Contents

EDITORS' PREFACE	xi
1 Applied Linguistics and Language Teaching S. PIT CORDER	I
2 Some Basic Concepts in Linguistics J. P. B. ALLEN 1 The scientific study of language 2 Some characteristics of human language 3 Form and meaning 4 Speech and writing 5 Language as system 6 Descriptive or prescriptive? 7 Synchronic and diachronic studies 8 Langue and parole	16 18 21 26 29 32 34
9 Chomsky's theory of language 10 Further reading 3 Grammar and Language Teaching	37 40 43
J. P. B. Allen and H. G. WIDDOWSON	45
I Introduction 2 Traditional grammar 3 Taxonomic grammar 4 Phrase structure grammar 5 Transformational grammar 6 Case grammar	45 48 51 58 62
7 Propositional and modal information in a grammar 8 Halliday's functional grammar 9 Transformational and systemic models of grammar	66 71 73 84
10 Communicative competence 11 Functional grammar and functional language teaching 12 Further reading	86 89 92

vi Contents

4	Phonological Theory and Language Teaching	
	GILLIAN BROWN	98
I	Phonology and phonetics	98
	Which theory?	102
	2.1 Segmental phonology	103
	2.1.1 Generative phonology	103
	2.1.2 Phoneme theory	107
	2.2 Suprasegmental phonology	112
	2.2.1 Stress	113
	2.2.2 Intonation	114
	3 Further reading	120
5	Semantics and Language Teaching PAUL VAN BUREN	122
	1 Introduction	122
	2 The semiotic triangle	123
	3 Collocational theory	126
	4 Structural semantics	128
	5 Componential analysis	134
	6 The projection problem	137
	7 Generative and interpretive semantics	140
	8 Pedagogic considerations 9 Further reading	147
	9 Further reading	153
6	Sociolinguistics and Language Teaching	
	C. CRIPER and H. G. WIDDOWSON	155
	I Introduction	155
	1.1 Sociolinguistics and linguistics	155
	1.2 Sociolinguistics and sociology	157
	2 Sociology of language	159
	2.1 Definitions of a language	159
	2.2 Ethnography of communication	160
	2.3 Functional language types	163
	2.4 Social differentiation	166
	2.5 Language and identity	171
	2.6 Language variation and change	178
	2.7 Language teaching aims in perspective	180
	3 Sociolinguistics	183
	3.1 Sociolinguistic perspectives	183
	2.2. Levels of idealization	183

~		
(on	tents	V11
COLL	COLLED	AWW

3.3 The speech event	185
3.4 Code variation	188
3.5 Speech functions 3.6 Discourse	195
3.7 Teaching language as communication	200
5.7 Teaching language as communication	209
The state of the s	
4 Further reading	210
7 Psychology and Language Learning	
ELISABETH INGRAM	218
13/34 Flow is concept and principle logning beat recovery with 4/3/4	0
1 Introduction	218
2 First language acquisition	220
2.1 The study of child language	220
2.2 Innate knowledge versus environmental learning	22I 222
2.3 Who acquires language? 2.4 Variability versus uniformity of language development	223
2.4.1 Associated factors	224
2.4.1.1 General cognitive capacities	224
2.4.1.2 The environment	224
2.4.2 Individual variation	225
2.4.2.1 The quest for universals	225
2.4.2.2 Deviant speakers	228
2.5 The nature of the learning process	228
2.5.1 The capacities and strategies of the learner	229
2.5.1.1 Motivation	229
2.5.1.2 Perceptual and cognitive development	230
2.5.1.3 Learning strategies	232
2.5.2 The intrinsic nature of the learning job	240
2.5.2.1 Perceptual prominence	240
2.5.2.2 Formal complexity	241
2.5.2.3 Semantic complexity	242
2.5.3 The contribution of the environment	244
2.5.3.1 Language acquisition and language education	244
2.5.3.2 The effect of direct language programmes	246
3 Second language learning	249
3.1 Theoretical introduction	249
J. Zilovioni milioduolioni	779

viii Contents

3.1.1 Stimulus response learning	250
3.1.2 Chaining	250
3.1.3 Multiple discrimination	252
3.1.4 Concept learning	253
3.1.5 Principle learning	256
3.2 Application of the analysis of concept learning to second language teaching methods	257
3.3 Conditions of second language learning	259
3.3.1 Practice	260
3.3.2 Reinforcement	260
3.3.3 Mediation	261
3.3.3.1 How is concept and principle learning best	
achieved?	263
3.3.3.2 Transfer	264
3.4 The characteristics of second language learners	273
3.4.1 Child bilingualism	273
3.4.2 Learners of second languages in a formal setting	274
3.5 Individual differences in second language learners	276
3.5.1 General learning ability	276
3.5.2 Phonetic coding ability	277
3.5.3 Grammatical sensitivity	277
3.5.4 Inductive learning ability	278
3.5.5 Associative memory	278
3.5.6 Motivation	280
3.5.6.1 Self-rating of interest	280
3.5.6.2 Type of motivation	280
3.6 Teaching practices and experimental evaluations	281
4 Conclusions	284
4.1 First language acquisition	285
4.2 Second language learning	286
4.2.1 Levels of achievement	286
4.2.2 The contribution of the second language learner	287
4.3 Implications for second language teaching	288
4.3 implications for second language teaching	200
5 Further Reading	289

8		dult Theories, Child Strategies and their Implications for the Language Teacher RUTH CLARK	291
	I	Introduction	291
	2	Language as simple stimulus response connections	291
		2.1 Reinforcement learning	292
		2.2 Some problems for reinforcement theory	294
		2.2.1 Reinforcement	294
		2.2.2 Imitation	296
		2.2.3 Generalization	299
	3	Language as stimulus response connections with mediation	300
		3.1 Mediation theory	300
		3.2 Mediation theory criticized	306
	4	Language and innate capacity	307
		4.1 The language acquisition device	307
		4.2 Some difficulties of interpretation	308
		4.3 An alternative to inherited structure	310
	5	Language acquisition and cognitive development	311
		5.1 Piaget's theory of learning	311
		5.2 Language acquisition as cognitive learning	313
		5.3 Comparisons with other viewpoints	315
	6	Towards a broader framework	317
		6.1 Learning by producing	317
		6.2 Learning by imitating	320
		6.3 The changing role of imitation	322
		6.4 Language learning and the processing load	323
		6.5 Summary	324
	7	Some studies of comprehension by adults	325
	8	Problems in language teaching	334
		8.1 Introduction	334
		8.2 Should error be allowed?	335
		8.3 Should pupils be exposed to language that they cannot produce?	
		8.4 Some implications for grading	338
		8.5 The role of drills in language teaching	338
		8.6 How should grammar be taught?	340
		8.7 Should first language and translation be used in the classroom?	341
	-	Summary and conclusions	342
I	0	Further reading	344

x Contents

LIST OF SPECIAL SYMBOLS	348
TRANSCRIPTION CONVENTIONS	350
REFERENCES	352
INDEX OF PROPER NAMES	367
SUBJECT INDEX	371