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A college student in Delhi talks about the patterns of his language use:
Since Hindi is my mother tongue and I've learnt it at my home, I feel very comfortable in using it while talking to my parents. In school, I learnt English; therefore while talking to friends and sibling, I prefer English. Hindi is also my language with my friends and sibling. Some of my relatives hardly know any other language but Bhojpuri. I like this language as I've been using this since childhood. With my teachers and strangers, I feel comfortable in English. Also to sound formal I love using English.

Suggested Readings

Suranjana Barua
Tezpur University, Assam

Focus on the Language Classroom

By Dick Allwright and Kathleen M. Bailey, Cambridge Language Teaching Library

Allwright and Bailey's *Focus on the Language Classroom* strives to answer the most fundamental question related to language teaching in tutored settings: what works in the classroom and why. In other words, the focus of this book is on *what actually happens* in the classroom rather than on the planning of language teaching. Given that classroom research is a dynamic area of investigation, the main issues addressed in this book have implications for various facets of classroom teaching including teaching, syllabus design, material development, testing and teacher education. Allwright and Bailey note in their Preface that "Being a good classroom teacher means being alive to what goes on in the classroom" (p xvi), and as such classroom research helps in gaining a better understanding of what good teachers and learners *instinctively* do as a matter of course. The book is divided into six major parts, with a total of eleven chapters. The first and second parts deal with the principles and procedures involved in classroom research. The core of the book, however, lies in Parts III-V which documents the findings that researchers have discovered ever since language classroom research began in the late 1960s. Part III of

the book deals with the treatment of 'oral errors' in language classrooms, Part IV considers the complexities of 'classroom interaction', and Part V examines 'receptivity' that summarizes the research on learners in terms of personal matters such as anxiety, competitiveness, motivation and self-esteem. For those who are working on classroom research, Part VI of this book will prove useful as it deals with the position that teachers may adopt to utilize classroom research in their own settings. Each chapter also has a *summary, a discussion starter, suggestions for further reading,* and a *mini project* section. Readers will especially find the section on *discussion starters* to be of great aid in relating the main points with their own experience. In addition, Appendix A-H on pages 202-223 also outlines a few systems and models of analysing classroom research.

A Course in Language Teaching: Practice and Theory

By Penny Ur Cambridge Teacher Training and Development Series Editors: Marion Williams and Tony Wright Published by: Press Syndicate of the University of Cambridge First Published: 1996 First South Asian Printing: 2005 ISBN: 0-521-67137-X (Paperback)

The best thing about Penny Ur's *A Course in Language Teaching* is its comprehensiveness. Divided into a total of seven parts, the course book comprises 22 modules including practice activities, testing, reading, lesson-planning, teaching regular as well as large heterogeneous classes, and many others, with each module bearing a careful outline of both theoretical and practical aspects. Each module also has separate units outlining the following: i)*input* (background information essentially forming a

summary of ideas that professionals, scholars and researchers have produced) ii) *experiential work* (tasks based on teaching/learning experiences, which may be based on lesson observation, classroom teaching, micro-teaching, peer-teaching and/or experiment) and iii) *tasks* which are aimed to provoke careful thinking about the issues and the formulation of personal theories with regard to language teaching. The different learning modes and defining concepts are lucidly explained in a short 'Rationale' section in the Introduction. The first two parts of the book comprise a total of seven units, which outline the *basics of the teaching process* and the *components of teaching language.* The *basics of the teaching process* in turn comprise *presentation*, *practicing* and *testing*, which correspond to the three strategies used by good learners trying to acquire a foreign language which are a) to perceive and understand new language, b) to learn it thoroughly and c) to check themselves. The *components of teaching language* comprise pronunciation, vocabulary, grammar and topics/situations/notions/functions; the 'what'. The rest of the book deals with practical aspects of teaching language, course contents, etc. Teachers trying to teach a language in heterogeneous settings may find Part III ('Teaching the language: The how') and Part VI ('Learner differences') particularly useful. Ur's insights drawn from personal experience, and the citation of practical examples based on the 'reflective model' in teaching language make this book a very handy companion for language teachers and educators. The simple layout of the book with its effective illustration also makes it very user-friendly. This book also has a 'Further Reading/Teachers' Handbook' section at the end of each module which most readers will find extremely useful.