

# The Development of LT Approaches/Methods

## Questions to answer:

- What is an approach to language teaching?
- What is a language teaching method?
- What is a language teaching technique?

Approach constitutes the theoretical bases for language teaching; it is viewed as “a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning.

Method is “an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon, the selected approach”.

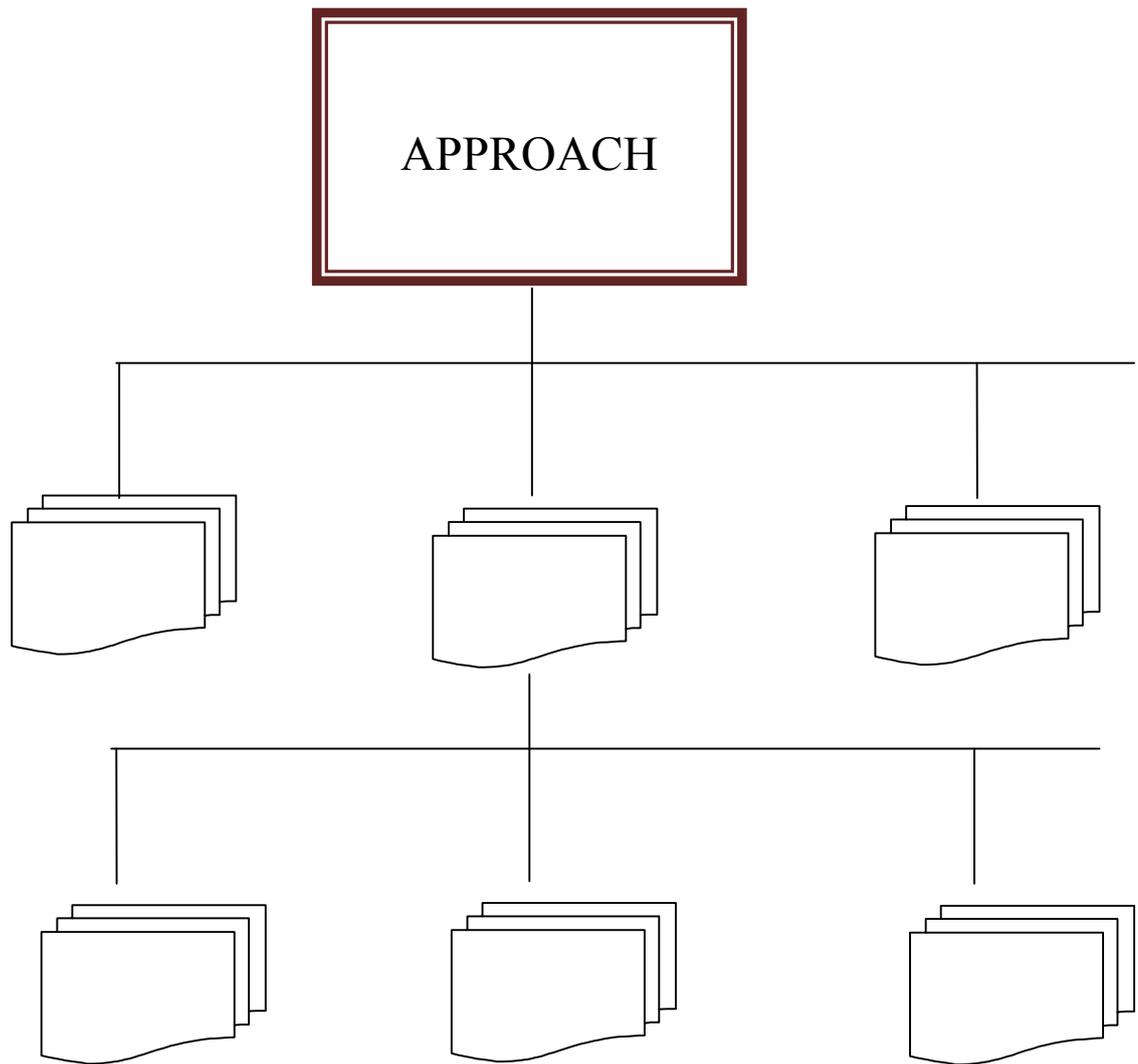
Technique is “implementational”, referring to “ a particular trick, strategem, or contrivance used to accomplish an immediate objective.”

an approach = axiomatic

a method = procedural

techniques carry out a method which is consistent with an approach

See also Harmer (2001)



**Approaches = theoretical**

**Method = a set of procedures, developed based on the theories**

**Techniques = a strategem used to reach an objective.**

**Within one approach there can be more than one method, in which we can see copies of the books.**

**Within one approach there can be more than one technique.**

## **A. Grammar Translation Method (Up to late 19<sup>th</sup> C)**

### **1. Important points:**

- emphasis on the teaching of TL grammar
- principal technique = translation from and into TL
- the material to be translated = literary works
- speech given little attention

### **2. Objectives**

- To develop grammar-translation skills as a necessary preliminary to the study of literature
- To develop mental discipline

### **3. Teaching procedures:**

- a statement of rules (in learners' native language); no illustration by examples
- learners study and memorize the gram. rules
- a list of vocabulary
- translation exercises (short sentences)
- translation of connected prose passages
- language learning = a mental training  
(\*now this is modified to teach academic English in some universities)

### **4. Theoretical Assumptions**

- TL = a system of rules to be observed in texts & sentences & to be related to 1<sup>st</sup> language rules and meanings.
- LL = an intellectual activity → rule learning, the memorization of rules and facts related to 1<sup>st</sup>

language meanings by means of massive translation practice

## **5. Assessment**

L1 as a reference system is indeed very important for L2 learner. → translation in one form or another or other cross lingual techniques can play a certain part in LL. Translation practice → L2 learners in problem-solving.

### **GTM nowadays**

- With some modification, GTM is now used in the EAP (English for Academic Purposes) program.
- Experiences show that grammatical rules play an important role in understanding the content of an academic text.
- In some situations, translation as a technique is much more efficient than others. (especially for learners who are already fluent in their mother tongue)

Examine the text below and try to explain the content to non-English Dept. students

The methods employed by a scientific approach to inquiry are aimed towards objectivity and control. Quantitative researchers adopt a structured and

standardized approach towards their inquiries. This approach involves forming research hypotheses which are then subjected to controlled testing and statistical measurement procedures. Hypotheses are 'preconceived', or, in other words, they are based on previous evidence which provides the rationale for considering the hypothesis worthy of testing. The researcher intervenes in the research context with a view to detecting cause and effect relationships between the phenomena they wish to investigate. In order to identify these relationships objectively, the researcher controls or eliminates variables in the research context which may affect the outcomes; quantitative researchers work with a limited number of variables which are specifically identified as part of the research procedure.

Grammatical rules which may be helpful include:

- S + P as main components of a sentence
- Noun groups → which word = head word, which ones are modifiers or qualifiers
- Etc.

a Ha b Hb ba  
(The methods employed by (a scientific approach to inquiry) ) //

a  
are aimed towards objectivity and control. (Quantitative

Ha a b Hb b  
researchers) //adopt (a structured and standardized approach)

c Hc c a Ha a  
towards (their inquiries). (This approach) involves forming

b Hb c  
(research hypotheses which are then subjected to (controlled

Hc c d Hd d  
testing) and (statistical measurement procedures). Hypotheses // are

a  
'preconceived', or, in other words, they are based on (previous

Ha b Hb c  
evidence which provides (the rationale for considering (the

Hc c ba a  
hypothesis) worthy of testing) ). The researcher // intervenes in (the

Ha a b Hb b c  
research context) with (a view) to detecting (cause and effect

Hc d Hd dc  
relationships between (the phenomena they wish to investigate) ). In

a Ha a b Hb b  
order to identify (these relationships) objectively, (the researcher) //

c Hc d Hd d  
 controls or eliminates (variables in (the research context) which may  
 e He e d f Hf f g  
 affect (the outcomes ) ); (quantitative researchers) // work with (a  
 Hg h Hh i Hi  
 limited number of (variables which are specifically identified as (part  
 j Hj ji  
 of (the research procedure) ).

## B. The Direct Method (late 19<sup>th</sup> C – 1<sup>st</sup> half of 20<sup>th</sup> C)

### 1. Important points:

- TL learning = L1 learning
- Associated psychology
- Emphasis on the spoken language
- The use of learners' L1 is banned in the class
- Medium of instruction = TL
- Materials associated with objects in the environment
- Response to the need of a new ind. world & int. trade & travel
- in Indonesia it was used to teach Dutch
- USA → used in public schools in Cleveland, Ohio (1919)
- Britain → used in comb of some GTM techniques (translation & explanation of gr rules)

### 2. Objectives

- Mastery of spoken everyday language (early stage)

### 3. Teaching procedures:

- Presentation of a specially constructed 'text' by T

- Explanation of difficult expressions in TL + the use of paraphrases, syn, demo, or context
- Questions and answers about the meaning
- Ss read the text aloud for practice
- Exercises (transp, subst, dictation, narr, free comp)

#### **4. Theoretical Assumptions**

- LT → based on phonetics & a scientifically established coherent grammar
- L2L = L1 acq. & L processes → associationist psy.
- Emphasis on sounds & simple sentences & direct assoc. of lang. with objects & persons of the immediate envi.

#### **5. Assessment**

- A few practitioners' inventiveness & linguistic scholars' critical and theoretical thought
- 1<sup>st</sup> attempt to make LL situation L use situation
- training L2 learners to abandon 1<sup>st</sup> language system
- 2 problems: 1 = impossibility of abandoning trans  
2 = difficult to apply beyond elem. Stage

With some modification, the Direct Method may be used in EFC teaching in Indonesia, especially in the 1<sup>st</sup> grade of primary schools.

- It should be used with emphasis on oral English.
- Writing should be deterred until students have a good mastery of reading Indonesia words.
- It should be accompanied with pictures, demonstrations, body movements, gestures, songs, and other media/aids.

The teacher is required to be fluent in classroom English with a high degree of accuracy (both in pronunciation and grammar).

Cingsorn : Hullo, Chingseen. How are you?

Chingseen : Hi, Chingsorn. I'm fine. Thank you. And how are you?

Chingsorn : I'm fine, too. Thank you.

Chingseen : Good morning, Sir. Good morning, Mam.  
Hullo Chingmoon. How are you all?

Mrs. Chingkun: Good morning, Cingseen. I'm very well.  
Thank you. How are you?

Chingmun : Hi, Chingseen. I'm well. Thank you. And how are you?

Chingseen : I'm fine too. Thank you.

### **Hullo My Friend**

| 5 3 5 3 | 5 3 2 4 |  
Hul- lo hul- lo hul- lo my friend

| 4 2 4 2 | . 3 6 5 |  
Hul- lo hul- lo how are you?

| 3 5 3 5 | 3 5 3 1 |  
I'm fine I'm fine and how are you?

| 6 6 5 . | 3 5 . 1 |  
My dear friend I'm fine too

## Good Morning

| . 1 5 3 | 3 3 6 4 |  
Good mor- ning Sir How are you?

| . 1 5 3 | 3 3 4 2 |  
Good mor- ning Mam How are you?

| . . 3 5 | 3 4 2 5 |  
I'm fine I'm fine I'm fine

| . . 3 4 | 3 2 1 5 |  
I'm fine And how are you?

| . . 3 5 | 3 4 3 2 1 |  
I'm fine I'm fine too thank you

### C. The Reading Method (Early 20<sup>th</sup> C)

#### 1. Important Points:

- The goal of teaching = reading comprehension
- Learning to read fluently = >important than sp. (India)
- Separation of passive and active phases of LL
- Analytical approach to gr for reading compr purposes
- Emphasis on an increased reading experience
- Postponement of speech and writing training
- Continuous attention to spoken word
- Concern for individual learners
- reading texts + controlled vocab & regular repetition of new words

## **2. Objectives**

- To reach the goal of LT as practical attainability utility

## **3. Procedures:**

- TL was introduced orally as in DM because facility in pronunciation and inner speech = an important aid in reading comprehension
- Vocab control = prime importance → vocab exercises
- Practice of intensive reading
- Practice of extensive rapid reading

## **4. Theoretical Assumptions**

- A pragmatic basis → to gear educational activities to specified ultimate practical uses.

## **5. Assessment**

Nothing new in terms of linguistic and psychological theories, but adding new elements:

- A possibility of devising techniques of LL geared to specific purposes (reading)
- The application of vocab control → better grading the text
- The creation of graded 'readers'
- The introduction of rapid reading

Note: It is important to train students in speed reading

## **B. The Structural Approach (mid 20<sup>th</sup> C)**

### **Principal points:**

- developed first in USA

- Separation of language skills (listening, speaking, reading, writing)
- The use of dialogues as the chief means of presenting the TL
- Emphasis on certain practice techniques, mimicry, memorization, pattern drills
- The use of language laboratory
- Establishing a linguistic (structural) and psychological theory (behaviourists) as a basis for the teaching method

### **Important principles:**

- Language is speech, not writing.
- A language is what its native speakers say, not what someone thinks they ought to say.
- Languages are different.
- A language is a set of habits.
- Teach the language, not about the language.

### **Procedures:**

- A structural analysis of the language , forming the basis for graded material;
- Presentation of the analysis by a trained linguist;
- Several hours of drill per day with the help of a native speaker and in small classes;
- Emphasis on speaking as the first objective

## **E. The Rationalist Approach (Early 1960s)**

### **Important points:**

- Since language is a rule-governed system, learning a language involves the internalization of the abstract rules governing the system.
- Learning a language involves learning its meaning.
- Drill alone will not help the learner learn the fundamental syntactical relations and processes.
- Since the linguistic behaviour is believed to be stimulus-free and innovative, the learner should be provided with rules for creating and understanding sentences
- Theoretical bases = Transformational Generative Grammar
- Cognitive Psychology

### **Principles:**

- A living language is characterized by rule-governed creativity.
- The rules of grammar is psychologically clear.
- Man is uniquely equipped to learn languages.
- A living language is a language in which we can think.

### **Procedures:**

‘ learning a language is a process of acquiring conscious control of the phonological, grammatical, and lexical patterns of the second language largely through study and analysis of these patterns as a body of knowledge’

Therefore, explanation of the rules will proceed the practice in using the rules.

## **C. The More Semantic and Social Approach or The communicative approach (2<sup>nd</sup> half of 20<sup>th</sup> C)**

## Important points:

- Language is a means of expressing meaning, both in oral and written forms. Meaning is determined by both the grammatical and situational contexts.
- The variety of language is accepted, and seen as determined by the character of particular communicative contexts.
- Learning a language is learning to mean (in the target language).
- Focus on communication
- Language items are selected on the basis of what language items the learner needs to know in order to get things done.
- Language items are sequenced with emphasis on content, meaning and interest.
- Genuine everyday language is emphasized.
- Spoken interactions are regarded as at least as important as reading and writing.
- The teaching is student-centred. Therefore students characteristics should be taken into consideration.
- Communicative approaches recognize: (1) the importance of linguistic competence; (2) the possibility of different functions of the same expressions; (3) the existence of specific situational and social factors which will determine the function of the expression.
- The four broad domains of skills constituting one's communicative competence are: (1) linguistic competence, (2) the ability to distinguish between forms – part of the linguistic competence, and the communicative function, (3) Skills and strategies of using the language as a means of effectively communicating meanings in

concrete situations, (4) awareness of the social meaning of the language forms.

