Writing & Reading Skills in English

Unit 1: Teaching & Learning

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Unit 1: Writing & Reading

- Paradigms:
  - Linguistics
  - Educational Psychology
- Schools & Methods

- Skills
  - Writing
  - Reading

- Learning/ Teaching Context
  - Actors
  - Resources & Elements
  - Syllabus Design
    - Stakeholders
    - Need's Analysis
    - Objectives & Contents
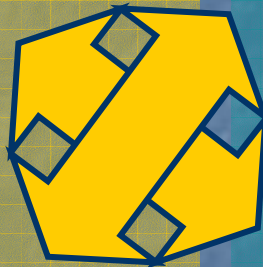   - Competence

- Research

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Paradigms

- **Linguistics**
  - Prescriptivism & Historicism
  - Structuralism
  - Generativism
  - Pragmatics
  - Cognitivism

- **Educational Psychology**
  - (Mental Faculties) Psychology
  - Behaviorism & Conductism
  - (Social) Cognitivism
  - Constructivism
  - Humanism

Prescriptivism & Historicism

- **2th BC-4th AD:**

Dionysius Thrax, Aristarchus, Priscianus C., Aelius Donatus.
- Prescriptivism: Norms and Rules of Latin
- Correct Use of Latin:
- **Written & Spoken**

- **The Renaissance:**
  - **Dante's** *De vulgari eloquentia* (1303-5)
  - **Antonio Nebrija** (1492): *Gramática de la lengua castellana*;
  - **ACADEMIES**: La Accademia della Crusca (1583), RAE (1713), *L'Académie Française (1635);* J. Wallis & J. Wilkins' Royal Society (1660)

Prescriptivism & Historicism

- **16th , 17th and 18th c.**

  - Adapt the **Latin model** to vernacular languages
  - Maintain and preserve the **PURITY** of the language
  - Prescriptivism: dictionaries & grammars

- **Historicism (19th c.):**

  - Jakob Grimm → Jespersen
    - Old Indo-European Languages (*Upsprache)*
    - *Origin and Evolution of Language*
  - *Neo-grammarians, Darwinism*
    - *Language→ Life Being*

Prescriptivism & Historicism

- **Consequences:**
    - Following the Literary Model
    - Preservation→ focus→ Written Language
        - **"Oral English [...] of little practical use"** G. (1985:227)
    - Prescriptivism

    "Until about 1880, then, 'good usage' in a grammar-school context meant an artificial variety of written English, often clumsy and hypercorrect in the attempt to follow the literary model closely Görlach (1985:228)

**GRAMMAR CORRECTION
and
TRANSLATION**

Structuralism

- **Beginning of MODERN linguistics**
  Saussure, Bloomfield, Jackobson, Trubetzkoy, Karchevsky

- **Ling^{ca} = Ciencia**
  - **New Scientific Community**
  - **Inductivism and Empirism**
  - **Diacronic Point of View**
  - **Lang = Communication**

- **Obj.→ Ling. UNITS**
  Structure → units

  RULES

- **Empirical Data**
- **New terminology**
  - **Sign, structure, level, unit, class, realtion, paradigm, syntagm**

DESCRIPTIVISM/ NORMATIVISM

Structuralism

- **Conclusions:**
  - Units: Description, Taxonomy and Function
  - Focus on Phonetics
  - know the elements→ know the language
  - Contrast Analysis: Interference

  Errors

  - Drills
  - Contrastive Elements → selection

    i.e. FALSE FRIENDS

  - Assessment: → discreet elements

    i.e. minimal pairs or paradigm & syntagmatic relations

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Generativism

Idealization, Formalization, Competence, Ling. Universals, Creativity and Dichotomies:

- The System
- Competence/performance
- Deep/surface structure (transformations)
- Grammaticality/Acceptability (deviation stylistics)

Error Analysis and Interlanguage
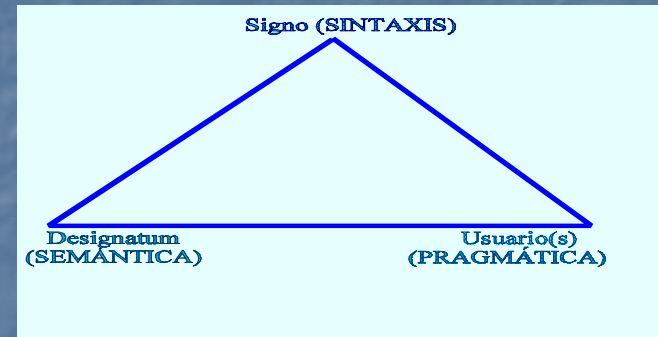
Interference→ not enough

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Pragmatics

- **Parole & Performance**
- **Beyond the System**
- **Functionalist**
- **Multidisciplinary**
- **Communication**
  - **Discourse & Text** →
  - **Discourse** (speakers, channel, cognitive & psychological aspects, etc.)

