

Contents

Thanks	viii
Acknowledgements	ix
Preface	1
Part A The cultures of the classroom	9
Chapter 1 The social context	
1.1 In search of what happens between people	9
1.2 A division in the profession	11
1.3 Which social context?	13
1.4 The classroom and its environment	15
1.5 Finding out what we need to know	16
1.6 Summary	18
1.7 Questions for discussion	19
Chapter 2 ‘Coral gardens’	
2.1 Metaphors for the classroom	21
2.2 Cultures of specific activities	22
2.3 Patterns for group life	23
2.4 Transmission and learning	25
2.5 Personality and ethics	25
2.6 Change and stress	26
2.7 Diversity and interconnection	28
2.8 ‘Coral gardens’	31
2.9 A note on terminology	31
2.10 Summary	32
2.11 Questions for discussion	32
Chapter 3 The variety of classroom cultures	
3.1 Pace and flow	34
3.2 Teaching spectacles and learning festivals	36
3.3 Large- and small-class cultures	37
3.4 Deep and surface action	40
3.5 Need for caution	48
3.6 Summary	51
3.7 Questions for discussion	51

Chapter 4 Student groups

4.1	The learning group ideal	53
4.2	The national cultural argument	54
4.3	The need to consider smaller cultures	55
4.4	The problem of appropriacy	61
4.5	Non-pedagogic factors	64
4.6	Summary	67
4.7	Questions for discussion	68

Chapter 5 Teacher groups

5.1	The power of subjects	69
5.2	Collectionism and integrationism	71
5.3	The development of BANA English language teaching	74
5.4	Setting the scene for conflict	80
5.5	Implications for the social context	87
5.6	Summary	91
5.7	Questions for discussion	91

Part B Sources of conflict 93

Chapter 6 Technology transfer

6.1	The special needs of state education	93
6.2	The political power of language teaching	95
6.3	A responsibility to understand	102
6.4	Transferability of the learning group ideal	104
6.5	Summary	108
6.6	Questions for discussion	109

Chapter 7 The politics of projects

7.1	Culture conflict	110
7.2	'Real world' problems	113
7.3	Local perceptions	116
7.4	Intercompetence	123
7.5	Summary	124
7.6	Questions for discussion	125

Chapter 8 'Calculated procrastination'

8.1	Implications for project management	126
8.2	Deep action	129
8.3	Tissue rejection	134
8.4	Isolation of the project culture	137
8.5	Cultural imperialism?	139
8.6	Summary	140
8.7	Questions for discussion	141

Chapter 9 Teachers' and students' lessons	
9.1 Two lessons	142
9.2 The myth of expatriate success	147
9.3 The possibility of integration	155
9.4 The parameters for local teacher success	158
9.5 Summary	159
9.6 Questions for discussion	159
Part C Appropriate methodology design	160
Chapter 10 A culture-sensitive approach	
10.1 Learning about the classroom	161
10.2 The prerequisites of an appropriate methodology	164
10.3 A communicative approach?	165
10.4 The elements of a communicative approach	167
10.5 The myth of learner-centredness	174
10.6 Becoming-appropriate classroom methodology	177
10.7 Summary	179
10.8 Questions for discussion	179
Chapter 11 Solving classroom problems	
11.1 A methodological attitude	180
11.2 Teaching grammar in a large class	184
11.3 Unfinished, thick descriptions	191
11.4 The question of expertise	192
11.5 Summary	193
11.6 Questions for discussion	194
Chapter 12 Curriculum and project design	
12.1 The project and the curriculum	195
12.2 Getting close to local 'real worlds'	198
12.3 Curriculum developer as ethnographer	203
12.4 Curriculum developer as opportunist	209
12.5 Learning from project experience	211
12.6 Moral issues	212
12.7 Achieving an 'appropriate methodology'	215
12.8 Summary	216
12.9 Questions for discussion	217
Conclusion	218
References	219
Index	233