The Practice of English Language Teaching

FIFTH EDITION

Jeremy Harmer

with DVD

Contents

1 The world of English language teaching

1.1 Who speaks English? 1
- 1.1.1 Varieties of English

1.2 Who learns English, and which variety do they learn? 4
- 1.2.1 General English and ESP
- 1.2.2 Business English
- 1.2.3 Content-based language teaching (CBLT) and CLIL

1.3 Who teaches English? 9

2 Describing the English language

2.1 What we want to say 14
- 2.1.1 Form and meaning
- 2.1.2 Purpose

2.2 Appropriacy and register 17

2.3 Language as text and discourse 18
- 2.3.1 Discourse organisation
- 2.3.2 Genre

2.4 Grammar 21
- 2.4.1 Choosing words for grammar
- 2.4.2 Some important grammatical concepts

2.5 Lexis 25
- 2.5.1 Word meaning
- 2.5.2 Extending word use
- 2.5.3 Word combinations

2.6 The sounds of the language 28
- 2.6.1 Pitch
- 2.6.2 Intonation
- 2.6.3 Individual sounds
- 2.6.4 Sounds and spelling
- 2.6.5 Stress

2.7 Speaking and writing 34

2.8 Paralinguistics 36
- 2.8.1 Vocal paralinguistic features
- 2.8.2 Physical paralinguistic features

3 Issues in language learning

3.1 What research offers 41
- 3.1.1 The mind is a computer
- 3.1.2 Explicit and implicit knowledge
- 3.1.3 Language is forming habits
- 3.1.4 Language is communication
- 3.1.5 Language is grammar; language is vocabulary
- 3.1.6 The role of other languages (translation)
- 3.1.7 Learning is about people

3.2 Making sense of it all 52

4 Popular methodology

4.1 Approach, method, procedure, technique 54

4.2 Three and a half methods 55

4.3 Communicative language teaching 57
- 4.3.1 Teaching 'unplugged'

4.4 Task-based learning 60

4.5 The lexical approach 62

4.6 Four old humanistic methods 64

4.7 A procedure (presentation, practice and production) 65

4.8 Which method? What approach? 68
- 4.8.1 What teachers do
- 4.8.2 Post-method and learning culture

4.9 Coursebooks and other materials 71
- 4.9.1 For and against coursebook use
- 4.9.2 How to use coursebooks
- 4.9.3 Using coursebooks more effectively
- 4.9.4 Choosing coursebooks
- 4.9.5 Designing our own materials

4.10 Looking forward 77

5 Being learners

5.1 The age factor 80
- 5.1.1 Young learners

5.1.2 Teenagers
5.1.3 Adults
5.2 Learner differences 86
5.2.1 Learner styles
5.3 Motivation 89
5.3.1 Understanding the nature of motivation
5.3.2 What affects motivation?
5.3.3 What teachers can do about student motivation
5.4 Levels 94
5.4.1 From beginner to advanced
5.4.2 The CEFR levels
5.4.3 Other frameworks of language proficiency
5.5 Learner autonomy 97
5.5.1 Learner training/strategy training
5.5.2 Autonomy tasks
5.5.3 Open learning, self-access centres and student 'helpers'
5.5.4 Provoking student choice
5.5.5 Outside the classroom
5.5.6 Homework
5.5.7 All in the mind

6 Being teachers
6.1 Qualities of a good teacher 113
6.1.1 The magic of rapport
6.1.2 Inside the classroom
6.2 Roles that teachers 'play' 116
6.2.1 Talking to students
6.2.2 The teacher as a teaching 'aid'
6.3 What teachers do next 120
6.3.1 Teachers on their own
6.3.2 Teachers with others
6.3.3 Different ways of observing and being observed
6.3.4 The big wide world

7 Class size and different abilities
7.1 Class size: two extremes 136
7.1.1 Large classes
7.1.2 Teaching one-to-one
7.2 Managing mixed ability 143
7.2.1 Working with different content
7.2.2 Different student actions
7.2.3 What the teacher does
7.2.4 Special educational needs (SENs)
7.2.5 Realistic mixed-ability teaching

8 Feedback, mistakes and correction
8.1 Giving supportive feedback 154
8.2 Students make mistakes 155
8.3 Correction decisions 156
8.3.1 What to correct
8.3.2 When to correct
8.3.3 Who corrects and who should be corrected?
8.3.4 What to do about correction
8.4 Correcting spoken English 158
8.4.1 Online (on-the-spot) correction
8.4.2 Offline (after-the-event) correction
8.5 Giving feedback for writing 161
8.5.1 Giving feedback in process writing
8.5.2 Using correction symbols
8.5.3 Alternatives to correction symbols
8.5.4 Letting the students in
8.5.5 What happens next
8.5.6 Burning the midnight oil

9 Managing for success
9.1 Why problems occur 168
9.2 Creating successful classrooms 170
9.2.1 Behaviour norms
9.2.2 Teaching for success
9.3 Dealing with problems 173

10 Seating and grouping students
10.1 Whole-class teaching 177
10.1.1 Seating whole-group classes
10.2 Students on their own 180
10.3 Pairs and groups 181
10.3.1 Pairwork
10.3.2 Groupwork
10.3.3 Ringing the changes
10.4 Organising pairwork and groupwork 183
10.4.1 Making it work
10.4.2 Creating pairs and groups
10.4.3 Procedures for pairwork and groupwork
10.4.4 Troubleshooting

