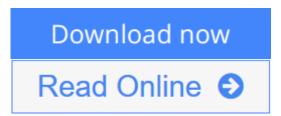


The Communicative Syllabus: A Systemic-Functional Approach to Language Teaching (Linguistics: Bloomsbury Academic Collections)

By Robin Melrose



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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.



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About the Author

Robin Melrose is retired Lecturer in Linguistics, University of Portsmouth, UK.

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