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**BLOCK 3: The development of receptive and productive
skills in English**

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Unit 8.

Approaches to the improvement of skill development in English as framed within linguistic multicompetence: perspectives for practice.

NOTE: All the references used in this material appear in full in the final section (*Selected References*), together with other relevant sources.

Schedule

- I. INTRODUCTION: objectives and rationale**
- II. GRAMMAR-TRANSLATION METHOD (G-T)**
- III. OLLENDORFF'S PRACTICAL METHOD**
- IV. DIRECT METHOD / BERLITZ METHOD**
- V. SITUATIONAL LANGUAGE TEACHING METHOD (SLT) (British variety of the Structural Methods)**
- VI. COMMUNICATIVE LANGUAGE TEACHING METHOD (CLT)**

SELECTED REFERENCES

I. INTRODUCTION: objectives and rationale

- **Revise Dr. Dueñas' material on *Evolución Metodología***
- **RATIONALE: Getting to know what was done in the past helps to**
 - a) better understand present practices and their past triggering forces;
 - b) to predict new possible directions
- **OBJECTIVE: To perform a diachronic analytical comparison of several ELT methods in terms of their approach to the development of skills.**

I. INTRODUCTION: objectives and rationale

- **Foreign languages were officially introduced in school syllabi in the 19th century**
- **We will examine 5 main methods in FLT:**
 - 1. Grammar-Translation Method (G-T)**
 - 2. Ollendorff's Method**
 - 3. Direct Method (DM)**
 - 4. Situational Language Teaching Method (SLT)**
 - 5. Communicative Language Teaching Method (CLT)**

II. GRAMMAR-TRANSLATION METHOD (G-T)

- Many contemporary authors, implicitly or explicitly, do not hold the *Grammar-Translation Method* in great esteem (Titone (1968), Richards and Rodgers (2001)).
- Features of the G-T:
 - grammatical rules,
 - memorisation of vocabulary and of various declensions and conjugations,
 - translation of texts and written exercises.

The philosopher pulled the lower jaw of the hen.

My sons have bought the mirrors of the Duke.

The cat of my aunt is more treacherous than the dog of your uncle.

- What are the **skills** promoted in the G-T?:

READING AND WRITING (mostly literary texts)

III. OLLENDORFF'S PRACTICAL METHOD

(Adapted from Criado-Sánchez (2008). Activity Sequencing in Foreign Language Teaching: Psychological and Pedagogic Considerations in Late 19th Century and 21st Century Materials. In R. Monroy & A. Sánchez (Eds.), *25 años de Lingüística Aplicada en España: Hitos y Retos. / 25 years of Applied Linguistics in Spain: Milestones and Challenges* (pp. 309-320). Murcia: Editum. Servicio de Publicaciones de la Universidad de Murcia).

1835: *Nouvelle Méthode pour apprendre à lire, à écrire et à parler une langue en six mois, appliquée à l'allemand*

- Very popular in Europe and in the United States until Berlitz's schools appeared in the 1880s and 1890s (Howatt (2004: 159)).
- Ollendorff's materials :
 - gradation from simple to complex so as to make the grammar accessible enough for the learners.
 - extraordinary emphasis on oral practice through the question-and-answer technique: 'interaction principle' (*"maestro y alumno no pierden el tiempo: el uno lee la lección, el otro sigue con las respuestas; uno corrige, el otro responde. Ambos hablan sin cesar"* (Sánchez, 1997: 102))
- Labelled as one of the most characteristic names of the Grammar-Translation Method (Richards and Rodgers (2001), for instance).
Exceptions: Sánchez (1997) and Howatt (2004). **"The really bad grammar-translation coursebooks were not those written by well-known names such as Ahn and Ollendorff"** (Howatt, 2004: 156).

FORTY-THIRD LESSON.—*Lección Cuadragésima tercera.*

OF PASSIVE VERBS.

Passive Verbs represent the subject as receiving or suffering from others the action expressed by the verb. In Spanish, as in English, they are constructed by means of the auxiliary verb *SER*, (to be,) placed before the past participle of the active verb; and the noun or pronoun, representing the agent (the subject) in the active phrase, must be preceded by the preposition *por* or *de*, (by.) Either of them may be used when the action of the verb refers to the mind, and *por* only, when otherwise. Observe that the past participle of the principal verb must agree in gender and number with the subject of the verb.

