

INDEX

Introduction	15
Chapter 1: Key issues in second language acquisition and learning	17
<i>María Luisa García Bermejo (UCM)</i>	
1. Introduction	17
2. Some factors that influence success in SLA	19
2.1. Individual learners differences	20
2.1.1. Age	20
2.1.2. Aptitude	22
2.1.3. Personality	23
2.1.4. Attitudes and motivation	25
2.1.5. Learning styles	27
2.1.6. Learning strategies	29
2.2. Input and interaction	31
2.3. Output	36
3. Exercises and activities	37
4. Glossary	38
5. Recommended bibliography and references	39
Chapter 2: Language teaching methods and approaches.....	45
<i>Raquel Varela Méndez (UNED)</i>	
1. Introduction	45
2. Language Teaching Methods in History	46
3. The Communicative Approach	49
4. Exercises and activities	55
5. Glossary	55
6. Recommended bibliography	56

Chapter 3: Currículo.....	57
<i>Raquel Varela Méndez (UNED)</i>	
1. Introduction	57
2. Recent changes in the curricula: “Ley de Calidad”: a summary.....	58
3. Other relevant legal references to curricula.....	86
3.1. Nursery / Pre-school Education	86
3.2. Primaria.....	86
3.3. Secondary Education.Vocational Training. <i>Ley de Calidad de la Educación</i>	87
3.4. Bachillerato.....	90
4. Exercises and activities.....	90
5. Glossary	91
6. Recommended bibliography.....	91
Chapter 4: Teaching english to very young learners	93
<i>Raquel Varela Méndez (UNED)</i>	
1. Introduction	93
2. General Objetives of the Nursery Education Period	94
2.1. Main areas.....	94
2.2. Games, Songs and Rhymes.....	96
2.3. Arts and Crafts	96
2.4. Story Telling	96
2.5. Drama.....	97
3. Characteristics of Young Children.....	97
3.1. Basic Aspects of Child Development from 0-6 years Old.....	99
3.2. Main Characteristics of 3-6 Year Olds.....	101
3.3. How Children Learn English as a Second Language..	102
4. Teachers’ Role	102
4.1. Teachers’ Language	102
4.2. Teachers’ Attitudes	103
4.3. Teachers’ Capacities	103
5. Teaching Techniques	104
5.1. Useful activities	105
6. Teaching Methods	106
7. Exercises and Activities.....	109
8. Recommended bibliography.....	109
Chapter 5: Teaching and learning listening and speaking.....	111
<i>M.^a Elena Gómez Parra and Antonio Raigón (UCO)</i>	
1. Introduction	111
2. Teaching and Imrpoving Listening.....	112
2.1. Preliminary Discussion.....	112
3. What is a “good listener”.....	113

4.	Listening activities.....	114
4.1.	Some techniques	114
4.2.	Listening Activities.....	117
4.2.1.	Selection exercise.....	117
4.2.2.	Rhymes	118
5.	Assessing listening	120
6.	Teaching second language speaking.....	121
6.1.	The nature of spoken language	122
6.2.	Knowledge vs. skill.....	123
7.	Some practical considerations	123
7.1.	Student needs and suggestions for the classroom	123
7.2.	Form-centered, meaning-centered and fluency.....	124
7.3.	Error correction.....	125
8.	Excercises and activities.....	125
9.	Glossary.....	128
10.	Recommended bibliography	129
Chapter 6:	Teaching and learning two skills: Writing and reading	131
	<i>M.^a Elena Gómez Parra (UCO)</i>	
1.	Introduction	131
2.	Teaching and Learning Writing	133
2.1.	Basic concepts.....	133
2.2.	Activities	137
2.2.1.	Simple Writing Practice	138
2.2.2.	Read and Write	139
2.2.3.	Speak and Write	140
3.	Writing assessment.....	142
4.	Teaching and Learning reading	143
4.1.	Basic concepts.....	143
4.2.	Tips and ideas	147
5.	Exercises and activities.....	149
6.	Glossary	154
7.	Recommended bibliography	154
Chapter 7:	Teaching vocabulary	155
	<i>Elena Suárez Suberviola (UCM)</i>	
1.	What learners need to know about words.....	155
2.	Teaching and learning vocabulary	158
2.1.	Making use of strategies	158
2.2.	Selecting and teaching vocabulary.....	158
2.3.	Practical activities for young learners.....	160
2.3.1.	Classroom objects	160
2.3.2.	At school.....	161
2.3.3.	Christmas	162
3.	Exercises and activities.....	163

