

**BAKHTIN AND THE
WRITING OF ESL
MATERIALS FOR THE
FILIPINO COLLEGE
FRESHMAN**

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INTRODUCTION

When the Secretary of Education revealed last July that according to a study, "20% of the country's high school students do not know how to write and speak well in English," (Contreras 1998), several columnists and letter writers to the editor offered various analyses and solutions (de Quiros 1998; Cunanan-Olivares 1998). Some of the writers anticipated a bleak future for those students and for the

country as a whole. In their view, the inability to communicate in written and spoken English is a serious disadvantage in an era when English has become the international language of business, science and technology, three areas that have compressed the world into a global village. Several of the columnists put the blame squarely on the quality of English language teaching or ELT in the country (e.g., de Quiros; Cunanan). De Quiros even urged the shift from presumably the "traditional" method to the teaching of English as a second language. Another writer called for the run of the drills and more drills in the language classroom to address the perceived "deterioration" in English (Stuart-Santiago 1998)

These comments have put English teachers on the spot, coming as they do from lay persons, people who are neither language teachers nor linguists. In fact, English teachers themselves, together with other college faculty, have been in anguish over the state of English language proficiency among incoming freshmen and have been trying various techniques to remedy the situation. And yet, human resources personnel in business and government also complain about the poor English communication skills of college graduates. One may note the proliferation of so-called speech or language centers in Metro Manila offering intensive courses in English as an indication of a growing market of people desperate to improve their English outside of the regular classrooms. Where then does the problem lie? If, as De Quiros and company pointed out, the "culprit" is language teaching methodology, then an analysis of classroom teaching practices should be undertaken so that appropriate measures could be implemented. However, these practices are also determined by the kind of instructional materials or textbooks used, coupled with the teachers' beliefs about the nature of language teaching.

What makes language teachers sit up and take notice are the comments that specifically point to the classroom as one of the causes, if not the main cause of the problem. By recommending the shift to ESL, for instance, De Quiros implies that the current

ELT approaches treat learners like native speakers, which they are not, and that this is one of the reasons why English proficiency has declined. A related concern crucial to a better understanding of the factors involved in language teaching is the theory about the nature of language and language teaching that underpins the current approach to ELT. Implicit in De Quiros' recommendation to use ESL, for example, is the belief that English is a second language to Filipino students and that a different methodology that what has heretofore been implemented has to be applied to them.

LANGUAGE TEACHING METHODS

Whether articulated or not, language teaching methods are based on beliefs or theories about the nature of language, language teaching and language learning. For example, if the teacher believes that language is a system and that languages are learned best through constant practice and the use of drills, then her/his approach to language teaching would employ the audiolingual method which links structuralism (a linguistic theory) to behaviorism (a learning theory).¹

The crucial role of ELT in improving language proficiency can be better understood or appreciated if we analyze the theories underlying current approaches. Richards and Rodgers explain that there are three theoretical views of language underlying current popular language teaching methods: (1) structural view; (2) functional view; and, (3) interactional view. The structural framework is the most "traditional" of the three; it views language as a system defined in terms of grammatical units, i.e., clause, phrase and sentence. However, it still differs from the truly traditional view, a remnant of classical grammar teaching, which breaks up words according to case and classifies them into parts of speech. The form of a word changes according to whether it is a subject, object, indirect object, etc. Its focus is strictly on the form of language. Thus, a syllabus employing the traditional framework will have

chapters on nouns, pronouns, verbs and their various tenses, adjectives, and so on. The structural framework, based on structural linguistics, describes the grammar of the language in terms of syntagmatic structures. These carry the fundamental propositions (statements, interrogative, negative, imperative, etc.) and notions (time, number, gender, etc.) The structures are so designed such that by changing the words, various sentences with different meanings can be generated. Textbooks using this framework can be easily identified by the presence of substitution tables, a convenient way of explaining grammatical patterns. The functional view, meanwhile, sees language as a "vehicle for the expression of meaning" and the language teaching content is organized by categories of function rather than form. For instance, a functional syllabus will have the following topics: asking about the travel, making travel arrangements, ordering a meal, asking the way, hiring a car, etc. (Eastwood, cited in Hutchinson and Waters). Finally, the interactional view emphasizes the patterns of relationships between teacher and learners as in the community language learning approach.