- Classroom goals are focused on all the components of communicative competence and not restricted to grammatical or linguistic competence.
- Language learning is characterized as a process of developing the ability to do things with the language.
- *Form* is not the primary framework for organizing and sequencing the lesson. *Function* is the framework through which forms are taught.
- Accuracy is secondary to conveying a message. Fluency may take on more importance than accuracy. The ultimate criterion for communicative success is the actual transmission and receiving of intended meaning.
- In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

## **Principles:**

### **Principles of Communicative Methodology**

A method is realized as a set of procedures; the procedures themselves involve the use of specific techniques to ensure their success (Morrow, 1981: 59). A consistent methodology is more than just a collection of activities or techniques. Such a methodology requires an underlying set of principles and in the light of these principles specific procedures, activities or techniques can be evaluated, related and applied.

#### **Principle 1: Know What You Are Doing**

This means that every lesson should focus on the performing of some operation – learning how to do something with the target language. The starting and end points of every lesson should be an operation of some kind which the student might be actually want to perform in the target language. In listening this might be understanding a set of instructions; in writing it might be a letter applying for a job; in speaking it might be asking for directions in a strange city. These operations can be approached on a variety of different levels of sophistication. Keeping them in mind throughout the teaching process ensures that there is a clear answer to the student who asks, “Why am I learning this? What am I learning to do?” Every lesson should end with the learner being able to see clearly that he can do something which he could not do at the beginning and that the “something” is communicatively useful.

### **Principle 2: The Whole Is More Than the Sum of the Parts**

A crucial feature of a communicative method is that it operates with stretches of language above the sentence level, and operates with the real language in real situations. This principle may lead to procedures which are themselves either synthetic or analytic. A synthetic procedure would involve students in learning forms individually and practising how to combine them; an analytic procedure would introduce complete interactions of texts and focus for learning purposes on the way these are constructed. Both of these approaches may be made to share the same concern with the ‘whole’ rather than the parts. A communicative method is likely to make use of both.

### **Principle 3: The Processes Are as Important as the Forms**

A method which is aimed to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communication, so that practice of the forms of the target language can take place within a communicative framework. Three processes can be incorporated in the exercises to make the teaching more communicative than mechanical.

#### **a. Information Gap**

In real life, communication takes place between two (or more) people, one of whom knows something that is unknown to the other(s). The purpose of communication is to bridge this information gap. In classroom terms, an information gap exercise means that one student must be in a position to tell another something the second student does not know yet. For example, if student A has the picture of the street scene, the other should have a similar picture with some features missing. The latter student can get information from the first student about the missing features. In this way the question(s) asked become(s) real, meaningful and communicative.

This concept of information gap seems to be one of the most fundamental in the whole area of communicative language teaching. Any communicative exercise should be considered in the light of it, and one of the main jobs for the teacher can be seen as setting up situations where information gaps exist and motivate the students to bridge them in appropriate ways.

#### **b. Choice**

Another crucial characteristic of communication is that the participants have choice, both in terms of what they will say and, more particularly, how they will say it. From the point of view of the speaker this means that he must choose not only what ideas he wants to express at a given moment, but also what linguistic forms are appropriate to express them. An exercise where the speaker and listener are controlled in their language use by the teacher fails to practise this aspect of communication.

### **c. Feedback**

In real life, one person speaks to another because he wants to communicate a message and this aim will be in his mind during the communication process. What he says to the other person will be designed to reach that aim, and what the other person says to him will be evaluated in terms of that aim. The strategies and tactics involved in using language in this way are of fundamental importance in communication.

The development of any procedure for teaching the communicative use of language should incorporate the above three processes.

### **Principle 4: To Learn It, Do It**

If the ultimate goal of teaching is learning, one consequence will be that what happens in the classroom must involve the learner and be judged in terms of its effects on him. Learning becomes to a large extent the learner's responsibility (see also Holec, 1979: 20). In learning a language communicatively, only by practising communicative activities can students learn to communicate. The teacher is then responsible for providing ample opportunities for pupils to practise communicative activities through procedures which allow the

development of both grammatical and communicative competence integratively (also see subsection 5.1 below).

### **Principle 5: Mistakes Are Not Always a Mistake**

A communicative approach to language teaching has been frequently criticized encouraging learners to make mistakes, particularly of grammar. Such mistakes are probably related to two factors (Brumfit, 1981). First, the learners may be taught by a teacher who believes that ‘trivial’ mistakes of grammar or pronunciation do not matter as long as the learners get their messages across. Second, the learners may be plunged into activities for which they have not been prepared and in an effort to deal with them they make mistakes. Concerning these two possibilities, Brumfit makes two points which are worth noting.

Firstly,,,,, ‘trivial’ mistakes of grammar or pronunciation are often not trivial at all. Even a teacher who adopts a totally communicative stance must accept that grammatical and phonological mistakes hamper communication, and enough of them – especially in the wrong place – can totally destroy it. Secondly, a learner who makes mistakes because he is trying to do something he has not been told or shown how to do, or which he has not mastered, is not really making a mistake at all. Trying to express something you are not quite sure how to say is a vital feature of using a foreign language, for few learners ever reach the stage of total fluency and accuracy in every situation. Niggling criticism of what he produces will ultimately destroy the learner’s confidence in his ability to use the language (Brumfit, 1981: 65).

These two points seem to contradict each other and in fact they do. Problems of mistakes are difficult to tackle. Controlling tightly what the learner is allowed to say, such as that done in conventional language teaching methods, will deprive the learners of opportunity to use the target language. Removing such controls and encouraging the learners to start using the language may raise the problems. Here is Brumfit's comment on the problem of mistakes.

A communicative approach certainly does not provide an easy solution to the problem of mistakes ...; a communicative method must go back to first principles in deciding how it will reach its aim of developing the communicative ability of the student. It may well be that it will require the flexibility to treat different things as 'mistakes' at different stages in the learning process (Brumfit, 1981: 65).

### **Methodological framework:**

The communicative competence can be acquired through stages of learning. Referring to the definition of language cited above, the mastery of the language forms (grammatical structures, pronunciation, spelling, punctuations) serves as the enabling competency for the communicative competency. The learning activities can therefore be classified into pre-communicative ones which focus on the relevant language forms and their functions and the communicative ones which focus on learning to use the forms and functions already learnt in the precommunicative stage. This can be illustrated below.

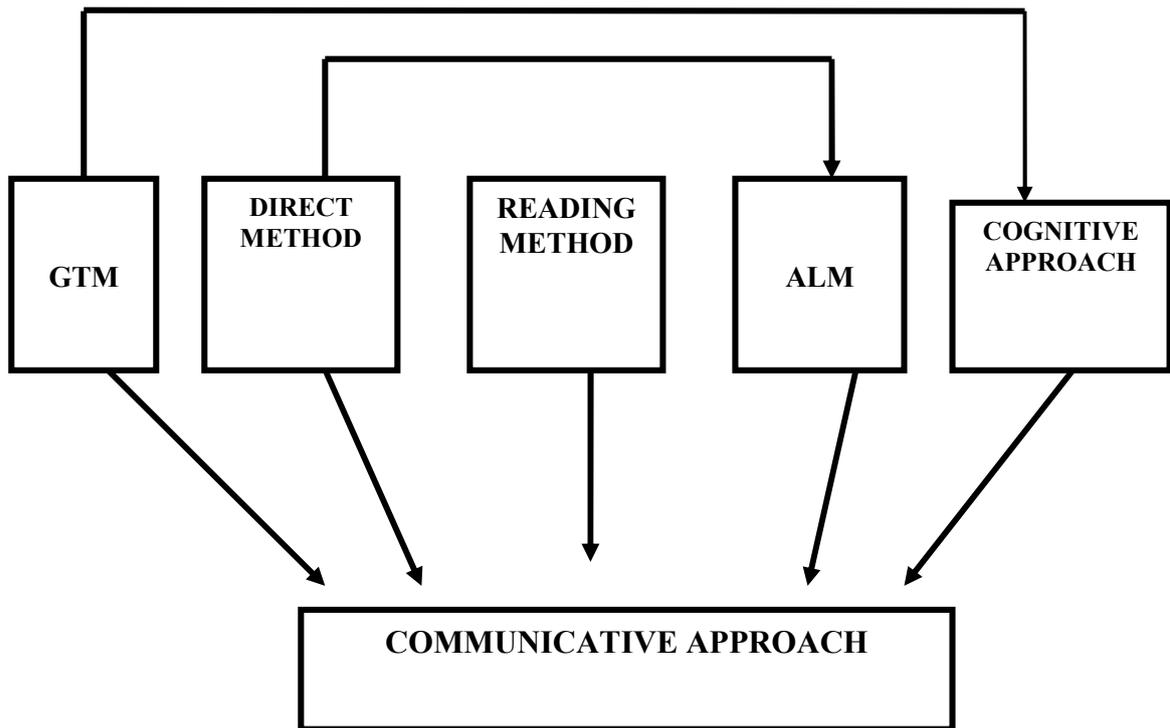


Pre-communicative activities: - structural activities  
(focus on forms)  
- quasi-communicative activities

Communicative activities : - functional  
communicative activities  
- social interaction activities

## **D. Conclusions**

1. Language teaching approaches/methods have been responses to changing demands on language education resulting from social, economic, political, or educational circumstances.
  2. The approaches/methods resulted from changes in language theories and in new psychological perspectives on language learning.
  3. Most of the approaches/methods reflect experiences, intuitions, and opinions of practising teachers.
-



**Fig. 1: The Development of LT Approaches/Methods**

## Comparison between Traditional Approaches and Communicative Approaches

In prompting the communicative approaches through his proposal of learner-centred curriculum, Nunan (1988) makes a comparison between traditional approaches and communicative approaches in terms of: focus of learning, how language items are selected and sequenced, degree of coverage, view of language, type of language use, criterion of success, language skills being emphasized, teacher/learner roles. Attitudes to errors, and similarity/dissimilarity to natural language learning. Below is the results of the comparison.

Traditional Approaches	Communicative Approaches
<p>1. <i>Focus in learning:</i> Focus on the language as a structured system of grammatical patterns.</p>	Focus is on communication.
<p>2. <i>How language items are selected:</i> This is done on linguistic criteria alone.</p>	This is done on the basis of what language items the learner needs to know in order to get things done.
<p>3. <i>How language items are sequenced:</i> This is determined on linguistic grounds.</p>	This is determined on other grounds with the emphasis on content, meaning and interest.
<p>4. <i>Degree of coverage:</i> The aim is to cover the 'whole picture' of language structure by systematic linear progression.</p>	The aim is to cover, in any particular phase, only what the learner needs and sees as important.
<p>5. <i>View of language:</i> A language is seen as a unified entity with fixed grammatical patterns and a core of basic words.</p>	The variety of language is accepted, and seen as determined by the character of particular communicative contexts.
<p>6. <i>Type of language used:</i> Tends to be formal and bookish.</p>	Genuine everyday language is emphasized.
<p>7. <i>What is regarded as a criterion of success:</i> Aim is to have students produce formally correct sentences.</p>	Aim is to have students communicate effectively and in a manner appropriate to the context they are working.

<p>8. <i>Which language skills are emphasized:</i> Reading and writing.</p>	<p>Spoken interactions are regarded as at least as important as reading and writing.</p>
<p>9. <i>Teacher/student roles:</i> Tends to teacher-centred.</p>	<p>Is student centred.</p>
<p>10. <i>Attitude to errors:</i> Incorrect utterances are seen as deviations from the norms of standard grammar.</p>	<p>Partially correct and incomplete utterances are seen as such rather than just 'wrong'.</p>
<p>11. <i>Similarity/dissimilarity to natural language learning:</i> Reverses the natural language learning process by concentrating on the form of utterances rather than on the content.</p>	<p>Resembles the natural language learning process in that the content of the utterances is emphasized rather than the form.</p>

Taken from The Learner-Centred Curriculum by Nunan (1988:61-64).

A similar comparison has also been done between the audiolingual method and the functional-notional methodology by Brumfit and Finocchiaro (1983). The summarized results of the comparison is presented below.

<b>Audio-lingual Method</b>	<b>Functional-Notional Methodology</b>
1. Attends to structure and form more than meaning.	1. Meaning is paramount.
2. Demands memorization of structure-based dialogs.	2. Dialogs, if used, centre around communicative functions and are not normally memorized.
3. Language items are not necessarily contextualized.	3. Contextualization is a basic premise.
4. Language learning is learning structures, sound, or words.	4. Language learning is learning to communicate.
5. Mastery, or 'over-learning' is sought.	5. Effective communication is sought.
6. Drilling is a central technique.	6. Drilling may occur, but peripherally.
7. Native-speaker-like pronunciation is sought.	7. Comprehensive pronunciation is sought.
8. Grammatical explanation is avoided.	8. Any device which helps the learners is accepted – varying according to their age, interest, etc.

- |   |   |
|---|---|
| 9. Communicative activities only come after a long process of rigid drills and exercises.                     | 9. Attempts to communicate may be encouraged from the very beginning.   |
| 10. The use of students' native language is forbidden.  | 10. Judicious use of native language is accepted where feasible.  |
| 11. Translation is forbidden at early levels.   | 11. Translation may be used where students need or benefit from it.   |
| 12. Reading and writing are deferred till speech is mastered.   | 12. Reading and writing can start from the first day, if desired.   |
| 13. The target linguistic system will be learned through the overt teaching of the pattern of the system.     | 13. The target linguistic system will be learned best through the process of struggling to communicate.                         |
| 14. Linguistic competence is the desired goal.  | 14. Communicative competence is the Desired goal (i.e. the ability to use the linguistic system effectively and appropriately). |
| 15. Varieties of language are recognized but not emphasized.  | 15. Linguistic variation is a central Concept in material & methodology.  |
| 16. The sequence of units is determined solely by principles of linguistic complexity.                        | 16. Sequencing is determined by any consideration of content, function, or meaning which maintains interest.                    |
| 17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory.   | 17. Teachers help learners in any way that motivates them to work with the language.  |
| 18. "Language is habit" so errors must be prevented at all costs.   | 18. Language is created by the individual often through trials and errors.  |
| 19. Accuracy, in terms of formal correctness, is a primary goal.  | 19. Fluent and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.                  |
| 20. Students are expected to interact with the language system, embodied in machines or controlled materials. | 20. Students are expected to interact with people, either in the flesh, through pair and group work, or in their writing.       |
| 21. The teacher is expected to specify the language that students are to use.                                 | 21. The teacher cannot know exactly what language students will use.  |
| 22. Intrinsic motivation will spring from an interest in the structure of the                                 | 22. Intrinsic motivation will spring from an interest in what is being  |

language.

communicated by the language.

(Taken from *The Functional-Notional Approach: from Theory to Practice* by Finocchiaro and Brumfit (1983: 91-93).

## VI. Models of Communicative Syllabi

Yalden (1983) reviews six types or models of communicative syllabi and proposes her own model. Of the six models, three plus Yalden's (Group 1 hereafter) have been developed for general English courses, such as those found in secondary schools, with Yalden's being intended for courses for considerable duration. The other three (Group 2 hereafter) are intended for courses of special purposes, that is, courses in which learners have clear and definitely narrow objectives which are related, for example, to occupational, vocational and travel needs.

Below is a brief description of the models, with more attention given to the ones intended for general English courses, like secondary TEFLIN.

