

# Functional Notional Approach From Theory To Practice

*ELT teachers today are faced with a bewildering choice of aims, methods and materials. How can they design or choose language curricula best suited to their learners' needs? What options are open to them in designing and introducing new Syllabuses and methods? In answering these questions, the author begins by reviewing historically the development of ideas on language teaching and language curriculum. He describes various types of syllabus, both past and current, and he highlights the assumptions, principles and aims underlying them. Proposing curriculum renewal is one matter; introducing it into an existing system is quite another. The effective management and implementation of curriculum change forms the basis of the successful introduction of new syllabuses, materials and methods, issues about which the author offers theoretical guidance and practical advice based on evidence derived from the study of innovation in education. Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work.*

*The Functional-notional Approach From Theory to Practice Oxford University Press, USA  
The Functional-notional Approach From Theory to Practice The Functional-notional Approach in ESL Theory and Practice  
Notional Syllabuses A Taxonomy and Its Relevance to Foreign Language Curriculum Development Oxford University Press, USA*

*The two basic approaches to linguistics are the formalist and the functionalist approaches. In this engaging monograph, Frederick J. Newmeyer, a formalist, argues that both approaches are valid. However, because formal and functional linguists have avoided direct confrontation, they remain unaware of the compatibility of their results. One of the author's goals is to make each side accessible to the other. While remaining an ardent formalist, Newmeyer stresses the limitations of a narrow formalist outlook that refuses to consider that anything of interest might have been discovered in the course of functionalist-oriented research. He argues that the basic principles of generative grammar, in interaction with principles in other linguistic domains, provide compelling accounts of phenomena that functionalists have used to try to refute the generative approach.*

*Reflections on Task-Based Language Teaching*

*Longman Dictionary of Language Teaching and Applied Linguistics*

*The Communicative Approach to Language Teaching*

*An Introduction*

*Putting Principles to Work*

The hippocampus is one of a group of remarkable structures embedded within the brain's medial temporal lobe. Long known

to be important for memory, it has been a prime focus of neuroscience research for many years. This volume offers an account of what the hippocampus does, and what happens when things go wrong.--[Source inconnue].

By analyzing seven concrete models, the author examines each in regard to its logical structure, list of cases, derivational system, and use of covert case roles.

Provides a framework of categories for the construction of notional syllabuses and justification for a notional syllabus. Also explores the role of a notional syllabus in various types of language learning situations.

A new edition of a successful title, which has been fully revised and updated to reflect contemporary issues in curriculum. The paperback edition provides a systematic introduction to the issues involved in developing, managing, and evaluating effective second and foreign language programs and teaching materials. Key stages in the curriculum development process are examined, including situation analysis, needs analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support, and evaluation. Discussion activities throughout the book enable it to be used as a reference text for teachers and administrators.

The Lexical Syllabus

A Systemic-Functional Approach to Language Teaching

From Theory to Practice

The Philosophy of Grammar

The Functional-notional Approach

Social and Cultural Considerations in Communicative Language Teaching

**Beginning with a thorough survey of approaches to communicative syllabus design, Melrose deals with the early 1970s functional approach and subsequent criticism of it as well as the contemporary search for a process approach to language learning. It proposes a meaning negation model, which draws upon the seminal work of Halliday, Martin, Fawcett and Lemke, and is illustrated through their analysis of a unit from a communicative course book. Its topical-interactional approach is placed within the context of the current debate on language teaching and learning. The first functional-notional syllabus for adult learners of Irish, written in Irish and English, is presented. The syllabus begins with an introductory section about**

functional-notional syllabi, their definitions and implications, and the characteristics of this syllabus. The second section provides the general aims and specific behavioral objectives. The next section lists the specific communicative functions learners should be able to fulfill in five broad categories: imparting and seeking factual information, expressing and finding out attitudes, getting things done, socializing, and steering or structuring a conversation or text. Further sections outline the general and specific notions, or meanings, that successful learners of Irish need to command. General notions include deixis (the way language is used to relate speech or writing to its context), properties and qualities, and relations. Specific notions include the categories of personal identification, house and home, education, trades, professions, occupations, leisure-time activities and entertainment, intellectual and social topics, travel and transport, farming and rural life, urban life, shopping and service industries, food and drink, public and professional services, language, and climate and weather. (MSE)