I love.
I am loved.
Thou conductest.
Thou art conducted.
He praises.
He is praised.
You punish.
You are punished.
They blame.
They are blamed.

To praise.
To punish.
To blame.

By me. By us.
By thee. By you.

By him. By them.

I am loved by him.
Who is punished?
The naughty boy is punished.
By whom is he punished?
He is punished by his father.
Which man is praised, and which is blamed?
Which? (not followed by a noun.)
Naughty.
Skillful. Diligent. Clever.
Assiduous. Industrious. Studious.
Idle.
Ignorant.

The idler, (the lazy fellow.)

To reward.
To esteem.
To despise.

To hate.
To travel to a place.
Where has he travelled to?
He has travelled to Vienna.

Yo amo.
Yo soy amado de, (por.)
Tú conduces.
Tú eres conducido por
Él alaba.
Él es alabado de, (por.)
V castiga.
V es castigado por
Ellos vituperan
Ellos son vituperados de, (por.)

Alabar. Elogiar.
Castigar.
Vituperar. Culpar.

Por (de) mí Por (de) nosotros.
Por (de) tí. Por (de) vos, or vosotros
por (de) V.; por (de) VV.
Por (de) él. Por (de) ellos.

Soy amado de él.
¿ Quien es castigado?
El muchacho malo es castigado.
El mal muchacho es castigado.
¿ Por quien es castigado?
Él es castigado por su padre.
¿ Que hombre es alabado, y cual es vituperado?
¿ Cual?
Malo. (Mal, before a noun.)
Hábil. Diligente. Diestro.
Asiduo. Industrious. Estudioso.
Ocioso. Perezoso. Holgazán.
Ignorante.

El haragan.

Recompensar 1. Premiar 1.
Estimar. Apreciar 1.
Despreciar. Menospreciar 1

Aborrecer 2. (See verbs in lesson 1)
Ir á. Irse á.
¿ Adonde se ha ido?
Se ha ido á Viena.

FORTY-THIRD LESSON.

EXERCISES.

136.

Are you loved?—I am loved.—By whom are you loved?—I am loved by my uncle.—By whom am I loved?—Thou art loved by thy parents.—By whom are we loved?—You are loved by your friends.—By whom are those boys loved?—They are loved by their friends.—By whom is this man conducted?—He is conducted by me.—Where do you conduct him to?—I conduct him home.—By whom are we blamed?—We are blamed by our enemies.—Why are we blamed by them?—Because they do not love us.—Are you punished by your master?—I am not punished by him, because I am good and studious.—Are we heard?—We are, (lo.)—By whom are we heard?—We are heard by our neighbors.—Is thy master heard by his pupils?—He is heard by them.—Which children are praised?—Those that are good.—Which are punished?—Those that are idle and naughty.—Are we praised or blamed?—We are neither praised nor blamed.—Is our friend loved by his masters?—He is loved and praised by them, because he is studious and good; but his brother is despised by his, because he is naughty and idle.—Is he sometimes punished?—He is (lo) every morning and every evening.—Are you sometimes punished?—I am (lo) never; I am loved and rewarded by my good masters.—Are these children never punished?—They are (lo) never, because they are studious and good; but those are so (lo) very often, because they are idle and naughty.—Who is praised and rewarded?—Skillful children are praised, esteemed, and rewarded, but the ignorant are blamed, despised, and punished.—Who is loved and who is hated?—He who is studious and good is loved, and he who is idle and naughty is hated.—Must (one) be good in order to be loved?—(One) must be so.—What must (one) do in order to be loved?—(One) must be good and assiduous.—What must (one) do in order to be rewarded?—(One) must be skilful, and study much, (see Lesson XXXIX., page 152.)

- **Ollendorff's supporters shaped his method, the final version of which consisted of the following steps (Sánchez, 1997: 105):**

- 1. Grammar rules followed by illustrative examples;**
- 2. Vocabulary list, sometimes organised in thematic areas, which amplified the illustration of grammar rules;**
- 3. Topics of direct and inverse translation so that the vocabulary was used again in an attempt to practise the initial grammar rules.**

This, with the exception of direct translation, is the lesson structure model found in Velázquez and Simonée's *textbook*.