### Type 1: Structural-Functional

(also termed "weak functional")

- A separation of form and communicative function  
i.e. adding the communicative function component to the existing structural syllabus

### Type 2: Structures and Functions

- A structural progression in a communicative framework (proposed by Brumfit)

Whatever criteria we use [in syllabus design] ... principles of organization must be answerable to a view of how language is learnt. It is on the basis of a view of language learning that systematizability and motivation are seen as important criteria for the selection and ordering of items (Brumfit, 1981)

7
6
5
4
Stage 3
3
Stage 3
Stage 1

Structures and Functions

(Brumfit, 1981)

- Balanced development of Accuracy and fluency

### **Type 3: Variable Focus**

#### Levels of Communicative Competence

Level 1	Level 2	Level 3
Focus on language (formal features)	(discourse features)	Focus on the use of language
a. Structural control	a. discourse control	a. Situational or Topical control
b. Materials simplified structurally	b. Materials simplified functionally	b. Authentic
c. mainly structural	c. Mainly discourse	c. Free practice

Three Levels of Communicative Competence in Second-Language Education (Allen, 1980)

### **Type 4: Functional**

- Objectives are stated primarily in terms of communicative functions.
- Objectives determine the functions needed, and the functions determine the selection and sequencing of grammatical materials.
- Applicable to the occupational or vocational ESL/EFL programs

### **Type 5: Fully Notional**

This type remains the strongest possible approach to the input syllabus. The Threshold Level is an example of this type.

Maley's model braids all components (socio-cultural, semantic, linguistic as well as psychopedagogical)

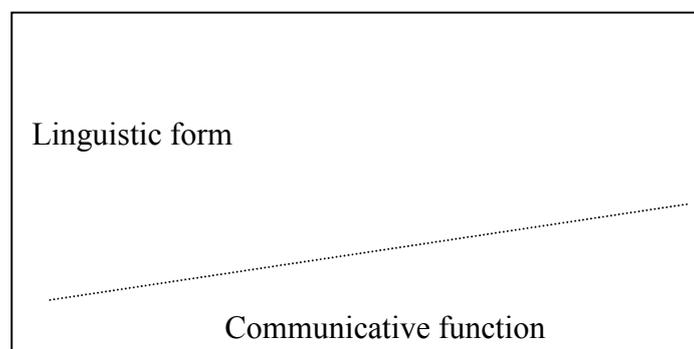
## The Fully Notional Model

### **Type 6: Fully Communicative**

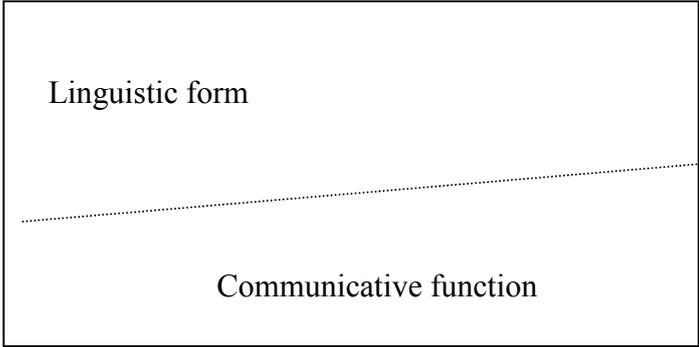
- Also called the learner-generated model
- The syllabus is the results of negotiations between the teacher and learners
- Self-direction would be necessary at all stages.
- More appropriate with adult learners than children.

### **Type 7: The proportional Approach**

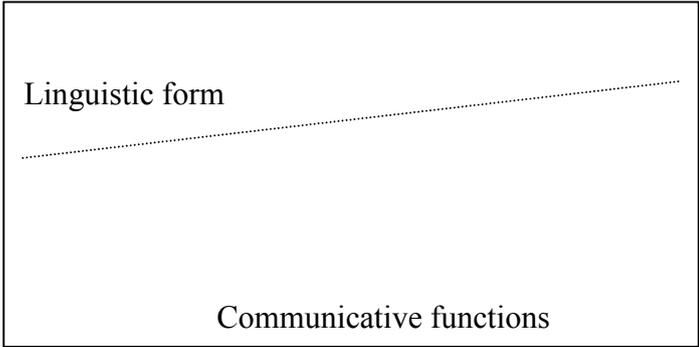
- The principle of balance at different stages



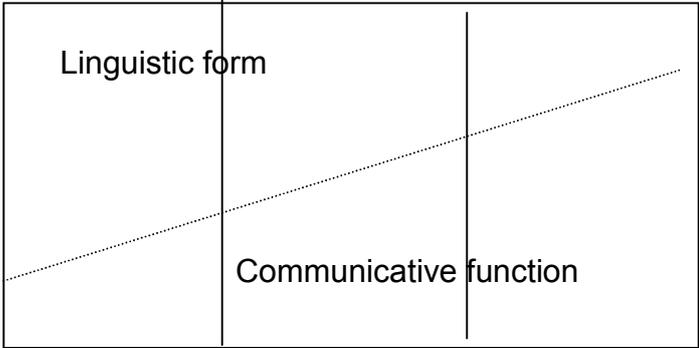
The elementary Level in a Balanced System



The Intermediate Level in a Balanced System



The Advanced Level in a Balanced System



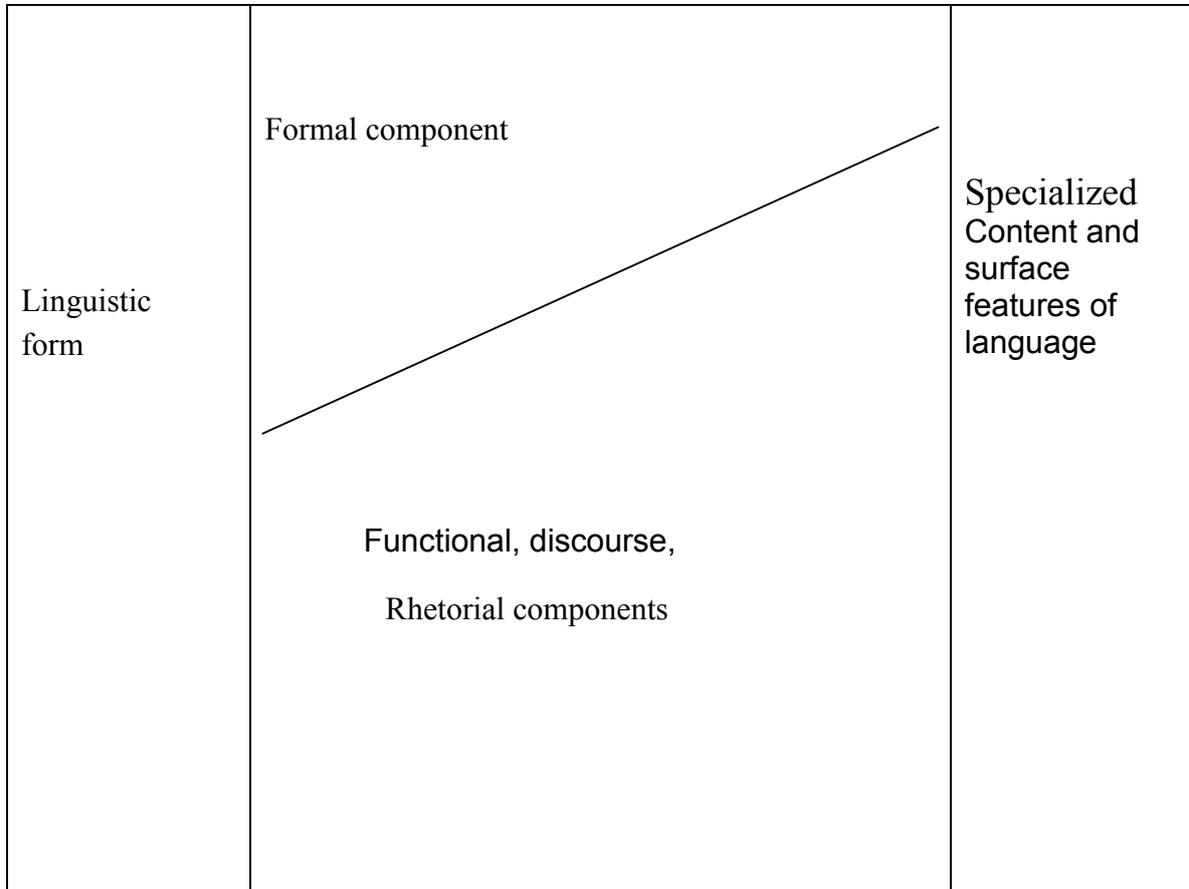
Three Levels in a Balanced System

*Structural phase*

*Communicative*

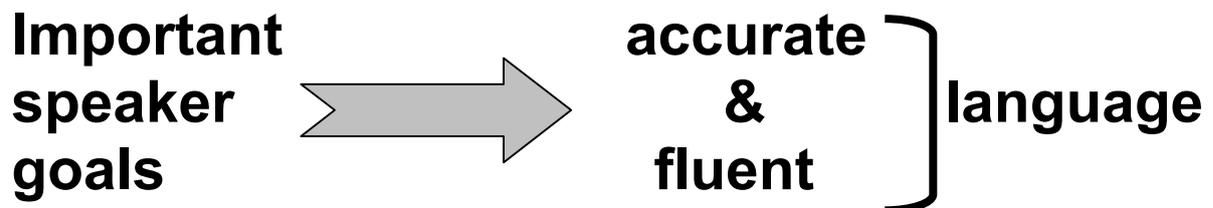
*Speacialized phase*

Phases



The Proportional Syllabus

# Accuracy and Fluency



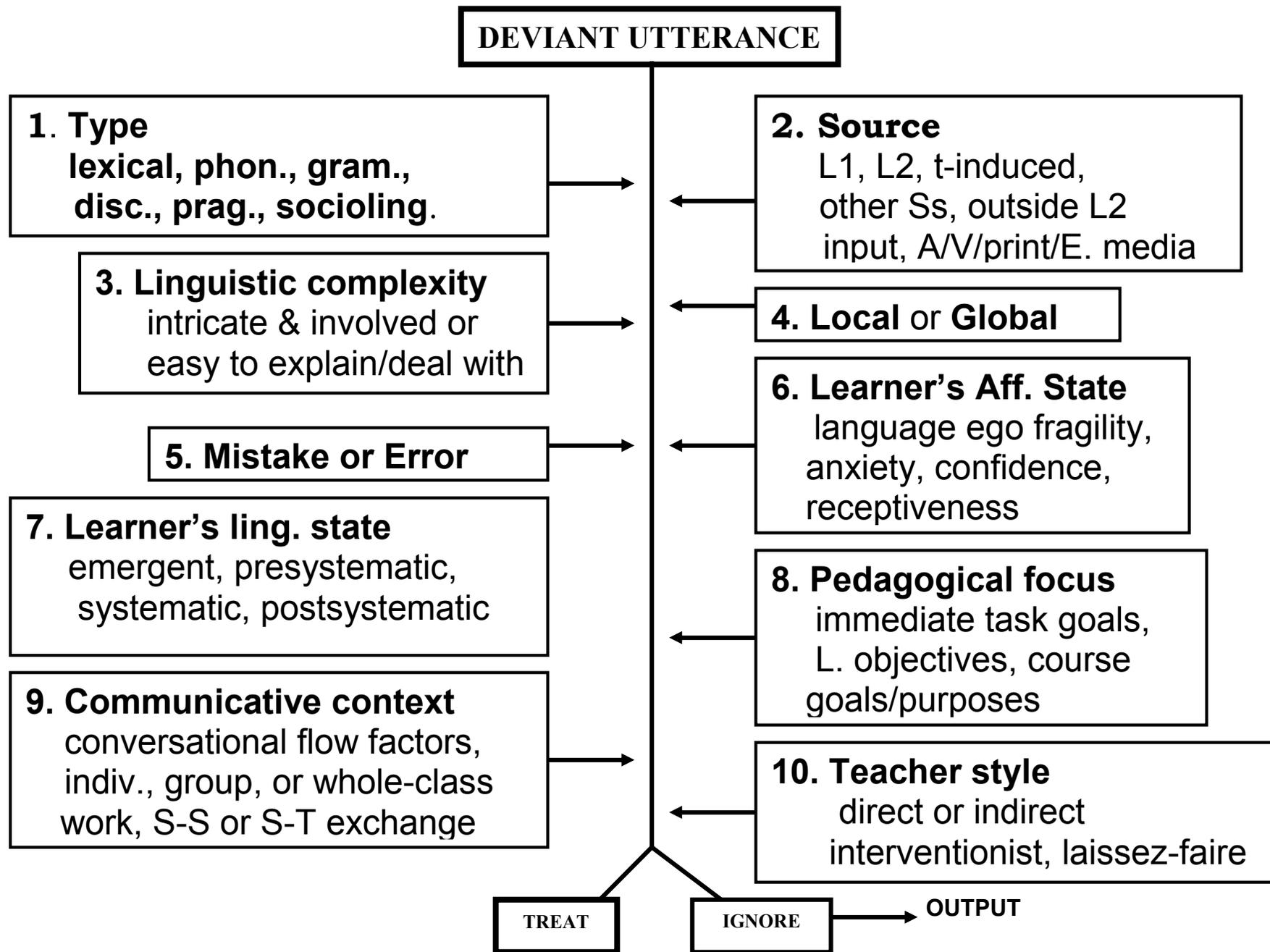
accurate = *clear, articulate, grammatically, phonologically correct*

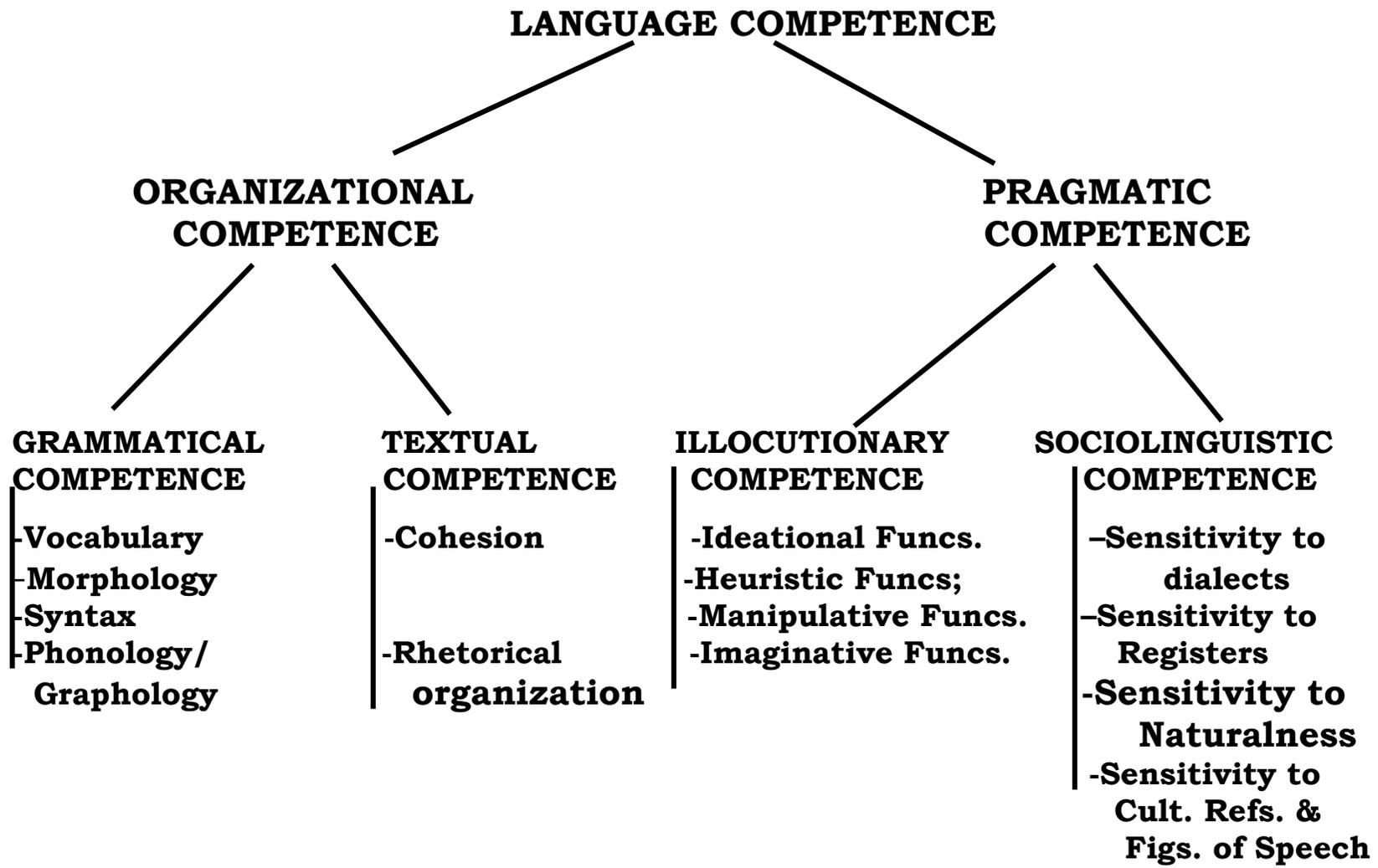
fluent = flowing, natural (no stumble)

Both accuracy and fluency = important goals to pursue in communicative language teaching

When fluency is the focus in the learning process, students' errors should be dealt with wisely. The decision of whether to treat them will very much depend on many factors. The figure serves as the guide of error treatment.