This book introduces the theoretical and empirical bases for the definition of language learning level in functional 'Can Do' terms for the English Profile Programme, setting out the ambitions of the Programme and presenting emerging findings. The English Profile Programme is an elaboration of the performance level descriptions of the Common European Framework of Reference for Languages (CEFR) that is concerned specifically with the English language. The CEFR has become influential in building a shared understanding of performance levels for foreign language learners. However, there is a considerable gap between the broad descriptions of levels provided, which covers a range of languages and learning contexts, and the level of detail required for applications such as syllabus or test design, which this volume addresses. With its combination of theoretical insights and practical advice, this is a useful work for academics, policy-makers, curriculum designers, textbook writers, postgraduate students and examination board staff.

This book traces the historical development of major language teaching methods in terms of theoretical principles and classroom procedures, and provides a critical evaluation of each. Drawing from seminal,

foundational texts and from critical commentaries made by various scholars, Kumaravadivelu examines the profession's current transition from method to postmethod and, in the process, elucidates the relationship between theory, research, and practice. The chief objective is to help readers see the pattern that connects language, learning, teaching methods, and postmethod perspectives. In this book, Kumaravadivelu: \*brings together a critical vision of L2 learning and teaching--a vision founded at once on historical development and contemporary thought; \*connects findings of up-to-date research in L2 learning with issues in L2 teaching thus making the reader aware of the relationship between theory, research and practice; \*presents language teaching methods within a coherent framework of language-, learner-, and learning-centered pedagogies, thus helping the reader to see how they are related to each other; \*shows how the three categories of methods evolved historically leading ultimately (and inevitably) to the emergence of a postmethod condition; and \*provides the reader with a solid background in several interconnected areas of L2 pedagogy, such as concepts of competence, input factors, intake processes, interactional modifications, and instructional design. *Understanding Language Teaching: From Method to Postmethod* is intended for an international audience of teacher educators, practicing teachers and graduate students, researchers, curriculum planners, and materials designers in the field of second and foreign language teaching.

#### **Categorical Features**

**Language Curriculum Design and Socialisation**

**Communicative Language Teaching in Action**

**Contexts of Competence**

**A Generative Theory of Word Class Categories**

**Issues in Syllabus Design**

*This book fills a gap in language education through the application of social theory to curriculum design. It describes an integrated theoretical framework for curriculum design and presents examples of text-based curriculum. As such, it will provide teachers, teacher educators and curriculum planners with a curriculum model for teaching children and adults in different contexts from preschool to adult education as well as serving as a practical guide for students training to become teachers.*

*In addition to the approaches and methods covered in the first edition, this edition includes new chapters, such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, co-operative language learning,*

*content-based instruction, task-based language teaching, and The Post-Methods Era. Task-based language teaching is now a well-established pedagogic approach but problematic issues remain, such as whether it is appropriate for all learners and in all instructional contexts. This book draws on the author's experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.*

*Since its original publication in 1968, Rivers's comprehensive and practical text has become a standard reference for both student teachers and veteran instructors. All who wish to draw from the most recent thinking in the field will welcome this new edition. Methodology is appraised, followed up by discussions on such matters as keeping students of differing abilities active, evaluating textbooks, using language labs creatively, and preparing effective exercises and drills. The author ends each chapter of this new edition with questions for research and discussion—a useful classroom tool—and provides an up-to-date bibliography that facilitates further understanding of such matters as the bilingual classroom.*

*Cambridge Handbooks for Language Teachers*

*Principled Possibilities - Ideas for Teaching*

*Companion volume*

*A Taxonomy and Its Relevance to Foreign Language Curriculum Development*

*Syllabus Design*

*The Hippocampus Book*

*The introduction of communicative competence as the goal of second and for eign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. Contexts of Competence: Social and Cultural Considerations in Commu nicative Language Teaching explores the relationship between context and com petence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.*

*The Routledge Handbook of Systemic Functional Linguistics brings together internationally renowned scholars of systemic functional linguistics (SFL) to provide a space for critical examination of the key tenets underpinning SFL theory. Uniquely, it includes description of the three main strands within contemporary SFL scholarship: Halliday's Introduction to Functional Grammar, Martin's discourse semantics and Fawcett's Cardiff Grammar. In five sections and thirty-eight interdisciplinary chapters, this is the first handbook to cover the whole architecture of SFL theory, comprising: ? the ontology and epistemology of SFL; SFL as a clause grammar; lexicogrammar below the clause, and SFL's approach*

