Contents

Introduction	ix
CHAPTER I USAGE AND USE	
1.1 Correctness and appropriacy	I
1.2 Usage and use as aspects of performance	2
1.3 Usage and use in classroom presentation	4
1.4 Aspects of meaning: signification and value	10
1.5 Usage and use in the design of language teaching materials	
1.6 Selecting areas of use for teaching language	15
1.7 Summary and conclusion	18
Notes and references	20
CHAPTER 2 DISCOURSE	
2.1 Sentence, proposition and illocutionary act	22
2.2 Cohesion and propositional development	24
2.3 Coherence and illocutionary development	27
2.4 The relationship between propositional and illocutionary	
development	29
2.5 Procedures of interpretation	31
2.6 Deriving discourse from sentences: an example	32
2.6.1 Propositional development: achieving cohesion	33
2.6.2 Illocutionary development: achieving coherence	38
2.7 Conventions of coherence	44
2.8 Deriving discourse by arrangement: another example	45
2.9 Summary and conclusion	51
Notes and references	55
CHAPTER 3 LINGUISTIC SKILLS AND COMMUNICATIVE ABILITIES	
3.1 The four skills	57
3.2 Activities associated with spoken language	58
3.3 Activities associated with written language	61
3.4 Reciprocal and non-reciprocal activities	64
3.5 Linguistic skills and communicative abilities	67
3.6 Retrospective and prospective interpretation	69
3.7 Assimilation and discrimination	71
3.8 Non-verbal communication	73

	Contents	vii
3.9 Summary and conclusion		74
		75
American To say of Theorem		13
CHAPTER 4 COMPREHENDING AND READING		
7		77
4.2 The reading passage as dependent exemplific		77
4.3 The reading passage as independent 'compre	hension piece	79
4.3.1 Extracts: the problem of authenticity		79
4.3.2 Extracts: the comprehending problem		81
4.3.2.1 Priming glossaries		82
4.3.2.2 Prompting glossaries		86
4.3.3 Simplified versions		88
4.3.4 Simple accounts		89
4.4 Gradual approximation		91
4.5 Comprehension questions: forms and function		94
4.5.1 Types of question by reference to form		95
4.5.2 Types of question by reference to fund	tion	100
4.5.2.1 Usage reference		100
4.5.2.2 Use inference		102
4.6 Other reading exercises		105
Notes and references		109
CHAPTER TO COMPOSING AND WEIGHTING	i theatiy, will be	
CHAPTER 5 COMPOSING AND WRITING		
5.1 Preview		III
5.2 Types of grammar exercise		112
5.3 Exercises in usage and use		115
5.3.1 Composing sentences in passages		115
5.3.2 Using the contexts of the reading passa	age	117
5.4 Preparation exercises		119
5.5 Exploitation exercises	And Sieb and Incomplete	123
5.5.1 Gradual approximation: sentence to di		124
5.5.2 Gradual approximation: act to discours		126
5.5.2.1 Focus on single illocutionary ac		126
5.5.2.2 Relationships between pairs of	acts	130
5.5.2.3 Extension to larger discourse u	nits	134
5.5.3 Rhetorical transformation of discourse	units	140
5.5.4 Information transfer		141
5.6 Summary and conclusion		142
Notes and references		143
CHAPTER 6 TOWARDS AN INTEGRATED APPROACH		
6.1 Preview: the need for integration		T 4 4
		144
6.2 The discourse to discourse scheme		145
6.3 Types of procedure	on by gradual	146
6.3.1 Demonstration: rhetorical transformati approximation	on by gradual	146
6.3.2 Demonstration: rhetorical transformati	on by	
illocutionary change		152
		4

viii Contents

6.3	3.3 Demonstration: information transfer	154
6.4 Pr	inciples of approach	158
	4.1 Rational appeal: the use of translation	158
6.4	4.2 Integration and control	160
6.5 Su	immary and conclusion	162
Notes	and references	163
ndex	Extracts: the problem of authorities	165
	institutes the comprehending problem	