Areas of Competency	Cognitive	Affective	Psychomotor
<b>Grammatical Competence</b>			
<b>Rhetorical Organization</b>			
<b>Language Functions:</b> - Ideational - Heuristic - Manipulative - Imaginative <b>(Interactive Skills=Macro Skills)</b>			
<b>Sensitivity to:</b> - Dialects - Registers. - Naturalness - Cultural Refs. & Figs. of Speech			

**Orgl. competence** = abilities involved in controlling the formal structure of language for:

- ♣ producing or recognizing grammatically correct sentences,
- ♣ comprehending their propositional content, and
- ♣ ordering them to form texts

**Gram. competence** → **independent competencies**:

- 
- ♣ the knowledge of vocabulary
  - ♣ the knowledge of morphology
  - ♣ the knowledge of syntax
  - ♣ the knowledge of phonology/graphology
- the choice of words to express specific significations, their forms, their arrangement in utterances to express propositions, and their physical realizations either as sounds or written symbols

Textual competence:

- ♣ the knowledge of the conventions for joining utterances together to form a text, which is essentially a unit of language – spoken or written—consisting two or more utterances or sentences that are structured according to rules of cohesion and rhetorical organization.
- ♣ cohesion = ways of explicitly marking semantic relationships, e.g. references, ellipsis, conjunction, and lexical cohesion + conventions governing the ordering of old and new information in discourse
- ♣ rhetorical organization = the overall conceptual structure of a text, and is related to the effect of the text on the language user

e.g. narration, description, comparison, classification, process analysis

also → conversational rules or routines

- attention getting
- topic nomination
- topic development

**Pragmatic competence**

- ♣ abilities to produce utterances showing strong relationship between of which the relationship between:
  - linguistic signals and referents
  - language users and the context of com.
- ♣ consists of
  - illocutionary competence (l. functions)
  - sociolinguistic competence

**Language Functions:**

- ♣ ideational function → express meaning in terms of one's experience of the real world
- ♣ manipulative functions:
  - instrumental → to get things done through commands, requests, suggestions
  - regulatory → to control others' behaviours
  - interactional → to maintain/change interpersonal relationships

- ♣ heuristic function → to extend knowledge of the world → teaching, learning, problem solving, self-study
- ♣ imaginative function → to create or extend own environment for humorous or esthetic purposes

### **Sociolinguistic competence**

- ♣ Sensitivity to differences in dialects or variety
- ♣ Sensitivity to differences in register (subject matter, spoken or written, formal or informal)
- ♣ Sensitivity to naturalness → nativelike way of speaking or writing
- ♣ Ability to interpret cultural references and figures of speech  
e.g. "Waterloo" → major and final defeat + awful consequences for the defeated

### **Strategic competence =**

- ♣ made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence
- ♣ mastery of verbal and nonverbal strategies both (a) to compensate for breakdowns in communication due to insufficient competence or to performance limitations and (b) to enhance the rhetorical effect of utterances

## Taxonomy of Language Skills

Listening	Speaking	Reading	Writing
<p>01. Discriminating sounds in isolate word forms (1):</p> <ul style="list-style-type: none"> <li>• Phonemes, esp. in phonetic contrast</li> <li>• Phoneme sequences</li> </ul> <p>02. Discriminating sounds in connected speech (3):</p> <ul style="list-style-type: none"> <li>• Strong and weak forms</li> <li>• Neutralization of weak forms</li> <li>• Reduction of unstressed vowels</li> <li>• Modification of sounds, esp. at word boundaries, through assimilation</li> </ul> <p>03. Discriminating stress patterns within words (5):</p> <ul style="list-style-type: none"> <li>• Characteristic accentual patterns</li> <li>• Meaningful accentual patterns</li> <li>• Compounds</li> </ul> <p>04. Recognizing variation in stress in connected speech, 7:</p> <ul style="list-style-type: none"> <li>• Variation at word accentual patterns for meaning prominence</li> <li>• Non-stressing of pronouns</li> <li>• Differentiating phrases from compounds</li> </ul> <p>05. Recognizing the use of stress in connected speech (9):</p> <ul style="list-style-type: none"> <li>• For indicating info. units:               <ul style="list-style-type: none"> <li>- content words and form words</li> </ul> </li> <li>• for emphasis, through location of nuclear accent</li> <li>• for contrast, through nuclear shift</li> </ul>	<p>01. Articulating sounds in isolate word forms (2):</p> <ul style="list-style-type: none"> <li>• Phonemes, esp. in phonetic contrast</li> <li>• Phoneme sequences</li> <li>• Permissible phonemic variation</li> </ul> <p>02. Articulating sounds in connected speech (4):</p> <ul style="list-style-type: none"> <li>• Strong and weak forms</li> <li>• Neutralization of weak forms               <ul style="list-style-type: none"> <li>- Reduction of unstressed vowels</li> </ul> </li> </ul> <p>03. Articulating stress patterns within words (6):</p> <ul style="list-style-type: none"> <li>• Characteristic accentual patterns</li> <li>• Meaningful accentual patterns</li> <li>• compounds</li> </ul> <ul style="list-style-type: none"> <li>• Manipulating variation in stress in connected speech</li> </ul> <p>04. Manipulating the use of stress in connected speech (10):</p> <ul style="list-style-type: none"> <li>• For indicating information units:               <ul style="list-style-type: none"> <li>- content words and form words</li> <li>- rhythmic patterning</li> </ul> </li> </ul> <p>05. Producing intonation patterns: neutral position of nucleus and use of tone (12):</p> <ul style="list-style-type: none"> <li>• Falling tone with declarative/moodless clauses</li> <li>• Falling tone with interrogative clauses beginning with a question-word</li> <li>• Falling tone with imperative clauses</li> <li>• Falling tone with 'yes/no' interrogative clauses</li> </ul>	<p>01. Recognizing the script of a language (17):</p> <ul style="list-style-type: none"> <li>• Discriminating the graphemes</li> <li>• Following grapheme sequences (spelling system)</li> <li>• Understanding punctuation</li> </ul> <p>02. Deducing the meaning and use of unfamiliar lexical items, through (19):</p> <ul style="list-style-type: none"> <li>• understanding word formation :               <ul style="list-style-type: none"> <li>- stems/roots</li> <li>- affixation</li> <li>- derivation</li> <li>- compounding</li> </ul> </li> <li>• contextual clues</li> </ul> <p>03. Understanding explicitly stated information (20)</p> <p>04. Understanding information in the text, not explicitly stated, through (22):</p> <ul style="list-style-type: none"> <li>• Making inferences</li> <li>• figurative language</li> </ul> <p>05. Understanding conceptual meaning, especially (24):</p> <ul style="list-style-type: none"> <li>• Quantity and amount</li> <li>• Definiteness and indefiniteness</li> <li>• Comparison; degree</li> <li>• Time (esp. tense &amp; aspect)</li> <li>• Location; direction</li> <li>• Means; instrument</li> <li>• Cause; result; purpose; reason; condition; contrast</li> </ul> <p>06. Understanding the communicative value (function) of sentences and utterances (26):</p> <ul style="list-style-type: none"> <li>• With explicit indicators</li> <li>• Without explicit indicators (e.g. an interrogative that is a polite command; a statement that is in fact a suggestion, warning, etc. depending in the context; relationships of result,</li> </ul>	<p>01. Manipulating the script of a language (18):</p> <ul style="list-style-type: none"> <li>• Discriminating the graphemes</li> <li>• Following grapheme sequences (spelling system)</li> <li>• Using punctuation</li> </ul> <p>03. Expressing information explicitly (21)</p> <p>04. Expressing information implicitly through (23):</p> <ul style="list-style-type: none"> <li>• Making inferences</li> <li>• figurative language</li> </ul> <p>05. Expressing conceptual meaning, especially (25):</p> <ul style="list-style-type: none"> <li>• Quantity and amount</li> <li>• Definiteness and indefiniteness</li> <li>• Comparison; degree</li> <li>• Time (esp. tense &amp; aspect)</li> <li>• Location; direction</li> <li>• Means; instrument</li> <li>• Cause; result; purpose; reason; condition; contrast</li> </ul> <p>06. Expressing the communicative value (function) of sentences and utterances (27):</p> <ul style="list-style-type: none"> <li>• With explicit indicators</li> <li>• Without explicit indicators</li> </ul> <p>07. Expressing relations within the sentence, especially (29):</p> <ul style="list-style-type: none"> <li>• Elements of sentence structure</li> <li>• Modification structure</li> <li>• negation</li> <li>• modal auxiliaries</li> <li>• intra-sentential connectors</li> <li>• complex embedding</li> <li>• focus and theme:</li> </ul>

<p>06. Understanding intonation patterns: neutral position of nucleus and use of tone, in respect of (11):</p> <ul style="list-style-type: none"> <li>Falling tone with declarative/moodless clauses</li> <li>Falling tone with interrogative clauses beginning with a question-word</li> <li>Falling tone with imperative clauses</li> <li>Falling tone with 'yes/no' interrogative clauses</li> <li>Fall-rise tone with any clause type</li> <li>Rise-fall tone with any clause type</li> <li>Tones with question-tags</li> </ul> <p>07. Understanding intonation patterns: interpreting attitudinal meaning through variation of tone or nuclear shift, i.e.:</p> <ul style="list-style-type: none"> <li>Rising tone with declarative/moodless clauses</li> <li>Rising tone with interrogative beginning with a question word</li> <li>rising tone with imperative clauses</li> <li>falling tone with 'yes/no' interrogative clauses</li> </ul> <ul style="list-style-type: none"> <li>Interpreting attitudinal meaning <ul style="list-style-type: none"> <li>Identifying the main point or important information in a piece of discourse</li> <li>Identifying the main point or important information in a piece of discourse</li> </ul> </li> </ul>	<p>06. Producing intonation patterns: expressing attitudinal meaning through variation of tone or nuclear shift (14):</p> <ul style="list-style-type: none"> <li>Rising tone with declarative/moodless clauses</li> <li>Rising tone with interrogative beginning with a question word</li> <li>rising tone with imperative clauses</li> <li>falling tone with 'yes/no' interrogative clauses</li> <li>Expressing attitudinal meaning</li> </ul> <p>07. Indicating the main point or important information in a piece of discourse</p> <p>08. Transcoding information in speech to diagrammatic display :</p> <ul style="list-style-type: none"> <li>Completing a diagram/table/graph</li> <li>Constructing one or more diagrams/tables/graphs</li> </ul> <p>09. Recoding information (expressing equivalence of meaning) (53)</p> <p>10. Initiating in discourse (47):</p> <ul style="list-style-type: none"> <li>How to initiate a discourse (elicit, inform, direct, etc)</li> <li>How to introduce a new point (using verbal and vocal cues)</li> <li>How to introduce a topic (using appropriate micro-functions such as explanation, hypothesis, question)</li> </ul> <p>11. Maintaining the discourse (48):</p> <ul style="list-style-type: none"> <li>How to respond (acknowledge, reply, loop, agree, disagree etc.)</li> <li>How to continue (add, exemplify, justify, evaluate, etc)</li> <li>How to adapt, as a result of feedback, esp. in mid-utterance (amplify, omit, reformulat etc.)</li> <li>How to turn-take (interrupt, challenge, inquire, dove-tail, etc.)</li> <li>How to mark time (stall, 'breathing-space' formulae, etc.)</li> <li>Terminating in discourse :</li> <li>How to come out of the discourse (excuse, concede, pass, etc.)</li> <li>How to conclude a topic (using</li> </ul>	<p>reformulation, etc., without 'therefore', 'in other words', etc.</p> <p>07. Understanding relations within the sentence, especially (28):</p> <ul style="list-style-type: none"> <li>Elements of sentence structure</li> <li>Modification structure <ul style="list-style-type: none"> <li>Pre-modification</li> <li>Post-modification</li> </ul> </li> <li>negation</li> <li>modal auxiliaries</li> <li>intra-sentential connectors</li> <li>complex embedding</li> <li>focus and theme: <ul style="list-style-type: none"> <li>thematic fronting; and inversion</li> <li>postponement</li> </ul> </li> </ul> <p>08. Understanding relations between parts of a text through lexical cohesion devices of (30):</p> <ul style="list-style-type: none"> <li>Repetition</li> <li>Synonymy</li> <li>Hyponymy</li> <li>Antithesis</li> <li>Apposition</li> <li>Lexical set/collocation</li> <li>Pro-forms/general words</li> </ul> <p>09. Understanding relations between parts of a text through grammatical cohesion devices of (32): reference, Comparison, Substitution, Ellipsis, Time and place relaters, Logical connectors</p> <p>10. Interpreting text by going outside it (34):</p> <ul style="list-style-type: none"> <li>using exophoric reference</li> <li>'reading between the lines'</li> <li>integrating data in the text with own experience or knowledge of the world</li> </ul> <p>11. Recognizing indicators in discourse for (35):</p> <ul style="list-style-type: none"> <li>Introducing an idea</li> <li>Developing (e.g. adding points, reinforcing argument)</li> <li>Transition to another idea</li> <li>Concluding an idea</li> <li>Emphasizing a point</li> <li>Explanation or clarification of point</li> </ul>	<p>08. Expressing relations between parts of a text through lexical cohesion devices (31):</p> <ul style="list-style-type: none"> <li>Repetition</li> <li>Synonymy</li> <li>Hyponymy</li> <li>Antithesis</li> <li>Apposition</li> <li>Lexical set/collocation</li> <li>Pro-forms/general words</li> </ul> <p>09. Expressing relations between parts of a text through grammatical cohesion devices (33):</p> <ul style="list-style-type: none"> <li>Reference (anaphoric &amp; cataphoric)</li> <li>Comparison</li> <li>Substitution</li> <li>Ellipsis</li> <li>Time and place relaters</li> <li>Logical connectors</li> </ul> <p>10. Using indicators in discourse for (36):</p> <ul style="list-style-type: none"> <li>Introducing an idea</li> <li>Developing (e.g. adding points, reinforcing argument)</li> <li>Transition to another idea</li> <li>Concluding an idea</li> <li>Emphasizing a point</li> <li>Explanation or clarification of point already made</li> </ul> <p>11. Indicating the main point or important information in a piece of discourse (38):</p> <ul style="list-style-type: none"> <li>Topic sentence, in</li> </ul>
---	---	---	--