*to constituency; SFL's vibrant theory of language above the clause; and SFL as a theory of praxis with real-world applications. With a wide range of language examples, a comprehensive editors' introduction and a section on further reading, The Routledge Handbook of Systemic Functional Linguistics is an essential resource for all those studying and researching SFL or functional grammar. Proposing a novel theory of parts of speech, this book discusses categorization from a methodological and theoretical point a view. It draws on discoveries and insights from a number of approaches - typology, cognitive grammar, notional approaches, and generative grammar - and presents a generative, feature-based theory. Building on up-to-date research and the latest findings and ideas in categorization and word-building, Panagiotidis combines the primacy of categorical features with a syntactic categorization approach, addressing the fundamental, but often overlooked, questions in grammatical theory. Designed for graduate students and researchers studying grammar and syntax, this book is richly illustrated with examples from a variety of languages and explains elements and phenomena central to the nature of human language.*

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*From Method to Postmethod*

*Language Functions Revisited*

*An Introduction to Lexicogrammar in Systemic Linguistics*

*Case Grammar Theory*

*Linguistic Theory*

*Language Form and Language Function*

**In Linguistic Theory, Robert de Beaugrande analyses linguistic theories not as abstract ideas or theses, but as the process and product of theoretical discourse. He argues that the best documentation of this discourse can be found in the 'fundamental' works of major linguists from Ferdinand de Saussure to Teun van Dijk and Walter Kintsch. He therefore employs the highly unusual strategy of a close reading of these works as discourse performances and strives to uncover their main points and characteristic moves in the linguist's own words. Through this approach, the reader is able to appreciate and understand the variety and controversy among linguistic theories as they have emerged and developed in interaction with each other. Special scrutiny is allocated to the issue of how far the active practice of the linguists followed their own theories and proposals, and why. The author concludes by assessing the prospects for linguistics to be drawn from the retrospect in the previous chapters.**

**Describes a new approach to language learning and teaching. Derived from the COBUILD project, the syllabus has been shaped by extensive evidence of what is important in modern English. It documents the useful words and patterns of the language, providing insight into language use.**

**The communicative approach is changing the face of foreign language teaching. It provides an introduction to communicative language teaching for practising classroom teachers. The author gives a single coherent account of the basic communicative ideas, emphasizing those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods. He stresses that a knowledge of grammar remains essential for effective communication.**

**Crystal-clear and comprehensive yet concise, this text describes the**

*steps involved in the curriculum design process, elaborates and justifies these steps, and provides opportunities for practicing and applying them. The description of the steps is done at a general level so that they can be applied in a wide range of particular circumstances. The process comes to life through plentiful examples of actual applications of the steps. Each chapter includes: examples from the authors' experience and from published research tasks that encourage readers to relate the steps to their own experience case studies and suggestions for further reading that put readers in touch with others' experience Curriculum, or course, design is largely a 'how-to-do-it' activity that involves the integration of knowledge from many of the areas in the field of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description, and materials production. Combining sound research/theory with state-of-the-art practice, Language Curriculum Design is widely applicable for ESL/EFL language education courses around the world.*

*Syntax in Functional Grammar*

*Understanding Language Teaching*

*Notional Syllabuses*

*Common European Framework of Reference for Languages: Learning, Teaching, assessment*

*Language Curriculum Design*

*The Discourse of Fundamental Works*

Cet ouvrage recense différents articles sur l'enseignement de l'anglais. Il aidera à mieux saisir le développement des idées et des théories liées à l'éducation.

The various types of syllabi and the host of related issues in the field of second language teaching and course development manifest the significance of syllabus design as one of the most controversial areas of second language pedagogy. Teachers should be familiar with different types of syllabuses and be able to critically analyze them. Issues in Syllabus Design addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching programs. It starts with an introduction to the concept of syllabus design along with its philosophical foundations and then briefly covers the major syllabus types from a historical perspective and pedagogical significance: the grammatical, situational, skill-based, lexical, genre-based, functional notional, content, task-based, negotiated, and discourse syllabus. This new edition surveys the major approaches and methods in language teaching.