Velázquez, M. and T. Simonée. 1895. *Ollendorff's New Method of Learning to Read, Write, and Speak the Spanish Language*. New York: D. Appleton and Company. (Lesson 43rd).

Structure:

- 1) A nine-sentence rule in the students' L1 (English). Topic : passive voice.
- 2) Sentences to illustrate the previous rule.
- 3) A bilingual vocabulary list (the column on the left in the L1 and the one on the right in the Spanish L2).
 - a) A list of adjectives of human positive and negative qualities which will be used to further illustrate the rule.
 - b) The vocabulary is shown both isolated and in sentences which constitute illustrative examples of the rule.
- 4) Once the lexicon is memorised, both grammar and vocabulary are later reinforced in the exercises part by means of the oral translation into the L2 of similar sentences as in 3 (inverse translation); for example:

Is our friend loved by his masters? - He is loved and praised by them, because he is studious and good; but his brother is despised by his, because he is naughty and idle.

(lines 14-17 of the 'Exercises' section).

- **SKILLS PROMOTED:**

- Listening and speaking (listening and answering questions)
- Manipulation of structures rather than actual training on listening subskills and speaking (attention to types of spoken discourse, for instance; see Unit 7, slide 47)

- **What are the underlying cognitive processes/types of knowledge?**

- 1) Declarative knowledge (grammar)
- 2) Declarative knowledge (grammar)
- 3) Declarative knowledge (vocabulary)
- 4) Beginning of proceduralisation

(quite restricted nature of the output practised in the 'Exercises' → not complete proceduralisation and automatisisation)

IV. DIRECT METHOD (commonly equated with BERLITZ METHOD)

- A reaction against the Grammar-Translation Method in the late 19th century and first third of the 20th century

- Why is it called “Direct” method?

Natural method = L1 acquisition

- Principles of Berlitz schools:

- Never translate: demonstrate
- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words: use sentences
- Never speak too much: make the students speak too much
- Never use the book: use your lesson plan
- Never jump around: follow your plan
- Never go too fast: keep the pace of the student
- Never speak too slowly: speak normally
- Never speak too quickly: speak naturally
- Never speak too loudly: speak naturally
- Never be impatient: take it easy

(Titone, 1968: 100-101).

- Approach to grammar teaching? Language of instruction?
- Distinctive pedagogical technique: Question-and -answer exchanges between teachers and students in small, intensive classes

Questions Answers

What is this? It is a book.
 What do you do? I read.
 Where is the book? In my hand.

I ask a question: "Who am I"? Please answer my question.

Ask me where my book is. ("Where is your book?")
 My name is... Your name is...
 Ask me what my name is. ("What is your name?")
 Ask me how many books there are here.

Seventh Lesson

This is my pencil and that is your pencil.
 My pencil is black; your pencil is red.
 Mr. Johnson's book is brown; Mrs. Coleman's book is black.

Is this Mr. Johnson's book? Yes, it is his book.
 Is that Mrs. Coleman's book? Yes, it is her book.
 Whose pencil is this? It is my pencil.
 Whose book is this? It is your book.
 Whose pen is this? It is Mrs. Coleman's pen.
 My tie is black; your tie is gray.
 My hat is brown; your hat is black.
 What is the colour of your tie? My tie is gray.
 What is the colour of Mr. Sweet's hat? His hat is black.

What is the colour of Mrs. Bingham's gloves?
 Her gloves are brown.

Open your book, please. You open your book and I open my book. What do we do? We open our books. What do Mr. Smith and Mr. White do?

They open their books. Do they open their books?
 Yes, they do.

You close your book and I close my book. What do we do? Do we close our books?

Take your pencils. Do these gentlemen take their pencils?

Take a book. *You have* a book in your hand. *I have* a pen in my hand. What have I in my hand? What have you in your hand?

