegno		5.1	-111/1-	68
4.3.2. Total Physical Response by James Asher.				.71
<ul><li>4.3.1. The SilentWay by Caleb Gattegno.</li><li>4.3.2. Total Physical Response by James Asher.</li><li>4.3.3. Suggestopedia by Georgi Lozanov.</li></ul>		H3 /	II na.	.73
4.3.4. Community Language Learning by Charles Curran.		100	IMA	.76
Topics and review auestions.				79
Topics and review auestions.  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
DART TURES				
PART THREE				
Communicative Language Teaching (CLT)				
5. The Communicative Approach to foreign language teaching			٠, 🗆	90
5.1. Foundations of the Communicative Approach.		Ξ.	. "	90
5.2. Interest in doing things with words				90
<ul><li>5.3. The notion of communicative competence</li><li>5.4. The importance of discourse in CLT</li></ul>				.92
5.4. The importance of discourse in CLT			ė	94
5.5. The notion of role.				97
5.6. Developments in communicative syllabus design.				98
6. The Communicative Method and Techniques. Evaluating CLT.		70.00	rienij	101
6.1. The Communicative Method.				101
6.2. Criteria of communication in CLT				101
6.3. Principles of the Communicative Method			. 1.1	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
		ь.		108 109
6.4.3. Role-play	•		1	
6.4.3. Role-play.			i	109

		Contents	9
	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 auestions		.121
	Further reading		122
P	PART FOUR		
Γ	he current perspective on teaching English as a foreign languag	ie	
			.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
3.	The whole-person involvement in verbal communication and learning		.135
	8.1. The learner's contribution to the dynamics of verbal communication and		135
	8.1.1. The role of cognitive resources		.136
	8.1.2. Making communicative adjustments		137
			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 ro	ole 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 lang	uage 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 begin		
	century		154
	Topics and review auestions		156
	Further reading		.156

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
	.166
10.4. Middle childhood.	
10.4.1. Piagefs stage ofconcrete operations	
	167
1	169
10.4.4. Language development	169
10.4.5. Developing a sense of humour.	.170
	.171
	.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
Turtuer reading	.176
PART SIX	
Foreign language skills in the context of verbal communication	
	4.50
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	.173
·	100
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
1714 10	213
	214
	215
13.2. Listening comprehension as an integral part of verbal communication	217
C. J. J. Livanova	

	Contents 11
13.3. Difficulties experienced by foreign language learners in li	stening comprehension
tasks	218
13.4. Guidelines for listening tasks	
13.5. Auditory input and various follow-up activities	
13.6. Activities aimed at developing listening comprehension.	222
13.7. The function oftapescript in listening comprehension tas	sks. 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	
14.2. Long-term investment in speaking	234
14.3. The structure of conversation	235
14.4. Abilites involved in participating in a conversation	237
14.5. The role of anxiety in developing the speaking skill.	
14.6. Cultivating articulacy in EFL	240
14.7. Selected activities for the development of the speaking sk	
Topics and review questions	
Further reading.	
15. Productive skills: writing	
15.1. Writingas an act of constructing a message	
15.2. Differences between experienced and inexperienced write	
15.3. Long-term investment in the writing skill	
15.4. Learning to write versus process writing	
15.5. Sample activities in learning how to write in EFL	254
15.6. Process writing	
15.7. Error correction in written work	
Topics and review questions	
Further reading.	
× .	
Conclusions.	263
Additional terms	267
References	
T 1	201

289

Nameindex