

Contents

EDITORS' PREFACE		xiii
1 The Background to Course Design	ANTHONY HOWATT	1
1 Approaching the problem		1
2 Choosing what to teach		5
2.1 Special courses		6
2.2 General courses		7
3 Organizing the course		11
3.1 The question of order		12
3.2 How much to teach?		16
3.3 Revision		18
4 'Linear' and 'spiral' syllabuses		19
5 Practical work and further reading		21
2 Practical Phonetics and Phonology	GILLIAN BROWN	24
1 General phonetics		24
1.1 Introduction		24
1.2 Articulatory phonetic taxonomy		25
2 Phonology		33
2.1 Segmental phonology		33
2.2 Rhythm and intonation		45
2.2.1 Rhythm		45
2.2.2 Intonation		48
3 Teaching pronunciation		53
4 Further reading		58

3 Pedagogic Grammar	J. P. B. ALLEN	59
I Transformational grammar and language teaching		59
1.1 Formal and pedagogic grammars		59
1.2 How should languages be taught?		63
1.3 Formal versus pedagogic criteria		67
1.4 The role of grammar in second language teaching		70
2 Exercises and exemplification		73
3 Four approaches to the teaching of grammar		84
3.1 The situational method		85
3.2 Pattern practice		87
3.3 Grammatical explanation		89
3.4 The multiple line of approach		91
4 Further reading		92
4 Language Laboratory Materials		93
ANTHONY HOWATT and JULIAN DAKIN		
I General discussion		93
1.1 Listening		93
1.1.1 Extensive listening		94
1.1.2 Intensive listening		98
1.2 Speaking		106
1.3 Summary		111
2 A sample language laboratory lesson		111
3 Practical work		119
4 Further reading		120
5 Error Analysis	S. PIT CORDER	122
I General discussion		122
1.1 Introduction		122
1.2 Mistakes, lapses, errors		122
1.3 Breaches of the code and errors in the use of the code		123
1.4 Receptive and expressive errors		124
1.5 The errors of groups and individuals		125
1.6 The data for error analysis		126
1.7 Preliminaries to the analysis of errors		126
1.8 Recognition of error		127
1.9 Descriptions of error		128
1.10 The explanation of error		128
1.11 Systematicity of error		131

2	Practical work		131
2.1	Exercise A: Spelling		131
2.2	Exercise B: Syntax		133
2.3	Exercise C: Vocabulary		135
2.4	Exercise D: Comprehension		135
3	Discussion of exercises		137
3.1	Exercise A		137
3.2	Exercise B		141
3.3	Exercise C		146
3.4	Exercise D		148
4	Further reading		154
6	Reading and Writing	ALAN DAVIES and H. G. WIDDOWSON	155
1	General discussion		155
1.1	Introduction		155
1.2	The reading ability		155
1.3	Initial reading		158
1.4	Intermediate and advanced reading		161
1.4.1	Language system and communication		161
1.4.2	The social purpose of written language		163
1.4.3	Features of spoken language		163
1.4.4	Features of written language		164
1.5	Reading comprehension		167
1.5.1	Types of comprehension question		167
1.5.2	Comprehension and communicative competence		175
1.6	Simplified readers		176
1.7	The teaching of writing		177
2	Practical work		182
2.1	Exercise A: Sound-spelling correspondence		182
2.2	Exercise B: Simplification		182
2.3	Exercise C: Reading comprehension		185
2.4	Exercise D: Writing		187
3	Discussion of exercises		189
3.1	Exercise A		189
3.2	Exercise B		190
3.3	Exercise C		195
3.4	Exercise D		197
4	Further reading		200
7	Stylistics	H. G. WIDDOWSON	202
1	An approach to stylistic analysis		202

2	Other approaches	219
2.1	Halliday	219
2.2	Sinclair	220
2.3	Leech	221
2.4	Jakobson	223
2.5	Levin	224
2.6	Thorne	226
3	Practical work	227
4	Further reading	230
8	Programmed Instruction ANTHONY HOWATT	232
1	The principles underlying programmed instruction	232
2	An illustration of programming techniques	235
3	A sample programme	242
4	The use of programmes in language teaching	253
5	Practical work	254
6	Further reading	254
9	Audio-Visual Materials in Language Teaching	255
	ANDREW WRIGHT	
1	Introduction	255
2	Audio-visual materials and the teaching-learning sequence	257
3	Factors influencing the choice of audio-visual materials	266
4	Media and design	270
4.1	Basic physical requirements	270
4.2	Media	270
4.3	Pictorial conventions	271
4.4	Types of auidial presentation	275
5	Conclusion	276
6	Practical work	277
7	Further reading	277

10	Contrastive Analysis	PAUL VAN BUREN	279
1	Introduction		279
2	Some approaches to contrastive analysis		280
3	Some aspects of yes/no interrogatives in English and Chinese		294
3.1	The data		295
3.2	Writing a contrastive grammar for the data		297
3.3	A contrastive grammar for English and Chinese data		306
4	Conclusion		311
5	Further reading		312
11	Language Testing	ELISABETH INGRAM	313
1	Definition of a test		313
2	Requirements of a test		313
3	Types of test item		319
4	The testing of tests		323
5	Language testing exercises		331
6	Practical work		341
7	Further reading		343
APPENDIX I	Suggestions for a language laboratory lesson and for programmed materials		344
APPENDIX II	Further comments on common-base rules for English and Chinese		354
APPENDIX III	Further comments on the grafting component of a contrastive grammar		358
LIST OF SPECIAL SYMBOLS			361
TRANSCRIPTION CONVENTIONS			362
REFERENCES			363