
Contents

Acknowledgements	viii
Key terms and transcription conventions	x
Introduction	11
1 Language-in-use	18
1.1 Overview	18
1.2 A basic framework for awareness of language-in-use	19
1.3 Features of language-in-use	21
1.3.1 Knowledge of the world	21
1.3.2 Context	27
1.3.3 Variety	33
1.3.4 Medium	37
1.3.5 Attitude	41
1.3.6 Effectiveness	43
1.3.7 Structure	47
1.3.8 Flexibility	50
2 Discourse	54
2.1 Overview	54
2.2 Some definitions and key concepts	54
2.3 Aspects of discourse	58
2.3.1 Relevance and choice	59
2.3.2 Structures of spoken interaction	66
2.3.3 Meanings	74
2.3.4 Shared knowledge	78
2.3.5 Organisation	84
2.3.6 Purposes	91
2.4 Discourse studies and their relevance to ELT	94
3 Grammar	98
3.1 Overview	98
3.2 What is grammar?	98
3.2.1 Some different interpretations	99
3.2.2 Some different viewpoints	101
3.3 Grammar in action	103
3.3.1 Children	104

Contents

3.3.2	Adult EL1 users	108
3.3.3	Learner (EL2) English	111
3.4	Factors in teaching grammar	113
3.4.1	Decisions and judgements	113
3.4.2	Explanations and terminology	115
3.5	Pedagogic approaches to grammar	117
3.5.1	Traditional grammar	117
3.5.2	ELT approaches	118
3.5.3	A ‘reduced model’ of grammar	125
3.6	Some alternative approaches	125
4	Variety	131
4.1	Overview	131
4.2	Terminology	131
4.2.1	Some common confusions over definitions	132
4.2.2	Code-switching	135
4.3	Attitudes towards varieties of English	136
4.3.1	Evaluating varieties	136
4.3.2	Evaluating quality of language use	138
4.3.3	‘New’ Englishes	140
4.4	The notion of appropriacy	142
4.4.1	Appropriacy in ELT materials	144
4.4.2	Teaching appropriacy	149
5	Change	152
5.1	Overview	152
5.2	Some background to language change	152
5.3	Reasons for change	154
5.3.1	History	155
5.3.2	Borrowings	159
5.3.3	Creativity	160
5.3.4	The media	162
5.3.5	Technology	164
5.4	Language systems and examples of change	167
5.4.1	Vocabulary	168
5.4.2	Grammar	169
5.4.3	Pronunciation	174
5.5	Socio-cultural influences on language change	177
5.5.1	Gender	178
5.5.2	Taboo language	179
5.5.3	Politically correct language	180
5.5.4	Attitudes and acceptability	181
6	Power	183
6.1	Overview	183
6.2	Approaches to language and power	183
6.3	Some language and power issues	184

Contents

6.3.1	Language choice: manipulation and accessibility	185
6.3.2	Knowledge about language	193
6.3.3	The power of standard varieties	195
6.3.4	English as a ‘sexist’ language	198
6.4	Asymmetrical discourses	200
6.4.1	Some settings and contexts	201
6.4.2	Gender-based discourse	209
6.5	English as an international language (EIL)	211
6.5.1	The spread of English	212
6.5.2	Attitudes towards EIL	214
6.5.3	Ownership of the language	216
6.6	Empowerment of learners	217
Commentaries		222
References		275
Index		285