Index

Abercrombie, D., 75
accent, 58
account, 49 simple, 89-91
Alexander, L. G., 163-4
Allen, J. P. B., 20, 55, 143, 163
appropriacy, 1-2 contextual, 24-5
assimilation, 71-2
and use inference questions, 100,
102-5
Austin, J. L., 55
Bates, M., 164
behaviourists and language learning,
75-6, 109
Brooks, N., 76
Broughton, G., 20
THE PARTY OF THE P
Candlin, C. N., 164
classroom presentation, 4-10
'cleft sentence', 35
coherence
and illocutionary development,
27-9, 38-44
conventions, 44-5
cohesion
and propositional development,
24-7, 32-8
in reading passages, 78
Cole, P., 55
commentary, 9
communication, non-verbal, 73-4
communicative abilities, 57-76
and linguistic skills, 67-9
nature of, 68-9
communicative competence, 144, 163
communicative situation, 6
completion exercises, 112-15
as exploitation exercises, 124
as sapisitudes sacrosses, 124

```
as preparation exercises, 119-20
composing, 62
  and comprehension questions, 95-97
  and writing, 111-43
  sentences in passages, 115-17
composition, 144
comprehending, 63
  and reading, 77-110
comprehension, 144
'comprehension pieces', 79-91
comprehension questions, 77
  and assimilation, 72
  forms and functions of, 94-105
  non-verbal response, 99-100
  types by reference to form, 95-100
  types by reference to function, 100-5
consequence, 130-3
contextual reference exercise, 107-8
conversion exercises, 112-15, 116
Corder, S. P., 20
correctness, 1-2
corresponding, 65, 66-7
Coulthard, R. M., 110
Criper, C., 55
```

Dakin, J., 21
Davies, A., 109-10
dialect, 58
discourse, 22-56
coherence, 29
cohesion, 26
creating, 32-44
deriving by arrangement, 45-51
interpretation, 31-2
non-verbal devices, 73-4
discourse-to-discourse scheme, 145-6
types of procedure, 146-58
discrimination, 71-2
and use inference questions, 100,
102-5

Dudley-Evans, A., 164 elaboration, 135 ethnomethodologists, 55-6 exemplification, 130, 133-4 exercises exploitation, 123-42 grammar, 112-9 in usage and use, 115-19 information transfer, 141-2 preparation, 119-23 pre-sentence, 121 rhetorical transformation, 131-3 explanation, 9 explanatory solutions, 106-7 and rhetorical transformation, exploitation exercises, 123-42 gradual approximation, 124-40 extracts comprehending problem, 81-8 priming glossaries, 82-6 problem of authenticity, 79-81 prompting glossaries, 86-8 foreign language teaching, 53 Giglioli, P. P., 56 Glendinning, E. H., 143 glossaries priming, 82-6 prompting, 86-8 grading by reference to use, 12-14 exercises in gradual approximation, gradual approximation, 91-3 act to discourse unit, 126-40 and preparation exercises, 119-23 and rhetorical transformation, 146-52, 156-7 extension to larger discourse units, sentence to discourse units, 124-6 grammar, 144 grammar exercises, 145 types, 112-15 Greenbaum, S., 55 Grice, H. P., 55, 143 Halliday, M. A. K., 55 Hasan, R., 55

hearing, 60

Hornby, A. S., 109

Hutcheson, S., 75 illocutionary act, 22-4 gradual approximation, 126-40 relationship between pairs, 130-4 single, 126-30 illocutionary change and rhetorical transformation, 152-4, 157 illocutionary development and coherence, 27-9, 38-44 relationship with propositional development, 29-31 illocutionary marker, 30 information transfer and discourse-to-discourse scheme, 154-8 and translation, 160 exercises, 141-2 interpretation and non-verbal communication, 73 and priming glossaries, 85-6 and prompting glossaries, 87-8 assimilation and discrimination, 71-2 checks, 106 checks and rhetorical transformation, 147 procedures of, 31-2 retrospective and prospective, 69-71 interpreting, 63, 66-7, 68-9, 75 Kirkwood, J. M., 164 Labov, W., 55-6 language activities associated with spoken language, 58-61 activities associated with written language, 61-4 ethnomethodological approach, 55-6 practice books, 144-5 language learning, child, 52-3 language teaching and behaviourists, 75-6, 109 and spoken language, 60-1 integrated approach, 144-64 principles of approach, 158-62 selecting areas of use, 15-18 language teaching course aims, 1-2, 57, 67 pattern of presentation, 111-12 language teaching materials, 145 usage and use in design of, 12-15

