

Contents

Introduction	1
PART ONE Clearing the ground	
1 Talking about language teaching	9
2 Theory and practice	23
3 Towards a conceptual framework	35
4 Research	53
PART TWO Historical perspectives	
5 Approaches and studies	75
6 A sketch of recent and current trends: 1880–1980	97
PART THREE Concepts of language	
7 Trends in linguistic theory	119
8 Linguistic theory and language teaching: emergence of a relationship	152
9 Linguistic theory and language teaching: reassessment and current status	173
PART FOUR Concepts of society	
10 Society, culture, and language	191
11 Aspects of sociolinguistics	218
12 The social sciences and the second language curriculum	246
13 The sociology of language teaching and learning	269
PART FIVE Concepts of language learning	
14 Psychological approaches to language and learning	289
15 Development of a psychological perspective in language teaching: a selective review	317

16	Models of second language learning and the concept of proficiency	337
17	Learner factors	360
18	Conditions of learning and the learning process	391
PART SIX Concepts of language teaching		
19	The study of education and its relevance to language teaching	419
20	Language teaching theories as theories of teaching method	452
21	The break with the method concept	477
22	An educational interpretation of language teaching	497
Conclusion		515
Bibliography and citation index		523
Index		569