	<p>appropriate micro-functions such as substantiation, and verbal cues for summing up etc.)</p> <p>13. Relaying information (54):</p> <ul style="list-style-type: none"> <li>• Directly (through commentary/description concurrent with action)</li> </ul>	<p>already made</p> <ul style="list-style-type: none"> <li>• Anticipating an objection or contrary view</li> </ul> <p>12. Identifying the main point or important information in a piece of discourse (37):</p> <ul style="list-style-type: none"> <li>• Topic sentence, in paragraph of <ul style="list-style-type: none"> <li>- Inductive organization</li> <li>- Deductive organization</li> </ul> </li> </ul> <p>13. Distinguishing the main idea from supporting details (39):</p> <ul style="list-style-type: none"> <li>• Primary from secondary significance</li> <li>• The whole from its parts</li> <li>• A process from its stages</li> <li>• Category from exponent</li> <li>• Statement from example</li> <li>• Fact from opinion</li> <li>• A proposition from its argument</li> </ul> <p>14. Extracting salient points to summarize (40):</p> <ul style="list-style-type: none"> <li>• The whole text</li> <li>• A specific idea/topic in the text</li> <li>• The underlying idea or point of the text</li> </ul> <p>15. Selective extraction or relevant points from a text, involving (41):</p> <ul style="list-style-type: none"> <li>• The coordination of related information</li> <li>• The ordered rearrangement of contrasting items</li> <li>• The tabulation of information for comparison and contrast</li> </ul> <p>16. Basic reference skills: understanding and use of (44):</p> <ul style="list-style-type: none"> <li>• graphic presentation, i.e. headings, sub-headings, numbering, indentation, bold print, footnotes</li> </ul>	<p>paragraph of</p> <ul style="list-style-type: none"> <li>- inductive organization</li> <li>- deductive organization</li> </ul> <ul style="list-style-type: none"> <li>• Expanding salient/relevant points into summary of (42): the whole text</li> </ul> <p>12. Planning and organizing information in expository language (esp. presentation of reports, expounding an argument, evaluation of evidence), using rhetorical functions, esp. (50):</p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Description of properties</li> <li>• Description of process</li> <li>• Description of change of state</li> </ul> <p>13. Transcoding information in writing to diagrammatic display through (53):</p> <ul style="list-style-type: none"> <li>• Completing a diagram/table/graph</li> <li>• Constructing one or more diagrams/tables/graphs</li> </ul> <p>14. Relaying information (54):</p> <ul style="list-style-type: none"> <li>• indirectly (through reporting)</li> </ul>
--	--	--	---

		<ul style="list-style-type: none"> <li>• table of contents and index</li> <li>• cross-referencing</li> <li>• card catalogue</li> <li>• phonetic transcription/diacritics</li> </ul> <p>17. Skimming to obtain (45):</p> <ul style="list-style-type: none"> <li>• The gist of the text</li> <li>• A general impression of the text</li> </ul> <p>18. Scanning to locate specifically required information on (46):</p> <ul style="list-style-type: none"> <li>• A single point, involving a simple search</li> <li>• A single point, involving a complex search</li> <li>• More than one point, involving a simple search</li> <li>• More than one point, involving a complex search</li> <li>• A whole topic</li> </ul> <p>19. Transcoding information presented in diagrammatic display (51)</p> <p>20. Recoding information (understanding equivalence of meaning) (53):</p> <ul style="list-style-type: none"> <li>• Within the same style (e.g. paraphrasing to avoid repetition)</li> <li>• Across different styles (e.g. from technical to lay)</li> </ul>	
--	--	--	--

Munby, J. (1981). *Communicative Syllabus Design: a Sociolinguistic Model for Defining the Content of purpose-specific language programmes*. Cambridge: Cambridge University Press.

## General Notions

### 1. Existential

#### 1.1 Existence & non-existence

There is/are .. Is/Are there...?; There is no ...  
We make ... here  
... exist ...

#### 1.2 Presence & absence

away; not here, here

### 2. Spatial

#### 2.1 location

here, inside, in the north/south/east/west  
demonstrative adjectives (this, that, these, those)

#### 2.2 relative position

at, behind, between, in, in front of, on, inside,  
next to, above, under, below, beside, among  
before, at the end, in the centre/of, at the side, beneath, over, opposite

#### 2.3 distance

near, far (away); the distance ...

#### 2.4 motion

go (to, from, away, out); get up; lie down; sit down; walk, come;  
move; stop; leave; come to;  
arrive, pass, fall, run; come along; reach; hurry

#### 2.5 direction turn right/left; straight on; across; go north/south/east/west; take ... to ...; pull/push ...

turn north/south/east/west; go out; follow; send;  
leave for; walk along; look up/down; drive/walk up/down; travel  
north/south/west/east

#### 2.6 Origin

I am from ...; ... come from ...

#### 2.7 Arrangement

John came before/after Peter.  
... a holiday between Christmas and Easter  
John came last/first.

#### 2.8 Dimension

##### 8.1 size

What's your size? .. big, small, tall, short, thin,  
thick, narrow, wide, high, low, large, deep  
What size shoes do you take?

##### 8.2 length

kilometre, metre, centimetre, long, short, yard,  
foot, inch, mile

##### 8.3 pressure

This table is heavy. This blanket is light.

##### 8.4 weight

kilogram, ounces, pound, weight, weigh

##### 8.5 volume

liter, cubic, gallon, pint

##### 8.6 space

a big/small room, plenty of space

##### 8.7 temperature

temperature, hot, warm, cold, cool, degree

### 3. Temporal

#### 3.1 point of time, period

tomorrow, the day before yesterday, four days  
ago, during, century, then, now, in four minutes/ hours/days/  
weeks/months/years, weekdays. by Monday,  
not ... till/until 1990

3.2 priority Has the guest come yet? The guest hasn't come yet.  
*I have I have never done it before. I have already done it.*  
*I had finished my work before my father came.*  
*I did earlier than 1980*

3.3 posteriority *I'll do it afterwards. My father come after I had finished my work. I'll do my homework later on.*  
Please submit your work no later than July 15.

**3.4 sequence  
flesh.**

**First you peel the mango, then you cut its**

*What did you next?*

*In the end ... Finally, we ...*

3.5 simultaneousness When Mother is cooking, Father is cleaning the floor.

3.6 future reference While the teacher is explaining, the students are listening attentively; at the same time. Mother opened the door as soon as the guests arrived.

3.7 present reference *Are you still there? At present; today; this*  
*morning*

*present continuous + verbs of motion*

3.8 past reference the day before yesterday; last week/month/year, formerly, recently, just, lately

3.9 reference without time-focus Beijing is in China. New York is in the U.S.A.  
This table is made of wood.

3.10 delay The executive train will come later.  
There will be a delay of two hours.  
The plane has been delayed for no clear reason.

3.11 earliness You're early. You come too early. There's an early train on Sunday.

3.12 lateness Some students come late.  
You came too late to meet with the guest.

3.13 length of time (duration) ... a long/short time.. for two hours/months etc.

3.14 speed very fast, slow

3.15 frequency once, twice, three times, on Sundays, everyday, every week, once/twice a year, seldom, rarely, hardly ever, daily, weekly, monthly, yearly, annually

3.16 continuity It will go on for five years.  
I was reading a letter when my teacher came.  
I have lived here for two years.  
I have been reading since 10 o'clock.

3.17 intermittence not always

3.18 permanence

3.19 temporariness not always

3.20 repetitiousness	again, again and again, several times, twice
3.21 uniqueness	I read the whole day yesterday. ... only once.
3.22 commencement	The game was from 7 to 9. The students have played since 6 o'clock. Rudi goes fishing on Sundays.
3.23 cessation	When will you finish?; The match has ended. When will you be ready? They played until 3.
3.24 stability	Don't sit on that table; We waited for 5 hours. How long will you stay in Yogya? Semarang lies in the northern part of Java. I will remain here for 2 months.
3.25 change, transition	The country has changed since the war. Sugar has changed very expensive. My parents are getting old. Suddenly the rain pours down.
<b>4. Quantitative</b>	
4.1 Number	singular/plural; cardinal numbers; ordinal numbers; another, about (US\$100)
4.2 quantity	all; many; much; a few; a little; any; few; little; both; each; a lot of; enough; hardly any; least; more; most; half of it; at least; plenty; a great many
4.3 degree	very + adjective; quite + adjective; good-better-best; a bit ...; .. so + adjectives; a lot + adjective/adverb; rather + adjective; hardly; such + nouns
<b>5. Qualitative</b>	
5.1 Physical	
1.1 Shape	round, square
1.2 Dimension	= 2.8
1.3 Moisture	dry; wet, to dry ...
1.4 visibility, sight	look at; watch; cannot be seen; dark; light
1.5 opaqueness	to see through..
1.6 audibility	hear, loud, noise, listen, soft (music)
1.7 taste	sweet, bitter, bad, to taste, delicious, nice
1.8 smell	a pleasant smell, to smell
1.9 texture	a <u>soft</u> pillow, <u>hard</u> leather, weak, hard
1.10 colour	white, black, green, red, yellow, grey, orange, light/dark colour, to colour ... red
1.11 age	How old are you? Her age, young, old, adults, children, older, younger

1.12 physical condition	well, healthy, ill, sick, alive, dead, broken legs, repair, fasten, ... cut ... finger, all right, out of order
1.13 accessibility	The museum is open/closed now.
1.14 cleanness	clean, dirty, to clean, to wash, cleanness
1.15 material	silver, gold, bronze, nylon, cotton, wool, wood, bamboo, cement, wooden, woollen
1.16 genuineness	Is this real leather?
1.17 Fullness	The bus is full of children. The train is empty. Can you fill this bottle?
<b>5.2 Evaluative</b>	
2.1 value	price; expensive; cheap; high; low; how much; be; cost.
2.2 quality	good; better; best; bad; worse; worst; fine; well; quality
2.3 rightness, wrongness	right; wrong; What's the matter? should (not); ought (not).
2.4 acceptability, inacceptability	accept; that's all right; that's fine/nice; I'm against ...
2.5 adequacy, inadequacy	be all right; be enough; that will do
2.6 desirability; undesirability	... (don't) like ... very much; like + gerund + ... I would like ...
2.7 correctness, incorrectness	right; better; wrong; worse; be right; be wrong; true; correct; incorrect
2.8 successfulness; unsuccessfulness	succeed; success; successful; try
2.9 utility, inutility	(not) useful; can(not) use
2.10 capacity, incapacity	can(not) + verb; will (not) + verb
2.11 importance; unimportance	important; not important; unimportant
2.12 normality, abnormality	normal; strange; ordinary
2.13 facility, difficulty	easy; difficult; difficulty; hard
<b>6. Mental</b>	
6.1 reflection	be sure; know; remember; be certain; believe; suppose; wonder; no doubt
6.2 expression	answer(n. & v.); ask; laugh; question; say; speak; talk; tell; thank; write; apologize; forbid; invite; recommend; request.
<b>7. Relational</b>	
7.1 spatial relation	(=2.2; 2.3; 2.5; 2.6; 2.7)

7.2 temporal relation	(=3.2-3.12)
7.3 action, event relation	
3.1 agency	I clean my room everyday. This book is written by an American. I was X who...
3.2 objective, including factitive	John opened the door. The door is open. The door is opened by John. We are building a house. The ancient city was destroyed.
3.3 dative	dative as an indirect object dative in to-adjunct dative as subject dative as subject of passive
3.4 instrumental	instrumental as object; instrumental in with-adjunct
3.5 benefactive	benefactive as subject benefactive as for-adjunct
3.6 causative	have 'Can I have my hair cut, please?
3.7 place	= 2
3.8 time	= 3
3.9 manner, means	adverbial phrases; in this way; like this; adverbial derivatives in -ly; adverbs without -ly listed elsewhere; fast; hard; how; by means; as + noun
7.4 contrastive relation	
4.1 equality, inequality	(not) the same (thing); different (from); differ; difference; other; another; else; anything
4.2 correspondence, contrast	(not) the same thing; different; differ; difference; be like ...; comparative degree of objectives+than...;as ... as; not so ... as.
7.5 possessive relation	
5.1 ownership, possession	possessive adjectives (my, your etc.); possessive pronouns (mine etc); have (got); own (v.); belong to: get (=receive); give; keep; own (It's my own money).
7.6 Logical relation	
6.1 conjunction	and; as well as; but; also; too; either; together; pair; group
6.2 disjunction	or
6.3 inclusion, exclusion	with + NP; without + NP; except; too
6.4 cause	why ...?; because + sub-clause
6.5 effect	then ...; so ...; so ... that; the result is ...
6.6 reason	why ...?; because + sub-clause; the reason is ...
6.7 purpose	to + V-ing; in order to + V-inf; the purpose is ...

6.8 condition if+sub-clause

6.9 focussing about; on; only;

## 8. Deixis

### A. Definitive

#### 1. non-anaphoric

my, your, etc; mine, yours, etc.; demonstrative adjective; independent relative pronoun; definite article; interrogative pronouns (who, whom, whose, what, which); interrogative adjectives (whose, what, which)

#### 2. anaphoric

personal pronouns, possessive adjectives, possessive pronouns as complement; demonstrative adjectives; relative pronouns (who, which, that; whose, whom); emphatic pronouns (myself, herself etc.) definite article; adverbs (here, there, now, then, so);

### B. Indefinite

#### 1. indefinite article

article a

#### 2. indefinite pronouns

someone, somebody, no one, (not ...) anybody, (not ...) anyone, nobody, each, everybody, everyone, something, (not ...) anything, nothing, everything; all; both some; it (it's raining now); you.

#### 3. Adverbs

somewhere, nowhere, everywhere, (not ...) anywhere, sometimes, never, always.

#### 4. Indefinite semi-deictics

person; man; people; thing; do

## Specific Notions

### 1. Personal identification

#### 1.1 Name

name, forename, surname, initials, Mr., Mrs., to spell, names of letters of the alphabet, to call, to be called, to sign, signature, letter

#### 1.2 address

address, to live, road, street, park, square, house-number, countries

#### 1.3 Telephone number

telephone (phone), to telephone (call, ring up), telephone number (cardinal numbers + 0)

#### 1.4 Date and place of birth

to be born, place, birth, date (names of months, cardinal numbers or ordinal numbers up to 31, cardinal number to indicate years); birthday

#### 1.5 Age

age, old, young, year, month

#### 1.6 Sex

sex, male (man, boy, gentlemen), female (woman, girl, ladies)

#### 1.7 Marital status

married, single, family (children), husband, wife, child

#### 1.8 Nationality

nationality, names of own nationality, names of nationality of English native speakers, foreign, foreigner

1.9 Origin	place of origin, country of origin (names of countries in the world), names of airports
1.10 Education	school, primary school, secondary school, university, college, vocational school, institute, form (=grade), course, lesson, to train, to teach, to learn, to take lessons o a course, to go to school, to leave school, pupil, student, teacher, year, month
1.11 Intended profession or occupation	occupation (job, profession), factory, labourer, office, office-worker, farm, farmer, business, business-woman/man, shop, baker, butcher, grocer, greengrocer, to sell, to buy, hospital, doctor, nurse, school, teacher, army, soldier, to work
1.12 Family	family, parents, father, mother, child, son, daughter, brother, sister, husband, wife, baby, grandfather, grandmother, grandchild, grandson, granddaughter
1.13 Religion	religion, to believe, God, church, cathedral, service, Christian, Christianity, Islam, Muslim mosque, say a prayer, Hindu, Buddhist
1.14 Likes and dislikes	to like, to dislike
1.15 Character temperament, disposition	character, kind, nice, bad, unpleasant, quiet, active, lazy, diligent.