language teaching procedures integration and control, 160-2 rational appeal, 158-60 language usage, 1-21 and skills, 66 as aspect of performance, 2-4 exercises, 115-19 in classroom presentation, 4-10 in design of teaching materials, 12-15 in simplified versions, 88 in reading passages, 78 language use, 1-21 and extracts, 80 and linguistic skills, 57-8, 66 as aspect of performance, 2-4 in design of teaching materials, 12-15 exercises, 115-19 in classroom presentation, 4-10 selecting areas, 15-18 simplified versions, 88 Laver, J., 75 learner, motivation, 17 Leech, G., 55, 143 linguistic competence, 3 linguistic context, 6 linguistic performance, 3-4 linguistic skills, 57-76 and communicative abilities, 67-9 defining, 75-6 teaching, 67-8 listening, 57-8, 59-60

Mackey, W. F., 21
manner, and language skills, 65-6, 67
meaning, aspects of, 10-12
medium, and language skills, 65-6, 67
mode, and language skills, 65-6, 67
Moore, H. M., 164
Morgan, J. J., 55
Morrow, K., 164
motivation, in language teaching, 17
multiple choice questions, 95-8, 108
usage reference, 102
use inference, 105

non-reciprocal activities, 64-7 non-verbal communication, 73-4, 126 non-verbal preparation exercises, 121-3 non-verbal representation, discourseto-discourse scheme, 155-6 Nyyssonen, H. K., 76

oral drills, 4-7

paragraph, 137 paralinguistic devices, 73-4 paralinguistic modes of communicating, 99-100 polar questions, 95-8 usage reference, 101 use inference, 105 preparation exercises, 119-23 pre-sentence exercises, 121 priming glossaries, 82–6 prompting glossaries, 86-8 proposition and sentence, 22-4 propositional development and cohesion, 24-7, 32-8 relationship with illocutionary development, 29-31 propositional features of discourse, prospective interpretation, 69-71

'pseudo-cleft' sentence, 37

qualification, 130–3 Quirk, R., 55

exercises, 131-3

Rivers, W., 76

of discourse units, 140-1

reading, 57-8, 61-4 and comprehending, 77-110 assimilation and discrimination, 71-2 exercises, 105-9 reading passage as 'comprehension piece', 79-91 as dependent exemplification, 77-9 exploitation exercises, 123 gradual approximation, 91-3 using contexts, 117-19 recall, 114 reciprocal activities, 64-7 recognition, 114 rephrasing exercises, 107-8 report, 49 retrospective interpretation, 69 rhetorical transformation, 129-30 by gradual approximation, 146-52, 156-7 by illocutionary change, 152-4, 157

168 Index

saying, 59 science teaching, and language, 53-4, Searle, J. R., 55 sentence 'cleft', 35 contextual appropriacy, 24-5 creating discourse, 32-44 production, 22-4 'pseudo-cleft', 37 signification as aspect of meaning, 10-12 glosses, 84-6 simple account, 89-91 gradual approximation, 92-3 as exploitation exercise, 125-6 as preparation exercise, 120-1 simplified versions, 88-9 Sinclair, J. McH., 110 situational presentation, 7-10 solutions, as reading exercise, 106-7 speaking, 57-9, 66 spoken language, activities associated with, 58-61 Stubbs, M., 110 Svartvik, J., 55, 143

talking, 59, 66-77 tenses, and grouping of sentences, 48 Tiffen, B., 21 transformation exercises, 112-15, 116 as exploitation exercise, 124-5
as preparation exercise, 120-1
translation
and language use, 18
use of, 159
truth assessment questions, 95-8
usage reference, 101
use inference, 105
Turner, R., 56

understanding
spoken language, 59-66
written language, 63
usage reference questions, 100-2
use inference questions, 100, 102-5

value, as aspect of meaning, 10-12 value glosses
priming, 84-6
prompting, 87
Van Ek, J. A., 143
versions, simplified, 88-9

wh-questions, 95-8
usage reference, 101-2
use inference, 103-4
Widdowson, H. G., 21, 55, 143, 163
Wilkins, D. A., 20-1, 164
writing, 57-8, 61-4, 66
and composing, 111-43
written language, activities associated
with, 61-4