11 Technology for learning

11.1 What is on offer? 192
- 11.1.1 Internet connectivity

11.2 Technology issues 196
- 11.2.1 Digital divides
- 11.2.2 Digital literacy
- 11.2.3 Who does what?
- 11.2.4 Six questions

11.3 Using classroom resources 201

11.4 Blended learning, flipped classrooms and beyond 204
- 11.4.1 Blended learning
- 11.4.2 The flipped classroom
- 11.4.3 SOLEs

11.5 Learning online 206

12 Planning

12.1 Planning paradoxes 210

12.2 Thinking about lessons 211

12.3 Designing lessons 214

12.4 Making a formal plan 216
- 12.4.1 Background elements
- 12.4.2 Describing procedure and materials

12.5 Planning a sequence of lessons 221
- 12.5.1 Projects and threads

12.6 Planning CLIL lessons 225

13 Teaching language construction

13.1 Studying structure and use 228
- 13.1.1 Language study in lesson sequences
- 13.1.2 Choosing study activities
- 13.1.3 Known or unknown language

13.2 Explain and practise 231
- 13.2.1 Explaining things
- 13.2.2 Practice (accurate reproduction)

13.3 Meet, need and practise 235

13.4 Discover and practise 235

13.5 Research and practise 237

13.6 Review and recycle 238

14 Teaching grammar

14.1 Introducing grammar 239

14.2 Discovering grammar 246

14.3 Practising grammar 248

14.4 Grammar games 253

15 Teaching vocabulary

15.1 Introducing vocabulary 258

15.2 Practising vocabulary 264

15.3 Vocabulary games 269

15.4 Using dictionaries 271
- 15.4.1 When students use dictionaries
- 15.4.2 Dictionary activities

15.5 Keeping vocabulary notebooks and cards 275

16 Teaching pronunciation

16.1 What is good pronunciation? 277

16.2 Pronunciation problems 278

16.3 Phonemic symbols: to use or not to use? 280

16.4 When to teach pronunciation 281

16.5 Pronunciation and the individual student 282

16.6 Pronunciation sequences 283
- 16.6.1 Working with sounds
- 16.6.2 Working with stress
- 16.6.3 Working with intonation and stress
- 16.6.4 Sounds and spelling
- 16.6.5 Connected speech and fluency

17 Teaching language skills

17.1 Skills together 297
- 17.1.1 Input and output
- 17.1.2 Integrating skills
- 17.1.3 Language skills, language construction
- 17.1.4 Integrating skill and language work
- 17.1.5 Top-down and bottom-up

17.2 Receptive skills 302
- 17.2.1 A procedure for teaching receptive skills
- 17.2.2 The language issue
- 17.2.3 Comprehension tasks

17.3 Productive skills 307
- 17.3.1 A procedure for teaching productive skills
- 17.3.2 Structuring discourse
- 17.3.3 Interacting with an audience
- 17.3.4 Dealing with difficulty
- 17.3.5 What to do about language

17.4 Projects 311
- 17.4.1 Managing projects

18 Reading

18.1 Intensive reading 314
- 18.1.1 The vocabulary question
- 18.1.2 Analytical reading (text mining)

18.2 Reading aloud 318

18.3 Extensive reading 319

18.4 Reading sequences 321

19 Listening

19.1 Skills and strategies 336
- 19.1.1 Top-down listening
- 19.1.2 Bottom-up listening

19.2 Extensive listening 339

19.3 Live listening/recorded listening 340
- 19.3.1 Live listening
- 19.3.2 Pre-recorded audio

19.4 Using film and video 343
- 19.4.1 Viewing and listening techniques

19.5 Listening (and film) sequences 345

19.6 The sound of music 357

20 Writing

20.1 Literacies 360
- 20.1.1 Handwriting
- 20.1.2 Spelling
- 20.1.3 Layout and punctuation
- 20.1.4 Text construction

20.2 Approaches to student writing 363
- 20.2.1 Process and product
- 20.2.2 Genre

20.3 Creative writing 366

20.4 Writing as a collaborative activity 367

20.5 Building the writing habit 367

20.6 Writing-for-learning, writing-for-writing 369

20.7 The roles of the teacher 369

20.8 Writing sequences 370

20.9 Dictation activities 379

20.10 Portfolios and journals 381

21 Speaking

21.1 Spoken language 384

21.2 Students and speaking 385
- 21.2.1 Reluctant students

21.3 Speaking repetition 387

21.4 Speaking activity types 388
- 21.4.1 Acting from scripts
- 21.4.2 Communication games
- 21.4.3 Discussion
- 21.4.4 Prepared talks and presentations
- 21.4.5 Questionnaires
- 21.4.6 Simulation and role-play
- 21.4.7 Storytelling

21.5 Speaking sequences 393

21.6 Making recordings 404
- 21.6.1 Getting everyone involved

22 Testing and evaluation

22.1 Summative and formative assessment 408

22.2 Qualities of a good test 409
- 22.2.1 Washback

22.3 Types of test 410

22.4 Test item types 412
- 22.4.1 Some typical test item types
- 22.4.2 Skill-focused tests
- 22.4.3 Young learner test item types

22.5 Writing and marking tests 417
- 22.5.1 Writing tests
- 22.5.2 Marking tests

22.6 Teaching for tests 421

GLOBAL SCALE of English

The Global Scale of English is a standardised, granular scale from 10 to 90, which measures English language proficiency.

Visit **English.com/gse** to learn more.

The Global Scale of English logo appears throughout this book next to activities, accompanied by a number representing a level on the scale.