

# Contents

|                 |      |
|-----------------|------|
| Thanks          | vii  |
| Acknowledgments | viii |

## PART ONE: **Introduction**

|                                  |    |
|----------------------------------|----|
| 1 Observation as a learning tool | 1  |
| 2 Who is this book for?          | 2  |
| 3 Why a book on observation?     | 7  |
| 4 How the tasks are organised    | 16 |
| 5 How to use the tasks           | 17 |
| 6 A word of caution              | 26 |

## PART TWO: **The tasks**

|  |    |
|--|----|
| <b>1 The learner</b>                       | 28 |
| 1.1 Attending to the learner               | 28 |
| 1.2 Learner motivation                     | 31 |
| 1.3 The learner as doer                    | 34 |
| 1.4 Learner level                          | 36 |
| 1.5 The learner as cultural being          | 40 |
| <b>2 Language</b>                          | 43 |
| 2.1 The teacher's meta-language            | 43 |
| 2.2 The language of questions              | 46 |
| 2.3 The language of feedback to error      | 49 |
| 2.4 Language echoes                        | 52 |
| 2.5 Language as the negotiation of meaning | 54 |
| <b>3 Learning</b>                          | 58 |
| 3.1 The learning environment               | 58 |
| 3.2 Checking learning                      | 62 |
| 3.3 Learning and teaching compared         | 65 |
| 3.4 Learning aims                          | 67 |
| 3.5 Lexis and learning                     | 71 |

|  |     |
|--|-----|
| <b>4 The lesson</b>  | 74  |
| 4.1 Lesson planning  | 74  |
| 4.2 Openings and closures  | 78  |
| 4.3 Lesson phases and transitions                                | 81  |
| 4.4 Grammar as lesson content                                    | 85  |
| 4.5 Lesson breakdowns  | 87  |
| <b>5 Teaching skills and strategies</b>                          | 91  |
| 5.1 Presenting   | 91  |
| 5.2 Eliciting: teacher prompts                                   | 94  |
| 5.3 Eliciting: teacher responses                                 | 96  |
| 5.4 Giving instructions  | 99  |
| 5.5 Managing error   | 103 |
| <b>6 Classroom management</b>                                    | 106 |
| 6.1 Managing classroom communication:<br>patterns of interaction | 106 |
| 6.2 Managing pair and group work                                 | 109 |
| 6.3 Teaching and learning roles                                  | 113 |
| 6.4 Timing and pace  | 116 |
| 6.5 Classroom power  | 119 |
| <b>7 Materials and resources</b>                                 | 122 |
| 7.1 The board as resource  | 122 |
| 7.2 The learner as resource                                      | 124 |
| 7.3 'Whole-learner' materials                                    | 126 |
| 7.4 Task analysis  | 129 |
| 7.5 Task design and evaluation                                   | 132 |
| <b>Bibliography</b>  | 136 |
| <b>Task index</b>  | 139 |
| <b>Index</b>   | 141 |