Contents

Pref	face	. XI
1	The framework: history and politics	. 1
1.1	Teaching English as a Foreign Language	
	1.1.1 The historical perspective	
	1.1.2 The international perspective	
	1.1.3 The national perspective	
1.2	Current educational standards and curricula	
	1.2.1 The Common European Framework of Reference for	
	Languages	. 8
	1.2.2 Germany: new educational standards and more testing.	. 11
1.3	Teacher education in Germany	
	Recommended reading	
2	Challenges of the teaching profession	. 17
2.1	What makes a good teacher?	. 18
	2.1.1 The reflective practice model of professional	
	development	. 19
	2.1.2 Personal characteristics	. 21
	2.1.3 Principles of good teaching practice	. 22
	2.1.4 New technologies, new challenges	. 24
2.2	What makes a good EFL teacher?	. 27
	2.2.1 Knowledge and competences regarding oneself	. 27
	2.2.2 Knowledge and competences regarding learners	. 28
	2.2.3 Knowledge and competences regarding content	. 29
	2.2.4 Knowledge and competences regarding pedagogy	. 30
	2.2.5 Knowledge and competences regarding context	. 31
2.3	Education in the 21st century	
	2.3.1 Paradigm shift	. 32
	2.3.2 Teacher professional development and action research.	. 33
	Recommended reading	. 35
3	TEFL as a transdisciplinary project	
3.1	Definitions and link disciplines	

CONTENTS

3.2	Language acquisition and learning in Psychology and	
	Linguistics	40
	3.2.1 Behaviorism: feeding the parrot	42
	3.2.2 Nativism: genes, genes, genes	43
	3.2.3 Cognitivism: the mind as processor	45
	3.2.4 Constructivism: the creative mind	51
	3.2.5 Sociolinguistic, Sociocultural, and Interactionist	
	Approaches: the social agent	53
	Recommended reading	57
4	From methods to principles	59
4.1	Approach – method – technique	60
4.2	Teacher-orientation	61
	4.2.1 Grammar-Translation Method: the knowledge of rules	61
	4.2.2 Direct Method: situated listening and speaking	62
	4.2.3 Audiolingual/Audiovisual Method: habit formation	63
4.3	Student-orientation	66
	4.3.1 Communicative Language Teaching: authentic	
	communication	66
	4.3.2 Task-based Language Teaching: problem-solving	68
	4.3.3 Collaborative and Participatory Methods: social and	
	critical agency	72
4.4	Subject-orientation: Bilingual Teaching or Content and	
	Language Integrated Learning	75
4.5	Age and stage: early language learning and transition	78
4.6	Individual differences and factors	81
4.7	Postmethod principles in a nutshell	84
	Recommended reading	88
5	Grammar and vocabulary	89
5.1	Communication and competence	90
	5.1.1 Today's consensus	90
	5.1.2 Speech production and Interlanguage	91
5.2	Teaching and learning grammar	96
	5.2.1 Choices and approaches	96
	5.2.2 Selected approaches	98
	5.2.2.1 Focus on form	99
	5.2.2.2 Task-based Language Teaching	101
	5.2.2.3 Acquisition-based Method	102
5.3	Teaching and learning vocabulary	104
	5.3.1 Psycholinguistic basics	104
	5.3.2 Structuring vocabulary lessons	107
	5.3.3 Teaching activities	109

Contents

	5.3.4	Learning strategies	112
		nmended reading	113
		•	
6		age competences, learning strategies,	
		ne individual learner	115
6.1	Key co	ompetences and skills	117
	6.1.1	An integrative approach	117
	6.1.2	Receptive skills: reading and listening	122
	6.1.3	Productive skills: writing and speaking	128
	6.1.4	Mediation and intercultural competence	133
	6.1.5	Authentic communicative tasks and activities	136
6.2	Learn	ing strategies and learner types	138
	6.2.1	Learning strategies	138
	6.2.2	Learner types	140
6.3	Heter	ogeneous groups and inclusion	141
	6.3.1	Heterogeneous groups	141
	6.3.2	Inclusion	144
	Recon	nmended reading	149
7	Interc	cultural and transcultural learning	151
7.1	From	Landeskunde to intercultural learning	153
	7.1.1	Culture and language	153
	7.1.2	From Landeskunde to Cultural Studies and intercultural	
		competence	155
	7.1.3	Concepts of intercultural competence	159
7.2	Towar	rd transcultural competence	163
	7.2.1	Global issues and global education	163
	7.2.2	Assessing and evaluating inter- and transcultural	166
- ^	æ	competence	166
7.3		rinciples	168
	Recon	nmended reading	172
8		ture matters	173
8.1		ions of literature	175
	8.1.1	Personal interest	175
	8.1.2	Institutional interest	176
8.2		paches to teaching literature	177
	8.2.1	Analytical approaches: nothing but the text	178
	8.2.2	Making sense: subjective response and dialog	180
	8.2.3	Context and culture as conditions of meaning	182
	8.2.4	'Doing' literature; task-based and creative work	187
8.3		ture for all levels	190
	Recor	nmended reading	196

CONTENTS

9	Media: a balanced approach	197	
9.1	Media pedagogy and media literacy		
9.2	Potential	204	
9.3	Media repertoire	205	
9.4	Digital technologies: new horizons, new challenges	210	
9.5	Four examples of media use	213	
	9.5.1 Writing and illustrating a picture book	213	
	9.5.2 Weather reports with fun	214	
	9.5.3 Telling stories in pictures	215	
	9.5.4 Platform-based literature project	216	
	Recommended reading	217	
10	Lesson planning and classroom management	219	
10.1	Lesson frameworks	220	
10.2	Using the textbook and other material	225	
10.3	and the second s	227	
	10.3.1 Advance reflection	227	
	10.3.2 Structuring a lesson	229	
	10.3.3 Models for lesson planning	231	
	10.3.4 Generic structure of a lesson plan	232	
	10.3.5 Assessing and evaluating lessons	234	
10.4		235	
	10.4.1 Teacher talk and student talk	235	
	10.4.2 Optimizing classroom interaction	236	
	Recommended reading	242	
11	Materials design	245	
11.1	Curricula and textbooks	246	
	11.1.1 Curriculum design	246	
	11.1.2 The textbook: friend or foe?	249	
11.2	Designing effective materials	250	
	11.2.1 Materials and tasks	251	
	11.2.2 Basic tips for designing worksheets	254	
11.3	Digitally designed materials	257	
	Recommended reading	261	
12	Assessment and evaluation	263	
12.1	Achievement as social parameter	265	
	Functions of assessment and evaluation	268	
12.3	Assessment and testing	269	
	12.3.1 Parameters and criteria	269	
	12.3.2 Subjective factors	272	
	12.3.3 Toward a fair assessment culture	274	

Contents

12.4	What are we testing and how?	276
	12.4.1 The process of testing	276
	12.4.2 Teaching objectives	277
	12.4.3 Typology of tests and tasks	281
12.5	Grading	284
	12.5.1 Grading scales	284
	12.5.2 Alternative assessment formats	286
12.6	Correcting mistakes	287
12.7	Practical examples	289
	Recommended reading	291
Refe	rences	293
Inde	x	333
Ackı	nowledgments	339