## 2. House and Home

2.1 Types of accommodation	to live, house, flat, apartment, building, furnished, to buy, to rent
2.2 Accommodation, rooms	room, room (=space), kitchen, bathroom, bedroom, living-room, lavatory, garden, floor, ground-floor, basement, cellar, downstairs, upstairs, stairs, lift, door, wall, window, cupboard
2.3 Furniture, bedclothes	furniture, chair, lamp, table, bed, blanket, pillow, sheet
2.4 Room	bookcase, desk, picture, plant, poster, shelf
2.5 Services	electricity, gas, water, heating, central heating, oil, telephone, to clean, to turn on/off, on, off
2.6 Amenities	bath, shower, refrigerator, radio, television, washing-machines, garage, to wash, to clean
2.7 Region	region, agriculture, industry, lake, mountain, hill, forest, seaside, coast, island, water, canal, river, land, valley, field, countryside, flat, top beautiful, bottom, high, deep
2.8 Flora and fauna	plant, flower, tree, grass, animal, bird, insect, fly, dog, cat, cattle, cow, pig, sheep, horse

## 3. Life at home

3.1 Family	(see 1.12 =family)
3.2 Occupation of parents	(see 1.11)
3.3 Daily routines	to wake up, to get up, to go to (bed, school), to go home, to have breakfast, to have lunch, to have dinner, meal, homework, to be busy, to work hard, after school, to be free, spare time to read, book, to listen to, radio, gramophone, record player, to watch (TV), to go out, to visit, friend, present (=gift), to go for a walk, to go into the country, to play games
3.4 Money	job, working-hours, to earn, money, pocket- money, monetary system, to spend (on), to save, to buy, to put in the bank
3.5 Pets	pet, cat, dog, bird, fish, birdcage, aquarium
<b>4. Education and future career</b>	
4.1 Schooling	(see 1.10)
4.2 Daily routines	school, to begin, to end, lesson, break
4.3 School-year	term, holidays, summer-holidays, Christmas, Easter
4.4 Subjects	subject, reading, writing, mathematics, geography, history, school subjects, to do (a subject), to study, to choose
4.5 Recreation	club, party, excursion, dance, to dance
4.6 Examinations, diplomas	diploma, examination, to pass, to fail, test, final examination, entrance examination
4.7 Future career	to earn, income, tax(es), per (week), training, course, to become, unemployment, old-age pension
<b>5 Free time, entertainment</b>	
5.1 Hobbies	hobby, to walk, to collect, to fish
5.2 Interests	(See also 4.1 and 4.3-4.8) interests, to be interested
5.3 Radio, TV etc.	television, to watch television, radio, programme, news-programme, music, light, classical, popular, interview, gramophone (-record), tape-recorder, tape, to play, loud, soft, colour, sound
5.4 Cinema, theatre, opera, concert, etc.	to go out, afternoon, evening, night, performance, cinema, film(-star), actor, actress, singer, to sing, song, musician, music, theatre(-play) stage, entrance, exit, emergency, row, seat, front, back, centre, ticket, ticket-office, cloakroom, lavatory, to book, booking- office, interval, opera, opera-house, concert, concert- hall, modern, ballet, to dance, dancer, dance, night- club, cabaret, floor-show, musical, circus, revue, programme, silence

5.5 Sports	sport(s), team, to play, game, race, match, to swim, stadium, field, ball, player, to win, to lose, draw, to watch
5.6 Intellectual pursuits	to read, to study, library, book, bookshop
5.7 Artistic pursuits	(see also 5.4 & 5.8) art, to write, to paint, to make, art-forms
5.8 Museums, galleries, exhibitions	museum, gallery, exhibition, painting, sculpture, old, antique, open, closed, opening-hours, to close, to open
5.9 Press	newspaper, magazine, article, picture, page, advertisement, to read

## 6. Travel

6.1 Travel to school	to travel, early, late, home, cheap, expensive, to cost, fare, ticket, to arrive, to leave
6.2 Holidays	holiday(s), summer, winter, spring, autumn/fall, season, day, week, month, Christmas, Easter, tour, tourist, tourist-office, journey, group, together, abroad, to enjoy, to visit, guide, plan, sights
6.3 Countries and Places	country, town, town-centre, castle, village, place, small, big, capital town, Europe, Africa, Asia, America, Australia, ocean, world
6.4 Public transport	to travel, traveller, to travel by, aeroplane, bus, train, tram, underground, boat, taxi, airport, railway-station, bus-stop, terminal, railways, airline, travel, travel bureau, information (office/desk), enquiries, lost property office, gate, connection, to buy, to pay (for), to ask (for), to smoke, no smoking, waiting-room, refreshments, restaurant, bar, boarding-pass, to change, to check in, to board, delay, delayed, to cancel, platform, direction, to arrive, arrival, to reach, to leave, departure, to go to, to come from, passenger, time-table, fast, a fast train, slow ><fast (train), flight, charter-flight, to fly, to hurry, to wait (for), to take
6.5 Private transport	motor-car, lorry, petrol, oil, to drive, petrol-station, car-park, to park, speed, fine, blue zone, insurance, driving-license, traffic-lights, bicycle, motor-cycle, motor-scooter, to hire, crossing, to cross, pedestrian, motorway, one-way, danger, dangerous, safe, safety, busy, road-sign texts
6.6 Entering and leaving a country	immigration, customs, to import, to declare, duty, frontier, foreign, to change, currency, money, to visit, passport, to stay, visa, form, to open
6.7 Nationalities	(see 1.8)
6.8 Languages	language, native language, languages
6.9 Hotel, camping-site, etc.	reception, reservation, to book, lift, to press, button, porter, hall, lounge, balcony, view, quiet, to disturb, noise, stairs, inn, camping-site, tent, caravan, youth-hostel, regulations, charge, included, bill, receipt, account, cheque (check), boarding-house,

	to call, key, desk, message, to register, single room double room, dormitory, to push, to pull
6.10 Travel documents	passport, document, insurance, driving-license, visa
6.11 Fares and Tickets	ticket, single, return, cheap, adult, child, group, class
6.12 Luggage	luggage, bag, suitcase, box, to carry, camera, porter, weight, heavy, light
<b>7 Relations with other people</b>	
7.1 friendship/aversion	friend, to like, to dislike
7.2 Invitations	to invite, invitation, to make an appointment, to join, to expect, to come to, to have dinner, to have lunch, to have tea, to have breakfast, to have a drink, to visit, present (=gift), party, to talk, to promise
7.3 Correspondence	to correspond, pen-friend, letter, envelope, postcard, postcard-stamp, pen, pencil, note-paper, to send, to receive, to answer, answer, opening formula, closing formula
7.4 Club-membership	club, member, meeting, to meet
7.5 Politics (an optional: social security)	politics, political, party, government, to govern, conservative, socialist, communist, king, queen, president, minister, prime minister, right-wing, left-wing, state, opinion, war, peace, social security, old-age pension
<b>8. Health and welfare</b>	
8.1 Parts of the body	head, neck, back, arm, hand, leg, foot, heart, stomach, tooth, hair
8.2 Ailments, accidents	ill, pain, fever, health, wound, operation, bandage, to be operated upon, accident, disease, to fall ill, dead, alive, to live, cold, to hurt, to fall, to break, to feel, to burn, to cut, to happen
8.3 Personal comfort	comfortable, thirst, thirsty, hunger, hungry, tired, well, to look, to rest, rest, to sleep, sleepy, to wake up
8.4 Hygiene	to wash, soap, towel, clean, dirty, toothbrush, toothpaste, scissors, comb, brush, to cut, to shave, razor, laundry
8.5 Insurance	to insure, insurance, third-party
8.6 Medical services	doctor, ambulance, surgery-hours, health, patient, chemist, medicine, tablet, ward, specialist, dentist, to fill, appointment, prescription, glasses
8.7 Emergency services	fire, fire-service, ambulance, police, policemen, police-station, consul, consulate, embassy
<b>9. Shopping</b>	
9.1 Shopping facilities	shop, supermarket, department store, market, opening-hours, grocer, butcher, baker, greengrocer, tobacconist, to buy, to sell, to change, sale, souvenirs, new, to find, it is my turn, to wrap up, to show

9.2 Foodstuff	(see 10.1)
9.3 Clothes, fashion	clothes, dress, suit, underwear, trousers, jacket, shirt, blouse, shoe, socks, stockings, coat, raincoat, hat, skirt, wool, nylon, cotton, leather, plastic, real, purse, wallet, size, blue, black, green, grey, orange, red, white, light, dark, pair, pocket, watch, to wear, to try on, to put on, to take off
9.4 Smoking	tobacco, pipe, cigar, cigarette, ashtray
9.5 Household-articles	pan, spoon, fork, knife, dish, plate, cup, saucer, bottle, pot, glass, matches, string
9.6 Medicine	(see 8.6)
9.7 Prices	price, expensive, cheap, high, low, free, how much, to cost, too, discount, to spend, money, bank-notes, coins, monetary-system, to pay
9.8 Weights and measurement	weight, to weigh, heavy, light, enough, weights, measures

## 10 Food and drink

10.1 Types of food and drink	food, to eat, to drink, soup, meat, bacon, sausage, steak, beef, lamb, pork, veal, to fry, to grill, to roast, to boil, fish, chicken, omelette, ham, vegetables, potatoes, pommes frites, salad, mushrooms, egg, rice, spaghetti, macaroni, salt, pepper, mustard, bread, butter, slice, cheese, dessert, fruit, apple, pear, banana, strawberry, nut, orange, ice-cream, vanilla, chocolate, cake, pastry, to bake, jam, coffee, tea, cream, milk, sugar, beer, wine, mineral water, fruit-juice, water, sandwich, hot, cold, nice, sweet, bitter, warm, thick, thin, drink, piece
10.2 Eating and drinking out	restaurant, snack-bar, café, pub, bar, canteen, self-service, help-yourself, service, table, waiter, waitress, to serve, to order, menu, to have breakfast, to have coffee, to have lunch, to have dinner, to have tea, to choose, to decide, bill, tip, service-charge, to take away

## 11. Services

11.1 Post	post-office, to post, collection, letter-box, letter, parcel, postage stamp, postage, mail, po restante, postman
11.2 Telephone	telephone, to telephone, telephone number, telephone booth, operator, to dial, coin, out of order
11.3 Telegraph	telegraph, telegram, to send, to arrive, word, sender
11.4 bank	bank, to change, currency, money, cheque, traveller's cheque, to cash, bank account, to borrow, to lend
11.5 Police	police, policeman, police-station, thief, to steal, to lose, fine, law
11.6 Hospital, surgery etc.	see 8.6
11.7 Repairs	to repair, to fasten, button,
11.8 Garage	garage, breakdown, to help, to work, brake, engine

11.9 Petrol station	petrol, petrol station, oil, tyres, to check, standard quantity of petrol, full, empty
12 Places	map, to lose one's way, north (region), north (direction), south (=region), south (= direction), east (=region), east (=direction), west (=region), west (=direction), pint, straight, to turn, left (=position), left (=direction), right (=position), right (=direction), to cross, opposite, next to, to pass, crossing, roundabout, bridge, end, side, road, street, square, path, direction, far, near, distance, to follow, town, hall,
13 Foreign language	
13.1 ability	to speak, to understand, to read, to write, well, a little, not at all, easy, simple, difficult, hard, difficulty, to say, to know, word
13.2 Understanding	to call, to be called, to repeat, slowly, clear, to understand, I beg your pardon, to explain, to mean, meaning, to translate, translation, dictionary
13.3 Correctness	correct, to correct, mistake, incorrect, to pronounce, pronunciation, to spell, spelling, question
14 Weather	
14.1 Climate	cold, hot, pleasant, dry, rainy, climate, weather, fine, bad, mild, hot, warm, cool, cold, sun, moon, star, sunshine, rain, snow, ice, wind, storm, thunderstorm, lightning, heat, frost, fog, shade, to rain, snow, freeze, to shine, dark, light, degree, zero, temperature,

## Index of language-functions for threshold level

### **1 Imparting and seeking factual information**

- 1.1 identifying
- 1.2 reporting (including describing and narrating)
- 1.3 correcting
- 1.4 asking

### **2 Expressing and finding out intellectual attitudes**

- 2.1 expressing agreement and disagreement
- 2.2 inquiring about agreement and disagreement
- 2.3 denying something
- 2.4 accepting an offer or invitation
- 2.5 declining an offer or invitation
- 2.6 inquiring whether an offer or invitation is accepted or declined
- 2.7 offering to do something
- 2.8 stating whether one knows or does not know something or someone
- 2.9 inquiring whether one knows or does not know something or someone
- 2.10 stating whether one remembers or has forgotten something or someone
- 2.11 inquiring whether one remembers or has forgotten something or someone
- 2.12 expressing whether something is considered possible or impossible
- 2.13 inquiring whether something is considered possible or impossible
- 2.14 expressing capability or incapability
- 2.15 inquiring about capability or incapability
- 2.16 expressing whether something is considered as a logical conclusion
- 2.17 inquiring whether something is considered as a logical conclusion
- 2.18 expressing how certain/uncertain one is of something
- 2.19 inquiring how certain/uncertain one is of something
- 2.20 expressing one is/is not obliged to do something
- 2.21 inquiring whether one is/is not obliged to do something
- 2.22 expressing others are/are not obliged to do something
- 2.23 inquiring whether others are/are not obliged to do something
- 2.24 giving and seeking permission to do something
- 2.25 inquiring whether others have permission to do something
- 2.26 stating that permission is withheld

### **3 Expressing and finding out emotional attitudes**

- 3.1 expressing pleasure, liking
- 3.2 expressing displeasure, dislike
- 3.3 inquiring about pleasure, liking, displeasure, dislike
- 3.4 expressing interest or lack of interest
- 3.5 inquiring about interest or lack of interest
- 3.6 expressing surprise
- 3.7 expressing hope
- 3.8 expressing satisfaction
- 3.9 expressing dissatisfaction
- 3.10 inquiring about satisfaction or dissatisfaction
- 3.11 expressing disappointment
- 3.12 expressing fear or worry
- 3.13 inquiring about fear or worry
- 3.14 expressing preference
- 3.15 inquiring about preference
- 3.16 expressing gratitude
- 3.17 expressing sympathy
- 3.18 expressing intention
- 3.19 inquiring about intention
- 3.20 expressing want, desire
- 3.21 inquiring about want, desire

#### 4 Expressing and finding out moral attitudes

- 4.1 apologizing
- 4.2 granting forgiveness
- 4.3 expressing approval
- 4.4 expressing disapproval
- 4.5 inquiring about approval or disapproval
- 4.6 expressing appreciation
- 4.7 expressing regret
- 4.8 expressing indifference

### **5 Getting things done (suasion)**

- 5.1 suggesting a course of action (including the speaker)
- 5.2 requesting others to do something
- 5.3 inviting others to do something
- 5.4 advising others to do something
- 5.5 warning others to take care of or to refrain from doing something
- 5.6 instructing or directing others to do something
- 5.7 offering assistance
- 5.8 requesting assistance

### **6 Socializing**

- 6.1 to greet people
- 6.2 when meeting people
- 6.3 when introducing people and when being introduced
- 6.4 when taking leave
- 6.5 to attract attention
- 6.6 to propose a toast
- 6.7 to congratulate
- 6.8 when beginning a meal

# An Inventory of Micro-functions of English

## 1. Scale of certainty

### Impersonalized

- 1.1 Affirmation
- 1.2 Certainty
- 1.3 Probability
- 1.4 Possibility
- 1.5 Nil certainty
- 1.6 Negation