Signs in Context

Signo (SINTAXIS)

Designatum
(SEMÁNTICA)

Usuario(s)
(PRAGMÁTICA)

Discourse Analysis

Macrostructure, Microstructure, Strategies, Isotopies, Anaphore, Cataphore, etc.

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Cognitivism

Evolution of Generative Gram. (70-80)

- Prototypes, Ideal Cognitive Models, etc.
- Incl. Pragmatics: Discourse Analysis and Comm.

SEMANTICS ⟷ SYNTAX

Language is 1 inside COGNITION

Learning by Prototypes

Models

Semantic & Syntactic Relations / Languages

Cognitive Aspects of Learning

Educational Psychology

(Mental Faculties) Psychology

T. Reid and von Woff

- **Mind**: emotions, will, feelings, passions & intelect.
- Mental Discipline
- Drills
- Mind = muscle
  - **Training**
  - **Sharp the Mind**
  - **Exercise**

Behaviorism & Conductism

Thorndyke, Pavlov, Skinner, Bloomfield

- Darwin→ Environment
- Empirical Data
- Language is response to environment.
- Pavlov→ adequate stimulation
- Skinner→ Programmed Tasks
  → **Result of Experience & Practice.**
  Positive/ Negative Reinforce.

Behaviour Modification

Behaviourism

- Students' Behaviour→ Habilities & knowledge acquired
- Learning Conditions→ Context
- Performance Criteria→ Final Behaviour compared to a Standard

- Programme & Syllabus
- Audilingual Method
- Situational Method

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Educational Psychology 2

Cognitivism

Piaget and von Woff

- Interaction: Students and Environment.
- Experience is Learning
- Exploration is Learning
- Assimilation, Accommodation & Balance
- New Experiences?
  - **Learn by error**
  - **Learn at Pace**
  - **Teacher → Facilitator**

The Mind & Effective L.

Constructivism

Vigotsky, Krashen,

- Create Meaning
- Cognitive Development
- Zone of proximal development (graded tasks)
  - Responsibility on learning
  - Motivation
  - Collaboration
  - Meaningful environment
  - Social Process & negotiation
  - Assessment part of it
  - Reflection
  - Multimedia Literacity

Cognitivism

- Attract student's attention
- Build on/recall previous knowledge
- Highlight important Information
- Organized presentation of the Information
- Teach students to categorize and classify Information and knowledge
- Create situations where students can elaborate and connect new Information
- Teach mnemonic techniques.
- Facilitate opportunities to practice recently acquired concepts
- Over-learn by repetition

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Humanism

Socrates & Aristotle Classical Philosophy

- Student-centered

- Democratization of Learning

- Learning depends on Intentionality and Values

- Emotional and Cognitive Systems

  - Independent and Autonomous Capacity → Facilitator

  - Responsibility → self-assessment

  - Creativity

  - Curiosity → if you want, you learn

  - Artistic Sense

Schools & Methods

Whole Language Method

The Silent Way

Linguistic Competence

Cooperative Method

Neuro-linguistic Method

Multiple Intelligences

Suggestopedia

Content-based Learning

Situational or Oral Method

Audiolingual Method

Natural Approach

Grammar & Translation Method

Direct Method

Lexical Method

Communicative Method

Total Physical Response

Blended Learning

Task-based Approach

Schools & Methods

- 20th Century Practice:
    - Grammar & Translation Method
    - Direct method
    - Situational or Oral Method
    - Audiolingual Method
    - Total Physical Response
    - The Silent Way
    - Suggestopedia
    - Whole Language Method

- 20th-21th:
    - Multiple Intelligences
    - Neuro-linguistic Method
    - Lexical Method
    - Linguistic Competence
    - Communicative Method
    - Natural Approach
    - Cooperative Method
    - Content-based Learning
    - Task-based Approach
    - Blended Learning
    - Eclectic Methods

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