At the same time, for a teaching method to be effective, the learners' needs and roles must be assessed: what do they need English for? how often are they going to use the language? in what situations? Ideally, answers to these questions should be translated into a syllabus and the corresponding instructional materials or textbooks produced. What happens then inside the classroom is an interaction among these elements: the teacher and his/her assumptions or beliefs about language teaching (translated into teaching method), the textbook or material, and the learners' roles.

One way to determine whether the prevailing ELT methodology is indeed the "culprit" or one of the "culprits" causing the decline in English proficiency among Filipinos is to examine the contents of instructional materials or textbooks used in schools. The type of textbooks available determines to a great extent the teaching methodology employed in the classroom because they

"embody a view of the nature of language and learning" espoused by the writers (Hutchinson and Waters). This is not to say that teachers have no control over the content of their teaching, but chances are, their creativity to modify teaching materials is constrained by available time and resources.

EXAMINATION OF SOME COLLEGE ENGLISH TEXTBOOKS

An informal survey of ten college English textbooks available at the bookstores is very revealing of the state of ELT in the country today, at least, at the tertiary level. Published between 1973 and 1997, six of the books employ either the traditional grammar framework or a combination of the structural and Chomskyan framework with primary focus on the sentence and its various patterns. Language is taught from the level of the word (lexis), progressing to the sentence (syntax), and finally, to the paragraph (discourse). One book makes use of the ESP approach — it belongs to a series designed for students in various fields like business, arts and sciences, etc. — and the other, designed for academic purposes, focuses on reading and writing skills and provides texts at the paragraph and higher level. One of the ten books examined includes literary pieces to serve as introduction to literature, while another uses one short story to illustrate direct and indirect speech. The rest of the books devote many exercises on sentence construction, sentence patterns and sentence craft, before introducing the students to paragraph writing.

To give us an idea of how language lessons are organized, let us look at the table of contents of three representative textbooks that can be considered typical of the many college English textbooks available in the market today. While the purpose of this analysis is to show an over-emphasis on sentence construction versus discourse, it is not the intention of this researcher to put any textbook in a bad light. Each has its own clientele and authors, whose respective frameworks based on their assessment of their clients'

needs. However, in order to avoid any misunderstanding, the textbooks have been identified simply as Textbooks A, B, C, etc. together with their year of publication. Likewise, the authors' names have been omitted.

Textbook A focuses on different language skills that the students need to acquire in order to cope with the demands of college work and that of their profession. The unstated assumption is that college students already know the basics of the English language, i.e., grammar and paragraph writing, and, therefore, have to be prepared for writing longer texts like research papers, business letters, and reports, among others. Textbook B is very similar to the previous table of contents because it also looks at the teaching of college English as skills-based. Language is taken up in the form of the paragraph.

Textbook C, on the other hand, represents the table of contents of a book written in 1976 and revised in 1988. In the preface to the revised edition, the authors call their work a "grammar book" and present the language "as structural patterns and sets of sounds instead of as rules and definitions." At the same time, they also provide "oral drill materials which follow the audio-lingual method." They also explain that their book "observes modern principles of language learning" and "[utilizes] the findings of linguistic science." This is revealed in the arrangement of topics, incorporating Chomsky's views about the sentence and the corresponding patterns that can be generated from a single sentence. At the same time, it groups words into form classes and structure words, a classification associated with structuralists. Thus the authors provide an eclectic framework to the textbook.

In terms of topic arrangement, Textbook C (1998) and Textbook E (1992) resemble each other in beginning the lessons with words and word order. Textbook D on the other hand, first introduces the students to learning about the language and only after 50 pages delves into the sentence and the word order. Except

for Textbooks A and B, the other textbooks devote considerable space to the word and the sentence, on the average from 100 to 200 pages, or nearly 70% of the entire book, not to mention the chapters on spelling and pronunciation. If these were included, these five textbooks used up almost 80% of the total number of pages of the word and the sentence. The rest of the book discusses the paragraph and paragraph writing.