### Personalized

- 1.7 Conviction  
Be + convinced, positive, sure, certain, confident, know, believe
- 1.8 Conjecture  
Think, reckon, consider, expect, daresay, be of opinion, presume, suppose, assume, trust, hope, surmise, guess, imagine, anticipate, foresee, predict, prophesy
- 1.9 Doubt  
Doubt, wonder, be + sceptical, doubtful, dubious
- 1.10 Disbelief  
Above verbs + negative

## 2. Scale of commitment

- 2.1 Intention  
volition, will, unwilling; wish, want, desire, choice, inclination, prefer; mean, intention, contemplate, plan, propose; promise, undertake, assure, guarantee
- 2.2 Obligation  
obligation, necessity (social), onus, liability, duty, allegiance, responsibility, conscientiousness

## 3. Judgement and evaluation

- 3.1 Valuation
  - 3.1.1 assess, judge, estimate, value; rank, place, grade
  - 3.1.2 misjudge, prejudice, overestimate
- 3.2 Verdiction
  - pronounce, rule, find, award
  - 3.2.1 committal  
condemn, convict, proscribe, sentence
  - 3.2.2 Release  
release, exempt, acquit, discharge, let off, excuse;  
pardon, forgive, exculpate, exonerate, absolve, relieve; conciliate, reconcile, extenuate
- 3.3 Approval  
approve, think well, appreciate, give credit, value; commend, praise, applaud; deserve, merit, entitle
- 3.4 Disapproval

disapprove, frown upon, deprecate, deplore; remonstrate, complain, allege, impute, accuse, charge; blame, reproach, disparage, reprimand, denounce, condemn

#### **4. Suasion**

##### 4.1 Inducement

persuade, propose, suggest, advise, recommend, advocate, exhort, beg, urge, incite

##### 4.2 Compulsion

command, order, dictate, direct, compel, force oblige; prohibit, forbid, disallow

##### 4.3 Prediction

predict, warn, caution, menace, threaten, instruct, direct, invite

##### 4.4 Tolerance (i.e. no hindrance offered to a proposal)

allow, tolerate, grant, consent to, agree to, permit, authorize

#### **5. Argument**

##### 5.1 Information

###### 5.1.1 Stated/asserted

state, inform, tell, express, report, describe, publish, know; proclaim, declare, assert, emphasize, affirm, maintain, argue, advocate, claim, contend, protest

###### 5.1.2 Sought

question, query; request

###### 5.1.3 Denied

deny, refute, disclaim, protest; oppose, refuse, decline, reject; disprove, confute, negate

##### 5.2 Agreement

agree, concur, assent, acquiesce, consent; confirm, corroborate, endorse, support, ratify, approve

##### 5.3 Disagreement

disagree, demur, dissent; dispute, contradict, repudiate

##### 5.4 Concession

concede, grant, admit, yield, defer, allow, submit; renounce, withdraw, abjure, abandon, retract, resign; confess, apologize

#### **6. Rational enquiry and exposition**

6.1 proposition, hypothesis; corollary, presupposition

6.2 substantiation, verification, justification, proof

6.3 supposition, conjecture, assumption

6.4 implication, inference, deduction, illation, conclusion, generalization

6.5 interpretation; demonstration, explanation

6.6 classification, definition; illustration, exemplification

#### **7. Formulaic communication**

7.1 greeting, farewell

7.2 acknowledgement, thanks; regret, apology

7.3 good wishes, congratulation

7.4 solicitude, condolence, commiseration

7.5 attention signals

### **INTEGRATING THE “FOUR SKILLS”**

## A. Basic Concepts

### ◆ a whole language approach

e.g. a reading class might include:

- a pre-reading *discussion* of the topic to activate schemata.
- *listening* to a lecture or a series of informative statements about the topic of a passage to be read.
- a focus on a certain *reading* strategy; say, scanning.
- *writing* a paraphrase of a section of the reading passage.

### ◆ Why integration?

- the whole is more than the sum of the parts
- It is impossible to limit l. activities to one skill only. (in a reading class, Ss might say sth. or discuss sth., listen to other Ss, & write their answer or summarize sth.)

## B. MODELS OF INTEGRATED-SKILL APPROACH

### 1. Content-Based (Content-Centred) Instruction (CBI or CCI)

*The target language is used as the medium to convey informational content of interest and relevance to the learner*

Examples:

- ◆ Immersion programs for elementary-school children
- ◆ Sheltered English programs (mostly found at elementary- and secondary-school levels)
- ◆ Writing across the curriculum (where writing skills in sec schools and universities are taught within subject-matter areas like biology, history, art, etc.)
- ◆ English for Specific Purposes (ESP) , for engineering, agriculture, or medicine)

**Note:** *Content-based instruction usually pertains to academic or occupational instruction over an extended period of time at intermediate-to-advanced proficiency levels.*

### 2. Theme-based Instruction (TBI)

*It is a 'weak' version of the content-based instruction. → giving equal attention to both content and language*

E.g. English for Academic Purposes in a university

#### Major principles for CBI and TBI:

- ◆ automaticity
- ◆ meaningful learning
- ◆ intrinsic motivation
- ◆ communicative competence

#### Possible theme-based activities:

- ◆ Use environmental statistics and facts for classroom reading, writing, discussion, and debate
- ◆ Carry out research and writing projects
- ◆ Have students create their own environmental awareness material
- ◆ Arrange field trip
- ◆ Conduct simulation games

### 3. Experiential Learning

*The learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about these realities but never comes in contact with them as part of the learning process..... It involves direct encounter with the phenomenon being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it (Morris Keeton & Pamela Tate, 1978: 2)*

Experiential learning put emphasis on the marriage of two principles of effective learning proposed by John Dewey: (a) one learns best by “doing,” by active experimentation, and (b) inductive learning by discovery activates strategies that enable to “take charge” of their own learning progress.

Experiential learning techniques = learner-centred:

- ◆ hands-on projects (such as nature projects)
- ◆ computer activities (esp. in small groups)
- ◆ research projects
- ◆ cross-cultural experiences (camps, dinner groups, etc.)
- ◆ field trips and other “on-site” visits (such as to a grocery store)
- ◆ role plays and simulations

Some teacher-controlled techniques may be considered experiential:

- ◆ using props, realia, visual, show-and-tell sessions
- ◆ playing games (which often involve strategy) and singing
- ◆ utilizing media (TV, radio, and movies)

One specialized form of experiential learning is the Language Experience Approach (LEA) = an integrated-skills approach initially used in teaching native language reading skills, but recently used in more second or foreign language contexts.

Situation C (one of the vignettes) gives an example of how students’ personal experiences are used as the basis for a writing activity.

#### **4. The Episode Hypothesis**

*Text (.i.e. discourse in any form) will be easier to reproduce, understand, and recall, to the extent that it is structured episodically” (Oller, 1983, as quoted by Brown, 2001: 240).*

The psychological device used in the Episode hypothesis is the same as that used by Gouin in his Series Method. Look at an example of Gouin’s materials below, by which he taught a number of verbs, verb forms, and other vocabulary in a little story about a girl chopping wood

*The girl goes and seeks a piece of wood.  
She takes a hatchet.  
She draws near to the block.  
She places the wood on this block.  
She raises the hatchet.  
She brings down the hatchet.  
The blade strikes against the wood. etc.*

Below is an example of material structured episodically.

Darlene: I think I’ll call Bettina’s mother. It’s almost five and Chrissy isn’t home yet.

Meg: I thought Bettina had the chicken pox.  
 Darlene: Oh, that's right. I forgot. Chrissy didn't go to Bettina's today. Where is she?  
 Meg: She's probably with Gary. He has Little League practice until five.  
 Darlene: I hear the front door. Maybe that's Gary and Chrissy.  
 Gary: Hi.  
 Darlene: Where's Chrissy? Isn't she with you?  
 Gary: With me? Why with me? I saw her at two after school, but then I went to Little League practice. I think she left with her friend.  
 Darlene: Which one?  
 Gary: The one next door ... the one she walks to school every day.  
 Darlene: Oh, you mean Timmy. She's probably with him.  
 Gary: Yeah, she probably is.  
 Darlene: I'm going next door to check.

---

Characteristics of the Conversation:

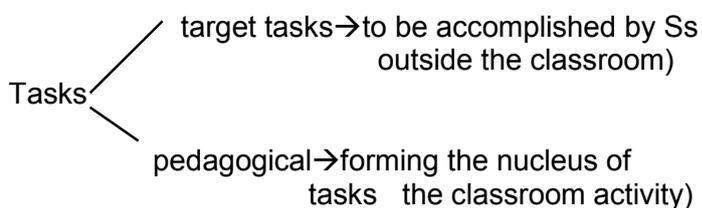
- ◆ uses a familiar setting
- ◆ uses ordinary characters to whet the reader's curiosity
- ◆ show an unclear outcome → motivation to continue reading → involved in the content
- ◆ universal story structure

Possible contribution of episodes to the integration of the four skills:

- ◆ challenge writer/teachers to present interesting, natural language, be it in written or oral form
- ◆ can be presented in written or spoken form → requiring reading and/or writing
- ◆ provide stimulus for spoken or written questions to be responded by Ss
- ◆ can encourage Ss to write their own episodes or to complete episodes
- ◆ can be dramatized by Ss in the classroom

## 5. Task-Based Teaching

- ◆ The centrality of a task = the importance of organizing a course around communicative tasks that learners need to engage in outside the classroom
- ◆ A task is an activity in which
  - meaning is primary
  - there is some communication problem to solve.
  - there is some sort of relationship to comparable real-world activities.
  - task completion has some priority
  - the assessment of the task is in terms of outcome.



A pedagogical task designed to teach Ss to give personal information in a job interview might, for example, involve:

1. exercises in comprehension of *wh*- questions with *do*-insertion ("When do you work at acy's?")
2. drills in the use of frequency adverbs ("I usually work until five o'clock.")
3. listening to extracts of job interviews.
4. analyzing the grammar and discourse of the interviews.

5. modeling an interview: teacher and one student.
6. role-play a simulated interview” students in pairs.

Activities 1-5 can be classified as *pre-communicative*, while Activity 6 *communicative*.

A task has the following dimensions (Brow, 2001):

- ◆ goal
- ◆ input from the teacher
- ◆ techniques
- ◆ the role of the teacher
- ◆ the role of the learner
- ◆ evaluation

Nunan (1989) proposes that a task has the following components:

- ◆ goal
- ◆ input
- ◆ activity
- ◆ learner role]
- ◆ teacher role
- ◆ setting (pair/group/classical work)

Input texts for a task may include:

- ◆◆ speeches
- ◆ conversation
- ◆ narratives
- ◆ public announcements
- ◆ cartoon strips
- ◆ letters
- ◆ poems
- ◆ directions
- ◆ invitations
- ◆ textbooks
- ◆ interviews
- ◆ oral description
- ◆ media extracts
- ◆ games and puzzles
- ◆ photos
- ◆ diaries
- ◆ songs
- ◆ menus
- ◆ telephone directories
- ◆ labels

## 6. The contextual-Communicative Instruction

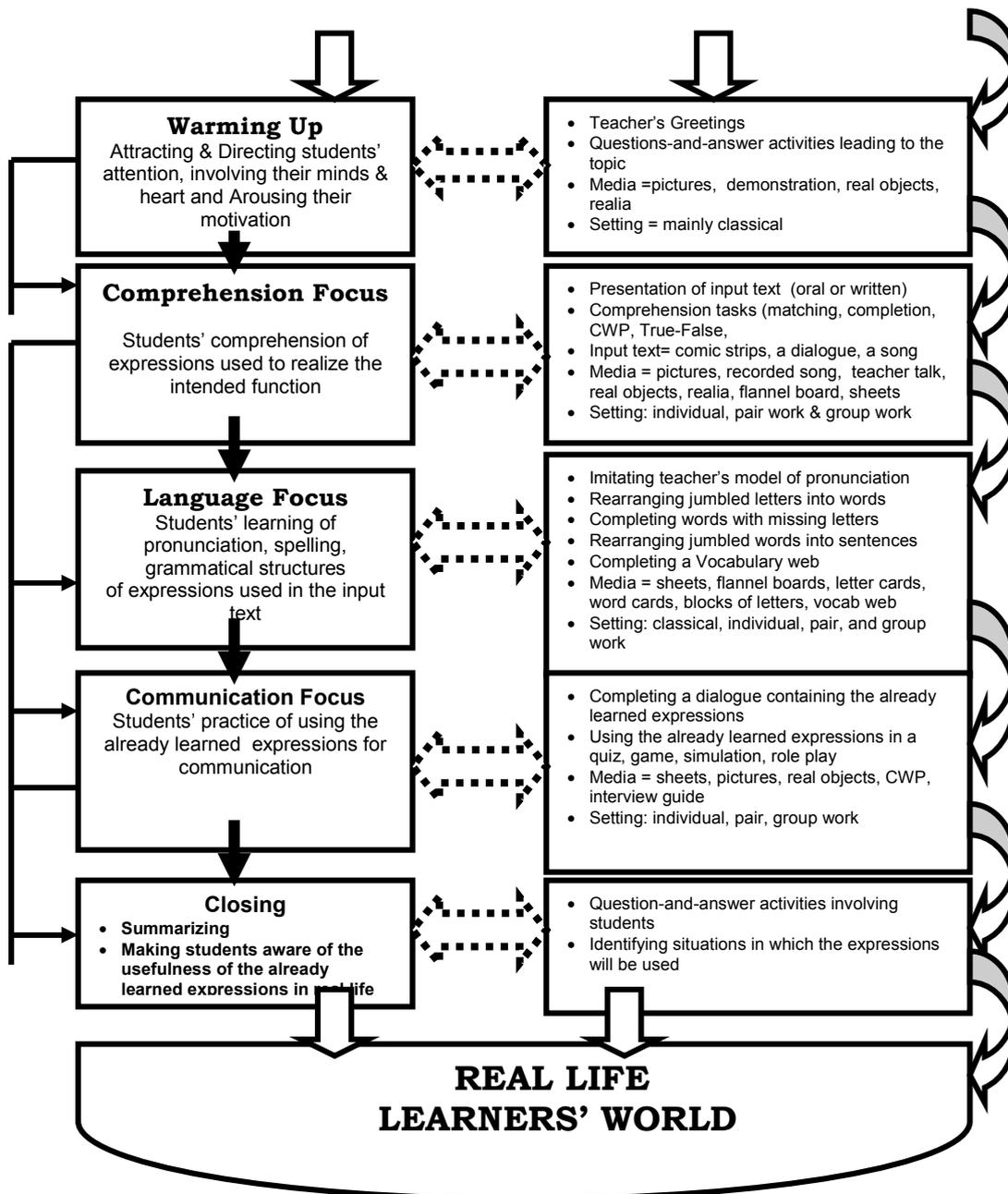
- ◆ is basically learner-centred, emphasizing the acquisition of EFL competencies or learning outcomes by integrating the four language skills (Madya et al, 2004).
- ◆ based on the belief that the competency acquisition requires as a prerequisite the understanding of the intended meaning (message) expressed through the text and the learning of the language elements used to expressed such the meaning.
- ◆ competency acquisition is further facilitated by practices of communication which can be conducted through communicative tasks.
- ◆ The teaching-learning procedure consists of:
  - a. Warming up (to attract and direct students’ attention and arousing their motivation)
  - b. Main T-L Activities (to facilitate (a) the students’ understanding of the intended meaning expressed in the text, (b) the students’ learning of the language elements used to expressed such meaning, and (c) the students’ acquisition of communicative competencies (skills).
  - c. Closing (to make Ss realize the usefulness of what has been learned),
- ◆ This can be further summarized in Figure 1 and illustrated in Figure 2 below.

