

# Table of Contents

Editors' Introduction	1
<b>Tributes</b>	
For William R. Lee: A Giant in His Field / A Man for All Seasons Mary Finocchiaro	7
A Leeward Look Vaughan James	9
IATEFL and FATEFL, the Trunk and the Branch Ray Janssens	11
<b>Teaching and teacher training</b>	
The Proper Study of ELT Gerry Abbott	21
Providing Opportunities for Learning: Teacher Training Experience Antonietta A. Celani	29
The Importance of Understanding Reginald A. Close	39
Curriculum Design for Teacher Training David Cross	45
In-service Teacher Training and Teaching Through Activities. A Progress Report from Germany Christoph Edelhoff	53
The Theologian and the Tightrope Walker Alan Maley	67
On Teaching, Training and Learning: Some Reflections and Suggestions Judy Winn-Bell Olsen	79
Research and the Language Teacher: What's the Use? Alun L.W. Rees	85
Second Language Teaching and One-only Solutions Makhan L. Tickoo	93
Language Study and Language Learning Henry G. Widdowson	103
<b>Learning and the learner</b>	
Learning a Foreign Language: the 'Cognitive' Approach Olga Akhmanova and Tamara Nazarova	113
Learning to Spell in an Anglophone Setting Virginia F. Allen	117

viii *Table of Contents*

Parental Support for Young Learners of English – An Underestimated Contributor to Success <b>Opal Dunn</b>	123
Let Them Read! – Later. Problems of Introducing Reading and Writing to Young Learners of English as a Foreign Language <b>Leonora Fröhlich-Ward</b>	131
Observations on the Learning Styles of Adult Students <b>Manfred Gerbert</b>	139
Teaching Foreign Languages in French Primary Schools: A New Challenge <b>Denis Girard</b>	145
Embarrassment in the Classroom <b>Ron Mackay</b>	153
The Notion of Habit and the Contemporary Language Learning/Teaching Paradigm <b>Waldemar Marton</b>	165
Testing or Owls, Pebbles and Fans <b>Mario Rinvolucri</b>	175
Cognitive Style and Individualization in the EFL Class <b>Arthur van Essen, Peter van der Tuin, and Mik van Es</b>	185
<b>Language and linguistics</b>	
Practical Problems, Practical Solutions <b>Louis G. Alexander</b>	197
Teaching in Key: A Tonal Proposition <b>Winifred Crombie and Martin Parker</b>	203
Attitudes of Southern African Linguists <b>René Dirven</b>	213
Translation and Functional Sentence Perspective (A Case Study of John 1.1 – 2) <b>Jan Firbas</b>	221
A Note on the Voicing of Initial /f-/ in English in the 15th Century: Onomastic Evidence <b>Jacek Fisiak</b>	233
The Problem of the *Unable Lexicographer <b>Leslie A. Hill</b>	239
The Re-anglicisation of English <b>William F. Mackey</b>	243
Concepts, Contexts and Meaning: Learning to Learn Vocabulary <b>Wilga M. Rivers</b>	247
A Study of the Intelligibility of Nigerian English <b>Brian Tiffen</b>	255
Where Have All the Phoneticians Gone? <b>John L.M. Trim</b>	261
Why do French-speakers have difficulty with <i>coming</i> and <i>going</i> ? <b>Sidney F. Whitaker</b>	273

<i>Homage to W.R. Lee</i>	ix
<b>Language education and culture</b>	
Peace Education in the Foreign-Language Classroom: Chances - Challenges - Problems <b>Reinhold Freudenstein</b>	285
Cultural Contexts <b>Bruce Pattison</b>	293
William. R. Lee: Curriculum Vitae and Select List of Publications	297
List of Contributors	306