4. Glossary	164
5. Recommended bibliography.....	164
 Chapter 8: The teaching of pronunciation.....	165
<i>Elena Suárez Suberviola (UCM)</i>	
1. Introduction	165
2. The reasons behind pronunciation errors	166
2.1. L1 Interference.....	166
2.2. Generalisation	169
2.3. Influence of the written form	169
3. What to teach: some criteria for a selection	169
3.1. Rhythm	170
3.2. Sounds	171
4. How to teach pronunciation. Awareness and practice activities.....	174
5. Exercises and activities.....	176
6. Glossary.....	176
7. Recommended bibliography.....	177
 Chapter 9: The task-based approach	179
<i>Antonio Durán Fernández (UAM)</i>	
1. A processing-cognitive and contextual-interactive perspective for english teaching through a task-based approach and evaluation of this teaching.....	179
1.1. Construction of knowledge processes and role played by memory	181
1.1.1. Memory functioning and input processing	181
1.1.2. Representational systems and central processing	183
1.1.3. Output	185
1.2. Analysability and Accessibility: Redefining the competence-performance relationship.....	186
1.3. Evaluation	187
2. Principles for task-based instruction. Framework for plannig task-based teaching units. Examples for the different levels of education	188
2.1. An information-processing approach to tasks	188
2.2. A framework for planning task-based units. Examples for the different levels of education	189
2.2.1. Summary of a teaching unit at Nursery school level.....	191
2.2.2. Summary of a teaching unit at E.S.O.	192
3. Exercises and activities.....	192
4. Glossary.....	193
5. Recommended bibliography and references	193

Chapter 10: Assessment and evaluation in foreign language teaching	195
<i>Beatriz Rodríguez López and M.^a Luz Valencia González (UV)</i>	
1. Introduction	195
2. Stages in evaluation	197
2.1. Initial evaluation	197
2.2. Summative evaluation.....	199
3. Evaluation instruments	199
3.1. Observation	199
3.2. Class diaries	200
3.3. Questionnaires	201
3.4. Tests	205
4. Conclusion.....	210
5. Exercises and activities.....	210
6. Recommended bibliography.....	211
 Chapter 11: Classroom management.....	213
<i>M.^a Asunción Martínez Cebrián (UAM)</i>	
1. Introduction	213
2. The teacher	214
2.1. Personality, attitudes and abilities.....	214
2.2. The teacher's roles	215
2.3. Presence and movement.....	216
2.4. Gesture and facial expression	217
2.5. The teacher's voice	218
3. The physical surroundings.....	219
3.1. Seating arrangements	219
4. Student groupings.....	220
4.1. Whole class	221
7.2. Pairwork.....	221
4.3. Groupwork	221
4.4. Solowork	225
5. Teaching practices	225
5.1. Classroom procedures and routines	225
5.2. Teaching your procedures and routines	225
5.3. Some procedures.....	228
5.4. Discipline	229
6. Some conclusions for trainees	231
7. Exercises and activities	231
8. Glossary	231
9. Recommended bibliography and references	232
 Chapter 12: Classroom language.....	233
<i>Raquel Varela Méndez (UNED) and Lydia Valle Torrado (UCM)</i>	
1. Introduction	233
2. Classroom objects.....	234

3. People Working at School	237
4. School Facilities	238
5. What to say ... before the lesson.....	239
6. During the Class	239
6.1. Getting started.....	240
6.2. Asking for Information	240
6.3. During the Lessons	241
6.4. Dealing with Physical Problems.....	242
6.5. Correcting Student's Work.....	243
6.5. Playing Games	244
6.7. Singing songs.....	246
7. After the Lesson	246
8. Exercises and Activities	247
9. Glossary.....	248
10. Recommended bibliography.....	248
 Chapter 13: Songs, rhymes and games.....	249
<i>Raquel Varela Méndez (UNED)</i>	
1. Introduction	249
2. Games	249
2.1. Grammar Games	250
2.2. Vocabulary Games	253
3. Songs	256
3.1. Advantages of Using in the Classroom.....	257
3.2. Disadvantages	258
4. Rhymes	266
4.1. Some traditional rhymes and songs	266
5. Exercises and activities.....	280
6. Recommended bibliography.....	281
 Chapter 14: Using Information and communication technologies to teach and learn english as a foreign language	283
<i>Raquel Varela Méndez (UNED), María Jordano de la Torre (UCO) and Jesús Casado Casado (UCM)</i>	
1. Introduction	283
2. How to use DVD/VCR in the English classroom.....	283
3. Multimedia	292
4. How to produce interactive exercises with authoring software	292
5. How to take advantage of projects designed for communication.....	293
6. Using free and updated resources from the internet.....	299
7. Exercises and activities.....	312
8. Glossary.....	313
9. Recommended bibliography.....	317

Chapter 15: Literature at the core of EFL lessons: A practical proposal <i>Isabel Alonso Belmonte and María Fernández Agüero</i> (UAM)	319
1. Introduction	319
2. Using literature in the EFL classroom.....	321
3. Designing a ELF literature-based programme	324
4. The <i>TELCA</i> programme	325
5. Conclusion.....	334
6. Exercises and activities.....	334
7. Recommended bibliography and references	335
Chapter 16: Assessing teaching and learning materials..... <i>Raquel Varela Méndez</i> (UNED)	339
1. Introduction	339
2. Course books	340
3. Audiovisual AIDS	346
4. CALL.....	347
5. Exercises and activities.....	352
6. Glossary.....	353
7. Recommended bibliography.....	353