### A. Warming Up

1. Attracting students’ attention (interesting and relevant media are used, e.g. pictures, caricatures, real objects, realia)
2. Directing students’ attention (involving students, for example, thorough questions-and-answer activities leading to the topic)

**Figure 1: The Contextual-Communicative EFL Teaching-Learning**





**Figure 2: The Contextual-Communicative EFL Teaching-Learning Model**

## SPEAKING SKILLS

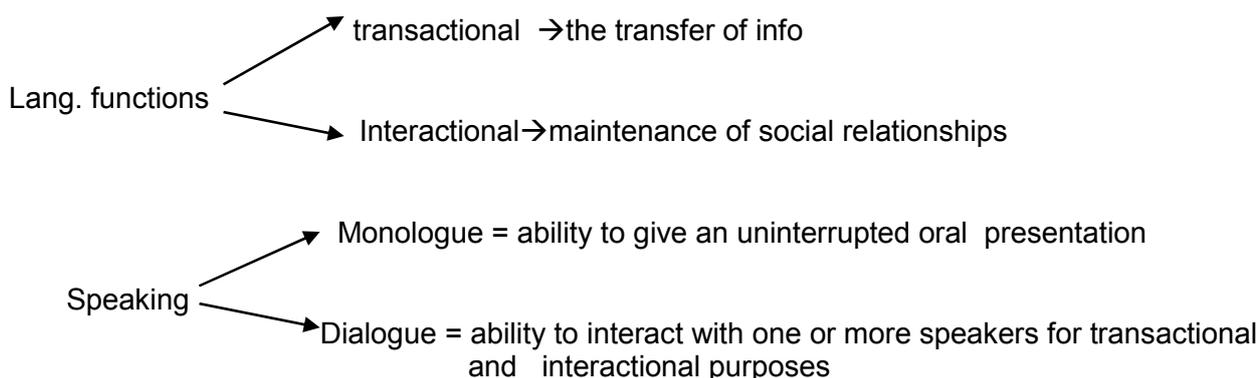
A gap exists between what conventionally happens in the language class and what typically happens outside the classroom in relation to the content, reason, result, participants and means of communication (Pattison, 1987).

<b>List 1 FL (oral) Practice in the classroom</b>	<b>List 2 FL (oral) Communication outside the classroom</b>
<b>WHAT: Content of communication</b>	
Content or topic is decided by teacher, textbook, tape, etc. The meaning of what they say may not always be clear to the speakers. The content is highly predictable.	Speakers express their own ideas, wishes, Opinions, attitudes, information, etc. They are fully aware of the meaning they wish to convey. The exact content of any speaker's message is unpredictable.
<b>WHY 1: Reason for communication</b>	
Learners speak in order to practise speaking; because teacher tells them to; in order to get a good mark, etc.	Speakers have a social or personal reason to speak. There is an information gap to be filled, or an area of uncertainty to be made clear. What is said is potentially interesting or useful to the participants.
<b>WHY 2: Result of communication</b>	
The FL is spoken; the teacher accepts or corrects what is said; a mark is given, etc. (Extrinsic motivation)	Speakers achieve their aims; they get what they wanted, an information gap is filled, a problem is solved, a decision is reached or a social contact is made, etc. The result is of intrinsic interest or value to the participants.
<b>WHO: Participants in communication</b>	
A large group in which not everyone is facing the speakers of interested in what they say; except for one person, the teacher, who pays less attention to what they say than to how correctly they say it.	Two or more people, usually facing each other, paying attention and responding to what is said, rather than to how correctly it is said.
<b>HOW: Means of communication</b>	
Language from teacher or tape is very closely adapted to learners' level. All speech is as accurate as possible, and usually in complete sentences. Problems in communicating meaning are often dealt with by translation. Learners are corrected if their speech deviates from standard forms, whether or not their meaning is clear. Teachers help learners to express themselves more correctly.	Native speakers output is not very closely adjusted to foreigners' level. Meaning is conveyed by any means at the speakers' command: linguistic or para-linguistic (gestures, etc.). Problems are dealt with by negotiation and exchange of feedback between speakers. Translation is not always possible. Errors not affecting communication are largely ignored. Native speakers help foreign speakers to express themselves more clearly.

Pattison: Developing Communication Skills, pp.7 and 9 (in Nunan, 1989: 30-31).

Questions worth considering for teachers:

- What is the appropriate form of spoken language to teach?
- From the point of view of pronunciation, what is a reasonable model?
- How important is pronunciation?
- Is it any more important than teaching appropriate handwriting in the foreign language?
- If so, why?
- From the point of view of structures taught, is it alright to teach the spoken language as if it were exactly like the written language, but with a few 'spoken expressions. Thrown in?
- Is it appropriate to teach the same structures to all foreign language students, no matter what their age is or the intentions in learning the spoken language?
- Are those structures which are described in standard grammars the structures which our students should be expected to produce when they speak English?
- How is it possible to give students any sort of meaningful practice in producing spoken English?  
(Brown & Yule, 1983: 3)



**Successful oral communication involves developing:**

- The ability to articulate phonological features of the language comprehensively;
- Mastery of stress, rhythm, intonation patterns;
- An acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of interaction;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.
- (Nunan, 1989: 32)

## Reading Skills

Nunan (1989: 34) adapts purposes of reading from Rivers and Temperly (1978: 187-8) as follows:

- to obtain information for some purpose or because we are curious about some topic;
- to obtain instructions on how to perform some task for our daily life (e.g. knowing how a tool works)
- to act in a play, play a game, do a puzzle.
- To keep in touch with friends by correspondence or to understand business letters
- To know when or where something will take place or what is available
- To know what is happening or has happened (as reported in newspapers, magazines, reports)
- For enjoyment or excitement.

Everyday, non-specialist reading tasks include:

- filling in an unfamiliar form
- receiving an unfamiliar cheque and wanting to process it through a bank
- making an emergency call to a hospital
- operating a vending machine U have never used before
- finding a Telecom card under the door
- dealing with a note brought home from school
- contacting a tradesman to do some work in ...
- looking in a newspaper to find a flat to rent
- interpreting labels on pharmaceutical products
- shopping for a particular product, for example dishwashing detergent
- using a timetable
- using road signs
- selecting and reading a newspaper article
- reading a short story or novel

(Nunan, 1989: 34, quoting Brosnan *et al.*, 1984)

Reading behaviours may include(e.g. reading your son's note from his school):

- glance over it noting script, style and format;
- skim over it picking up key words and information (who it is from, the date etc.)
- on the basis of the above, anticipate the content and purpose;
- skim again, disregarding unimportant parts;
- read again in more detail, checking you have all the information;
- respond by ringing or writing a note to the teacher;
- keep the note for further reference.

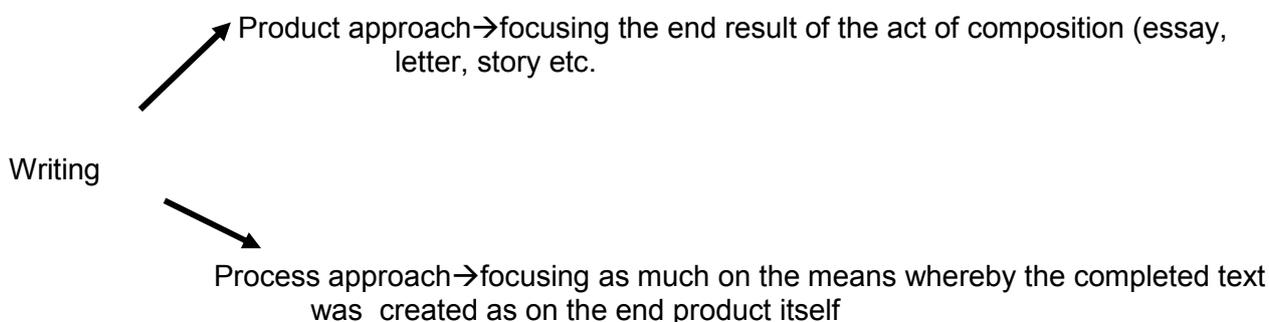
Reading involves the reader in:

- recognizing and understanding script and format;
- recognizing and understanding key words and phrases;
- skimming for gist;
- identifying the main points in text;
- reading in detail

## Successful reading involves:

- using word attack skills such as identifying sound/symbol correspondences;
- using grammatical knowledge to recover meaning, for example, interpreting non-finite clauses;
- using different techniques for different purposes, for example skimming and scanning for key words or information;
- relating text content to one's own background knowledge of the subject at hand;
- identifying the rhetorical or functional intention of individual sentences or text segments, for example recognizing when the writer is offering a definition or a summary even when these are not explicitly signalled by phrases such as 'X may be defined as ...' (Nunan, 1989: 35).

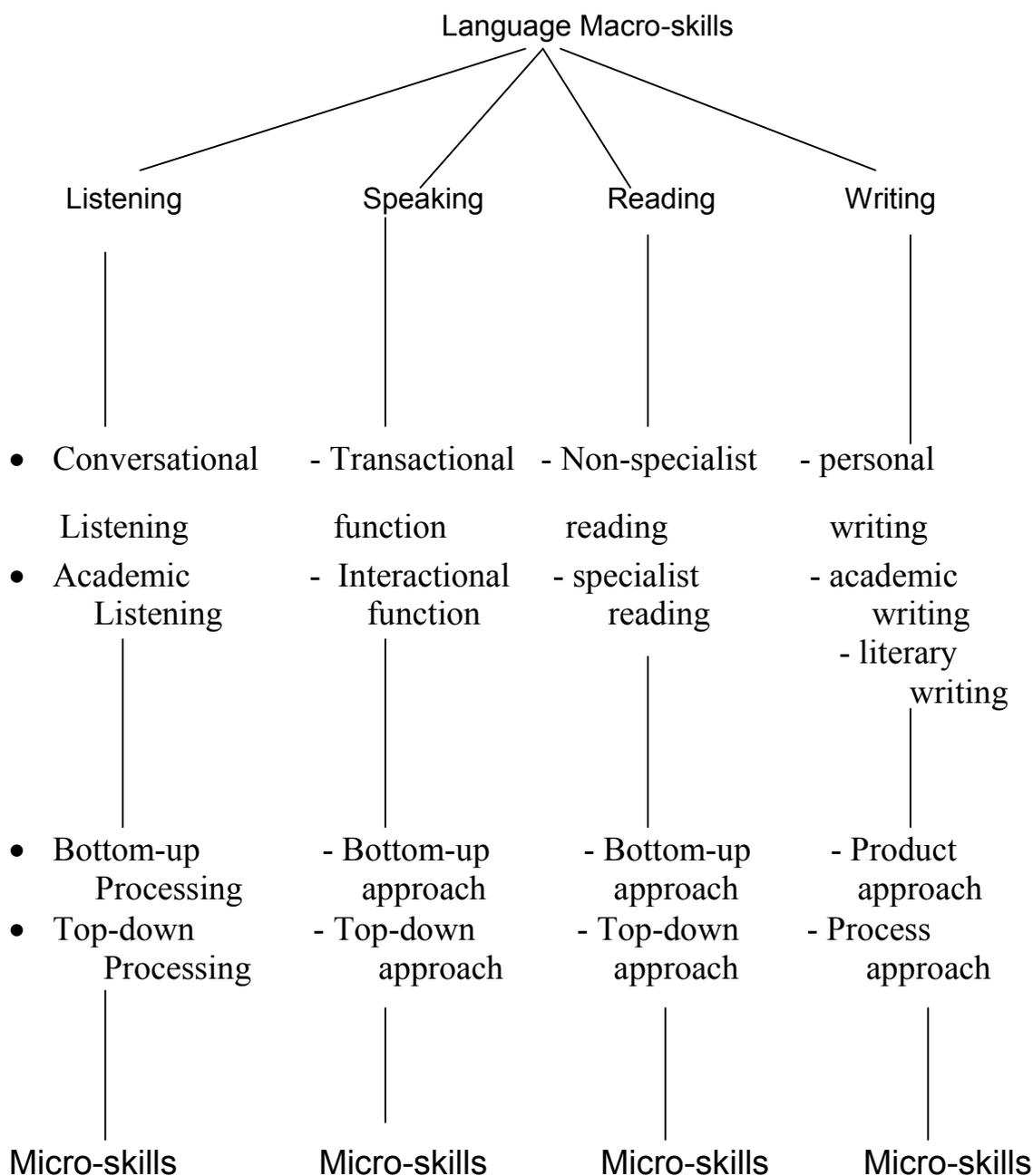
## Writing Skills



Successful writing involves:.

- Mastering the mechanics of letter formation;
  - Mastering and obeying conventions of spelling and punctuation;
  - Using the grammatical system to convey one's intended meaning;
  - Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structure;
  - Polishing and revising one's initial efforts;
  - Selecting an appropriate style for one's audience.
- (Nunan, 1989: 37)

## Analyzing Language Skills



Nunan, D. (1989) Designing Tasks for the Communicative Classroom. Cambridge: CUP

### **Skills for successful Conversation listening**

- Retain chunks of language of different lengths for short periods
- Discriminate among the distinctive sounds of the TL
- Recognize the stress patterns of words
- Recognize the rhythmic structures of English
- Recognize the functions of stress and intonation to signal the information structure of utterances
- Identify words in stressed and unstressed positions
- Recognize reduced forms of words
- Distinguishes word boundaries
- Recognize typical word order patterns in the TL
- Recognize vocabulary used in core conversational topics
- Detect key words
- Guess the meanings of words from the contexts in which they occur
- Recognize grammatical word classes (parts of speech)
- Recognize major syntactic patterns and devices
- Recognize cohesive devices in spoken discourse
- Recognize elliptical forms of grammatical units and sentences
- Detect sentence constituents

### **Skills for successful Academic listening**

- Identify purpose and scope of lecture
- Identify topic of lecture and follow topic development
- Identify relationship among units within discourse (e.g. major idea, generalization, hypotheses, supporting ideas, examples)
- Identify role of discourse markers in signalling structure of lecture (e.g. conjunctions, adverbs, gambits, routines)
- Infer relationships (e.g. cause, effect, conclusions)
- Recognize key lexical items relating to subject/topic
- Deduce meanings of words from context
- Recognize markers of cohesion
- Recognize function of intonation to signal information structure (e.g. pitch, volume, pace, key)
- Detect attitude of speaker toward subject matter

Nunan, D. (1989) *Designing Tasks for the Communicative Classroom*. Cambridge: CUP

### **Bottom-up processes in listening involves:**

- Scanning the input to identify familiar lexical items
- Segmenting the stream of speech into constituents, e.g. in order to recognize that 'abookofmine' consists of four words
- Using phonological cues to identify the information focus in an utterance
- Using grammatical cues to organize the input constituents, e.g. in order to recognize that in 'the book which I lent you' [the book] and [which I lent you] are major constituents, rather than [the book which I] and [lent you]

**Top-down Processes in listening include:**

- Assigning an interaction to part of a particular event, such as story telling, joking, praying, complaining
- Assigning places, persons or things to categories
- Inferring cause and effect relationships
- Anticipating outcomes
- Inferring the topic of a discourse
- Inferring the sequence between events
- Inferring missing details

**In summary, successful listening involves:**

- Skills in segmenting the stream of speech into meaningful words and phrases
- Recognizing word classes
- Relating the incoming message to one's own background knowledge
- Identifying the rhetorical and functional intent of an utterance or parts of an aural text
- Interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone
- Extracting gist/essential information from longer aural texts without necessarily understanding every word