Mrs. Bingham *has* a hat on her head. What has Mrs. Bingham on her head? I have a black coat. Mr. Sweet has a gray coat. You have a blue dress. Have I a black coat? Has Mr. Sweet a black coat? Have you a black dress?

You have blue eyes. I have brown eyes. Have you blue eyes or brown eyes? You have blond hair. I have black hair. Have I black hair? What colour are my eyes? What colour are your eyes?

You have a pencil; I have a pencil; we have two pencils. The teacher has a book. The pupils have books.

What have you? What have I? What have we? What has the teacher? What have the pupils?

Have you a book?	{ Yes, I have <i>a book</i> .
	{ No, I have <i>no book</i> .
Have I a pencil?	{ Yes, you have <i>a pencil</i> .
	{ No, you have <i>no pencil</i> .

{ You take a book.	{ I take a book.
{ You are taking a book.	{ I am taking a book.

- **Any resemblance with Ollendorff's Method?**
- **SKILLS PROMOTED:**
 - **Listening and speaking (listening and answering questions).**
 - **In following books (Part 2): some reading**
 - **No systematic attempt at teaching listening subskills/strategies or speaking production as described in Unit 7.**
- **Criticised for lacking a rigorously basis in applied linguistic theory. Largely dependent on the teacher's skill, rather than on a textbook (Richards & Rodgers, 2001).**

- **What are the underlying cognitive processes/types of knowledge in Lesson 7?**
 - Beginning of proceduralisation (similar to L1 acquisition). But remember the risks of PRO alone (Unit 6, slide 17)!
 - Some declarative knowledge inductively learned through repetition. (See previous point, though, concerning the risks of PRO alone!)
 - How do you think the method is successful in grammar and vocabulary teaching?
- **So watch out for “modern” methods which base their alleged success on *natural* learning for L2 adult students!**

V. SITUATIONAL LANGUAGE TEACHING METHOD (SLT) (British variety of the Structural Methods)

- Structurally based methods
 - AUDIOLINGUAL METHOD (North-American variety)
 - SITUATIONAL LANGUAGE TEACHING METHOD (SLT) (British version)
 - AUDIO-VISUAL STRUCTURO-GLOBAL METHOD (AVSG): French variety
- Structurally based methods became extremely popular in the classroom all over the world in the 1960s and early 1970s.
- Most distinctive pedagogical technique: drills (Lado, 1964)
- Partial failure of the Natural Method (Direct Method) →
British Applied Linguists (1920s, 1930s): Harold Palmer, A. S. Hornby...: THE ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING
- The *Oral Approach* was the accepted British approach to English Language Teaching by the 1950s.
- Other terms: *Situational Approach*; *Structural Situational Approach*

“An oral approach should not be confused with the obsolete Direct Method, which meant only that the learner was bewildered by a flow of ungraded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances”.

(Pattison, 1964: 4)

Lesson 71

1 JANE: What's Rón Márston like, Páuline?
PAULINE: He's awful!
He telephoned me four times yesterday, and three times the day before yesterday.

2 PAULINE: He telephoned the office yesterday morning and yesterday afternoon. My boss answered the telephone.

3 JANE: What did your boss say to him?
PAULINE: He said, "Miss White is typing letters. She can't speak to you now!"

4 PAULINE: Then I arrived home at six o'clock yesterday evening. He telephoned again. But I didn't answer the phone!

5 JANE: Did he telephone again last night?
PAULINE: Yes, he did. He telephoned at nine o'clock.

6 JANE: What did you say to him?
PAULINE: I said, "This is Páuline's mother. Please don't telephone my daughter again!"

7 JANE: Did he telephone again?
PAULINE: Nó, he didn't!

Lesson 72

TODAY	YESTERDAY	THE DAY BEFORE YESTERDAY
this morning	yesterday morning	the day before yesterday
this afternoon	yesterday afternoon	in the morning
this evening	yesterday evening	the day before yesterday
tonight	last night	in the afternoon
		the day before yesterday
		in the evening
		the night before last

When did you . . . ?

1st aired	2nd cleaned	3rd opened	4th sharpened	5th turned on
6th listened	7th boiled	8th arrived	9th played	10th stayed
11th shaved	12th climbed	13th telephoned	14th called	15th emptied

Exercise

Look at this:

She is airing the room now. She . . . it yesterday.
She aired it yesterday.

