

Contents

I COMMUNICATING

Communication acts, 3

Processes in learning to communicate, 4

1. *Structured interaction*, 6

Opposing views on development of speaking skill, 6

Differences between spoken and written English, 7

Stress patterns in spoken English, 9

Style of language, 14

Bridging activities, 16

Supplying the student with a basic corpus, 18

Object centered, 18; *melody and rhythm centered*, 19; *verb centered*, 20; *situation centered*, 24

Dialogue construction and adaptation, 25

Grammar-demonstration dialogues, 25; *conversation-facilitation dialogues*, 28; *spiral dialogues*, 29; *cultural concepts in dialogues*, 30; *checklist for original or rewritten dialogues*, 33

Dialogue exploitation, 33

Dialogue memorization, 33; *ways of presenting dialogue*, 34; *directed dialogue*, 36; *chain dialogue*, 37; *dialogue as a culminating activity*, 38

Cummings device, 40

Oral reports, 42
Situation tapes, 44

2. Autonomous interaction, 46

Categories of language use, 47

Social relations, 48; *expressing reactions*, 49; *hiding intentions*, 49; *talking one's way out of trouble*, 49; *seeking and giving information*, 49; *learning or teaching how to do or make something*, 50; *conversing over the telephone*, 50; *problem solving*, 51; *discussing ideas*, 53; *playing with language*, 53; *acting out social roles*, 54; *entertaining*, 55; *displaying achievements*, 55; *sharing leisure activities*, 56

Situations of utterance, 56

Improvement, not perfection, 58

Correction of errors, 58; *level of correct speech*, 58; *the SI line*, 60; *individual differences*, 60; *the teacher*, 60

3. Listening, 62

Models of listening processes, 63

The uncertainties of a spoken message, 64

Edited and unedited materials, 64; *recognition uncertainties*, 68

The active process of constructing a message, 75

Perceiving a systematic message, 75; *imposing a structure*, 77; *recirculating, selecting, recoding for storage*, 81

Strategies of perceptual segmentation, 87

Semantic-syntactic decoding, 88; *aural recognition vocabulary*, 89

Macro or micro? 92

Assessment of macro-language use, 93; *assessment of micro-language learning*, 93; *designing multiple-choice items*, 95

Chart of listening comprehension activities, 98

4. Oral practice for the learning of grammar, 110

Deductive or inductive, 110

Oral exercises, 110

Traditional types of exercises, 111

Grammar rules and exercises, 111; *fill-in-the-blank*, 116; *replacement*, 119

Systematic oral practice exercises, 120

Pattern drill, 120; *substitution tables*, 125

Six groups of oral exercises, 126

Repetition or presentation drills, 126; *substitution drills*, 127; *conversions*, 130; *sentence modifications*, 138; *response practice*, 143; *translation exercises*, 146

5. *Teaching the sound system*, 149

Understanding descriptions of phonological systems, 149

Contrastive analysis and error analysis, 151

Generative phonology, 152

Variation and change in English, 153

Two varieties of English: General American and General British, 154

Articulatory descriptions and empirical recommendations, 157

Teaching American English r, 158

Sounds as a system, 160

Incorrect production of post-vocalic l and r, 160; *effects of correct rhythm and intonation*, 161

Aural discrimination, 162

Production, 168

Introduction of sound system, 168; *early teaching of sound system*, 169; *stages of intensive practice*, 170; *what degree of perfection in early stages?* 171

Remedial training, 172

Remedial production exercises, 172; *sample pronunciation checklist*, 180

Evaluation passage, 184

II THE WRITTEN WORD

6. *Reading I: purposes and procedures*, 187

Reading for information, 189

A different script, 196; *English for special purposes*, 198

Reading of informal material, 200

Fluent direct reading, 200

Literary analysis, 201

Translation, 201

Lexical, structural, and social-cultural meaning, 202

Word counts and frequency lists, 204

How an unfamiliar text appears to a student, 207

Six stages of reading development, 212

Stage One: Introduction to reading, 212

Materials for Stage One, 215

Stage Two: Familiarization, 217

Materials for Stage Two, 217

Stage Three: Acquiring reading techniques, 219

Materials for Stage Three, 219

7. *Reading II: from dependence to independence*, 225

Stage Four: Practice, 225

Materials for Stage Four, 230

- Stage Five: Expansion, 233
- Materials for Stage Five*, 236
- Stage Six: Autonomy, 240
- Ordering the reading lesson, 240
- Assisting and assessing reading comprehension, 241
- Building and maintaining vocabulary, 251
- Integrating the language skills at Stages Three to Five, 258
- Improving reading speed*, 261

8. *Writing and written exercises I: the nuts and bolts*, 262

What is writing? 262

Writing down, 265

Writing a different script, 266; *copying*, 267; *reproduction*, 269;
focusing on spelling, 270; *learning number conventions*, 271;
proofreading, 272

Writing in the language, 273

Presenting the grammar, 274; *grammatical terminology*, 275; *how do written exercises differ from oral practice?* 276; *cognitive exercises*, 277;
multiple-choice, 278; *fill-in-the-blank*, 284; *cloze procedure*, 289;
Rosetta procedure, 290; *learning from living language*, 291; *grammar and writing skill*, 296

9. *Writing and written exercises II: flexibility and expression*, 297

Production: flexibility measures, 297

Conversions and restatements, 298; *sentence modification*, 300; *practice in types of sentences*, 300; *combinations*, 302; *contractions*, 303;
expansions, 303; *the idea frame*, 307; *integrated language activities within an idea frame*, 309; *styles of writing*, 314

Expressive writing or composition, 316

Normal purposes of writing, 318; *writing as a craft*, 320; *correcting and evaluating*, 322; *scoring systems*, 324

Translation, 325

As a teaching/learning device, 327; *as a specialized study*, 328;
exploring the dictionary, 338; *exploring the grammar*, 343

Suggested assignments and projects, 344

Appendix A: Phonemic symbols used in this book, 349

Appendix B: Table of transcribing alphabets, 352

Notes, 355

General bibliography, 378

Supplemental bibliography, 387

Index, 391