## CONTENTS

|                  |   | page |
|------------------|---|------|
| FOREWORD         |   | ix   |
| PREFACE          |   | хi   |
| INTRODUCTION     |   | 1    |
| CHAPTER 1:       | TEACHERS' INTERPRETATIONS OF THE COMMUNICATIVE APPROACH | 9    |
| Introduction     |   | 9    |
| Analysis of inte | erviews   | 12   |
| Theme 1:         | Teachers' reasons for involvement in innovation         | 14   |
| $Theme\ 2:$      | Aspects perceived as 'new' by teachers                  | 16   |
| Theme $3$ :      | Understandings of 'communicative competence'            | 18   |
| Theme 4:         | Appropriacy of communicative competence as objective    | 20   |
| $Theme \ 5:$     | Relationship with other objectives                      | 21   |
|                  | The choice of syllabus                                  | 21   |
|                  | Methodology (general principles)                        | 23   |
|                  | Running role play activities                            | 25   |
|                  | Use of FL and L1 in classroom management                | 27   |
|                  | Reacting to error                                       | 32   |
|                  | The place of 'grammar explanations'                     | 34   |
|                  | The place of writing                                    | 37   |
|                  | Paired and group organisation                           | 39   |
|                  | Teacher-pupil relations and teacher skills              | 40   |
| Theme 15 :       | Problems and constraints                                | 41   |
| Conclusion       |   | 44   |
| CHAPTER 2:       | STAGE 2 OBSERVATION : ANALYSIS OF TEACHING ACTIVITIES   | 48   |
|                  | onal visits: practice FL, communicative                 | 48   |
|                  | nd CFL activities at Palmer High School                 | 49   |
|                  | nd CFL activities at Bloomfield High School             | 51   |

| L1, PFL and CFL activities at Sweet Grammar School                       |            |  |
|--|------------|--|
| L1, PFL and CFL activities at Jespersen Academy                          |            |  |
| Summary and discussion   |            |  |
| CHAPTER 3: ACTION RESEARCH STUDIES I: ROLE PLAY AND SIMULATION           | 64         |  |
| Definitions of role play and simulation                                  | 64         |  |
| The communicative/practice distinction                                   |            |  |
| Role play and the observational visits                                   |            |  |
| Role play and simulation: overview of action research                    |            |  |
| Role play 1  | 68         |  |
| Role play 2  | 73         |  |
| Role play 3  | 78         |  |
| Role play 4  | 82         |  |
| Simulations: Introduction  | 85         |  |
| Simulation 1   | 85         |  |
| Simulation 2   | 100        |  |
| CHAPTER 4: ACTION RESEARCH STUDIES II: INFORMATION ORIENTATED ACTIVITIES | 106        |  |
| Tokan Anation  | 106        |  |
| Introduction Action research studies                                     |            |  |
| Background 1   | 108<br>108 |  |
| Background 2   | 112        |  |
| Background 3   | 115        |  |
| Grammar study  | 118        |  |
| Skill training study   | 123        |  |
| Conclusion   | 125        |  |
|  |            |  |
| CHAPTER 5: LINGUISTIC FEATURES OF<br>TEACHER FL TALK                     | 127        |  |
| Introduction   | 127        |  |
| Teacher talk and the coursebook syllabus                                 |            |  |
| Teacher talk: Palmer High School   | 127<br>127 |  |
| Teacher talk: Bloomfield High School                                     | 134        |  |
| Teacher talk: Sweet Grammar School                                       | 139        |  |
| Teacher talk: Jespersen Academy  | 143        |  |
| Beyond 'Syllabus Speak'  | 144        |  |
| Simplification in teacher talk   |            |  |

| CHAPTER 6:  | COMMUNICATION AND REPAIR STRATEGIES           | 148        |
|---|---|------------|
| Introduction  |   | 148<br>148 |
| Teacher communication strategies<br>Pupil repair strategies |   | 153        |
| CHAPTER 7:  | FUNCTIONAL DIFFERENTIATION IN LANGUAGE CHOICE | 155        |
| Teachers' classroom management language                     |   | 155        |
| Pupil FL initiatives  |   | 160        |
| Conclusion  |   | 163        |
| CHAPTER 8:  | CONCLUSION                                    | 165        |
| APPENDIX 1:   | Background literature                         | 170        |
|   | The interview schedule and conduct of the     |            |
|   | interviews                                    | 175        |
| APPENDIX 3:   | The observational visits                      | 179        |
| BIBLIOGRAPHY  |   | 182        |
| KEY TO ABBREVIATIONS  |   | 188        |