Do these in the same way:

It is raining now. It . . . yesterday.
It is snowing now. It . . . yesterday.
She is boiling some eggs. She . . . some yesterday.
We are enjoying our lunch. We . . . it yesterday, too.
They are hurrying to work. They . . . to work yesterday, too.

Alexander, L. G. (1967). *First Things First. New Concept English (Vol. 1)*. London: Longmans. Teaching unit 36 (students' lessons 71 and 72)

Summarised lesson planning of Alexander's unit (for the whole lesson planning, see Criado-Sánchez (2005) and Criado-Sánchez (2010)).

- **Aural/oral procedure**

listening with the books shut and open with only pictures; listening with books shut and repeating after teacher; reading aloud

- **Comprehension questions**

- Teacher: 'Is Ron Marston nice?'; Student: 'No, he isn't';
- Teacher: 'Who telephoned four times yesterday?'; Student: 'Ron Marston did';
- Teacher: 'Did Ron Marston telephone three times yesterday?'; Student: 'He didn't telephone three times yesterday. He telephoned four times';
- General questions with *when, where, what, why, how many times*, etc.

- **Pattern drill**

- Teacher: 'When did he phone?'
- Students: 'He telephoned last night'

- **Repetition drill**

- Teacher: Look at the first picture. 'What did she do yesterday?' *All together!* → Teacher and students: 'She aired the room'.
- Teacher: Look at the first picture. 'When did you air the room?'; Student: 'I aired it on Monday'.
- Teacher: Look at the first picture. 'What did I do this morning?'; Student: 'I aired the room'.

- **Dictation (of "exercise" in student lesson 70)**

- **Exercise**

- Behaviouristic theory of learning
- Any resemblance with Ollendorff's Method and Berlitz's Method?
- **SKILLS PROMOTED:**
 - mainly listening, speaking; secondarily, reading, writing
 - *First Things First* favours the inductive learning of patterns and vocabulary through drills supported by visuals (pictures), and it complies with the basic principle from natural methods that oral skills should precede written skills.
 - **BUT:**
 - The dialogues do not extend beyond 2-phase exchanges:
 - Teacher: 'When did he phone?'
 - Students: 'He telephoned last night'
 - The written exercises are based on short gaps and sentences.
- So for this level, developing oral and written skills is not the main target, but the manipulation of structures (see above), which accounts for the cognitive processes underlying this unit.

- **What are the underlying cognitive processes in *First Things First* unit?**
 - **Start of proceduralisation (similar to L1 acquisition). But:**
 - remember the dangers of PRO alone (Unit 6, slide 17!)
 - The quite restricted nature of the output practised does not allow for complete proceduralisation and automatisisation
 - **Some declarative knowledge inductively learned through repetition. (See previous point, though, concerning the risks of PRO alone!)**

VI. COMMUNICATIVE LANGUAGE TEACHING APPROACH (CLT)

- **Functionality of language: language is used as an instrument of communication (Canale and Swain, 1980; Halliday, 1973; Van Ek, 1975; Littlewood, 1981; Sánchez, 2009; Savignon, 1997, among others).**
- **CLT principles (Morrow, 1981):**
 - 1) **Activities should be communicatively useful for students.**
 - 2) **Activities should operate above the sentence level.**
 - 3) **Activities should include real-life aspects to the communication (e.g. information gaps, choice of what to say and feedback to what has been said).**
 - 4) **Activities should involve actions (e.g. filling in a form, answering a phone)**
 - 5) **Mistakes should be tolerated as long as they do not interfere with the communication.**
- **Thus, from 1, 2, 3 and 4:**
 - **activity typology in the CLT is very much enriched regarding previous methods (remember Unit 7).**
 - **Not only drills and traditional reading (for the practice of structures), but multiple activity types targeted at grammar, vocabulary, pronunciation and skill development (such as those seen in Unit 7 in the case of skills).**

- **Examples: all the activities from Unit 7!**
- **Remember: purpose of communication, interaction, unfocused receptive skill activities, information gap, role of audience in writing ...**

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