Scott Thornbury's very accessible 30 Teaching Methods, groups methods according to what they have in common, even if separated in time. At the same time, it rehabilitates some lost or forgotten methods, with a view to challenging current orthodoxies, especially with regard to such topics as translation, rote learning, authenticity, and communication. In doing this it aims to unpack, not just the history of methods, but the beliefs that underpin them and the benefits that still might possibly accrue from experimenting with them. Through its inclusion of interesting characters, intriguing anecdotes, and often bizarre

**techniques, the material is absorbing and engaging.**

**Theoretical and Empirical Bases for Language Construct Definition Across the Ability Range**

**Approaches and Methods in Language Teaching**

**Resources in Education**

**The Development of a Functional-notional Syllabus for University German Courses**

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**The ELT Curriculum**

Principled Possibilities - Ideas for Teaching is a unique publication representing the summation of four years of graduate study, and my own experiences, discoveries, experiments and successes over eight years of teaching throughout Asia and the Pacific. Uniquely the book includes: - a wide selection of academic papers, conference and training presentations, and curriculum and planning documents, - links to websites and other resources for exploring the topics further and contacting the author, - ideas ranging from working with absolute young beginners to adult and upper-intermediate level students, - discussions of current challenges and controversies in teaching, - approaches to online and computer-assisted learning, and - suggestions in the field of English language teaching covering all areas.

This best-selling dictionary is now in its 4th edition. Specifically written for students of language teaching and applied linguistics, it has become an indispensable resource for those engaged in courses in TEFL, TESOL, applied linguistics and introductory courses in general linguistics. Fully revised, this new edition includes over 350 new entries.

Previous definitions have been revised or replaced in order to make this the most up-to-date and comprehensive dictionary available. Providing straightforward and accessible explanations of difficult terms and ideas in applied linguistics, this dictionary offers: Nearly 3000 detailed entries, from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the subject matter helpful diagrams and tables cross references throughout, linking related subject areas for ease of reference, and helping to broaden students' knowledge The Dictionary of Language Teaching and Applied Linguistics is the definitive resource for students.

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: an explanation of the key aspects of the CEFR for teaching and learning; a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: promote and support the learning

and teaching of modern languages; enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; protect linguistic and cultural diversity in Europe; and promote the right to quality education for all.

This title examines current language assessment instruments, outlines in an accessible manner the research in the field, and provides language teachers and test developers with practical guidelines to enable them to develop suitable assessment tools for their students.

Teaching Foreign Language Skills Rev Ed

Scott Thornbury's 30 Language Teaching Methods

Communicative Language Teaching

A Functional-notional Syllabus for Adult Learners of Irish

A New Approach to Language Teaching

The Communicative Syllabus

Communicative Language and Teaching in Action: Putting Principles to Work serves as an engaging and informative guide for second and foreign language teachers in training or for those pursuing a new career as language educators. The text demonstrates principles and practices of communicative and task-based language teaching, equipping readers with an innovative and effective approach to language instruction. The conceptual foundation of the book is based upon theoretical and empirical findings drawn from second language acquisition research, cognitive psychology, and brain research. It emphasizes successful instructional practices in a communicative and task-based approach to language learning. The book features copious examples of learning activities in different languages and lessons developed by experienced language teachers. Dedicated chapters cover the principles of communicative language teaching and task-based instruction; lesson planning; vocabulary and grammar in language learning; feedback and error correction; the development of listening, oral communication, reading, and writing skills; and assessment. The second edition features updated literature review in all chapters, new and dynamic teacher-training tasks, and reorganized and fresh content throughout the text, as well as a new chapter on writing and language learning. Communicative Language Teaching in Action is an ideal resource for courses and programs in foreign language education.

This well-illustrated book outlines a framework for the analysis of syntactic structure from a perspective of a systematic functional grammar. In part, the book goes back to the grammar's "scale and category" roots, but now with the aim of presenting how a descriptive framework illustrating how the analysis of the syntactic structure can reflect the meaning structure. The contents are divided into four sections. Section one gives a brief overview of systematic grammar, including the linguistic system, context of situation, and language fractions. Developing the lexicogrammar, section two considers formal units and their classes, but the principal focus is on section three, which covers the role of units as elements of structure. Section four discusses areas of structural complexity and concludes with several refinements to the analysis format.

Theory and Practice

The Routledge Handbook of Systemic Functional Linguistics

Design, Innovation and Mangement

The Functional-notional Approach in ESL

Curriculum Development in Language Teaching

Assessing Grammar