

Contents

Acknowledgements	vii
Preface	ix
Data: recorded materials and transcripts	x

1 The spoken language I

1.0 Preliminaries	I
1.1 Spoken and written language	I
1.2 Functions of language	10
1.3 Structured long turns	16
1.4 Spoken language models and feasibility	20
1.5 Feasibility – what can be taught?	23
1.6 Texts	24

2 Teaching spoken production 25

2.0 The production of spoken language	25
2.1 The aims of the course	27
2.2 Interactional short turns	28
2.3 Transactional turns	33
‘Communicative stress’	34
Grading tasks: events in time	37
Grading tasks: descriptions and instructions	46
Grading tasks: the discursal approach	50
Pronunciation and intonation	53

3 Teaching listening comprehension 54

3.0 ‘Listening comprehension ought to be naturally acquired’	54
3.1 Teaching listening comprehension	55
3.2 What might ‘listening comprehension’ mean?	58
3.3 Native listening: context and co-text	60
3.4 Native listening: strategies	69
3.5 Background: British background and culture	74
Background: the speaker’s voice	76

Contents

3.6	Choosing materials	80	
	<i>Grading materials: by speaker</i>	80	
	<i>Grading materials: by intended listener</i>		82
	<i>Grading materials: by content</i>	83	
	<i>Grading materials: by support</i>	85	
	<i>Choosing materials: types of purpose</i>		88
3.7	Approaching a text	89	
3.8	Assessing listening comprehension		99
4	Assessing spoken language		102
4.0	Introduction	102	
4.1	Assessing spoken English production		103
4.2	Practical requirements	104	
	<i>An assessment profile</i>	104	
	<i>The student's tape</i>	105	
	<i>Speech in different modes</i>		107
	<i>Task types</i>	108	
	<i>The information gap</i>		111
	<i>Scoring procedures</i>		112
4.3	Principles underlying the methodology		117
	<i>Elicit speech which has a purpose</i>		117
	<i>Elicit extended chunks of speech</i>		118
	<i>Elicit structured or organised speech</i>		118
	<i>Control the input</i>	120	
	<i>Quantify the notion of 'communicative effectiveness'</i>		121
4.4	Task types and scoring procedures		122
	<i>Tasks: general conditions</i>	122	
	<i>Task type A: description</i>	123	
	<i>Task type B: instruction/description</i>		126
	<i>Task type C: story-telling</i>	131	
	<i>Task type D: the eye-witness account</i>		138
	<i>Task type E: opinion-expressing</i>	142	
4.5	Can listening comprehension be assessed?		144
	Illustrations	150	
	Bibliography	160	
	Index	162	