There can be several explanations for a textbook to focus on the sentence. One, the writers assume that students can only write good paragraphs after having mastered various sentence patterns. Second, knowledge of grammar and mechanics is best learned at the sentence level. Third, this knowledge is then transferred to the paragraph level and higher discourse level. Fourth, if students can speak in complete sentences, they can also write in complete sentences. Other reasons are possible, but let us limit our explanations to the foregoing.

If college English textbooks privilege the teaching of sentences, what can be expected from the college classroom?

Let us look at an excerpt from a verbatim transcript of an actual lesson in remedial freshman English in one of the private universities in Metro Manila. The lesson was recorded in July 1996.³

T: . . . For today, a continuation of the sentence pattern for transitive verb, an incomplete verb. All right, tell us why it is considered an incomplete verb-Miss Carlos, come forward, please.

S: Ma'am, because it does not give complete action.

T: Okay, what can you say- all right - what is it that makes it incomplete? What makes it an incomplete verb? All right, Marla?

S: Intransitive verb is a verb that cannot—intransitive verb is a verb without object.

T: Oh, what do you say, is it that way? All right, what is it, R? What does a transitive mean, Raymond.?

S: A transitive verb is —

T: All right— name the object -okay - so it is incomplete in the sense that if without the object, it does not express a complete thought. Okay—all right, now, the sentence pattern that are going to make use of this, the S-V-O. All right, S-V-O, okay. Example of a sentence to illustrate this -all right, can you give us an example, Marmites?

S: Nina eats vegetables.

T: Nina eats vegetables. All right, now will you point out now in this sentence what are or what is present in that sentence? Okay, yes -

S: Nina is the subject.

T: All right - so, Nina is the subject.

S: Eats is the verb.

T: Eats is the transitive verb.

S: Vegetable is the object.

T: Is your object - okay. What kind of object is this?

S: Direct object.

ANALYSIS OF THE EXCERPT

The lesson proceeds from the assumption that language is a system consisting of different parts. The teacher asks discrete grammatical items of the students, in particular, their knowledge of sentence patterns. The teacher's role is to confirm whether the students' answers are correct or not. S/he is the primary source of knowledge in the classroom. Third, the teacher is in control of the situation. S/he initiates the interaction with the students and determines who will respond to the questions. In other words, s/he wields the power. The students are merely at the receiving or "reacting mood" end. This method is expected to continue in other lessons in such a way that, by the end of the semester or the school year, the students are expected to have learned the different parts of speech or the different sentence patterns and their uses.

Although only an excerpt is provided here, the syllabus provides for more drills on sentence constructions and the different parts of speech up to the end of the semester. Only in the second semester will the students be exposed to the paragraph as such. It is obvious that the students are taught to master the different parts of speech and various sentence patterns so that they acquire a knowledge of the language. Yet it is not clear if they will be competent to use the language.

Much has already been written about the inadequacy of the structural approach which goes back to the Saussurean concept of language as "a system of relationships or as an elaborate structure of mutually supporting parts, arranged in some hierarchical order" (Stern). The blind application of Chomsky's transformational generative grammar in the English classrooms has also received its share of criticism from those who favor a more social and communicative approach to second language teaching. If English is to be useful to second language learners, they need to be able to communicate in it, to demonstrate at the very least a certain "communicative competence" more than "linguistic competence"

which is what the quoted lesson emphasizes.

It is dangerous to generalize, especially if the conclusion is based on only one sample lesson. Nevertheless, it is highly probable that the method presented above is prevalent in many English classrooms all over the country. The teacher seems to be relying on the students' stock knowledge based on the questions asked. They are already familiar with sentence patterns because these are also taught in high school. Presumably, the students have not mastered them because they have been placed in the remedial section. But that is another problem which is beyond the scope of this paper.

On the surface, it appears that the students "know" English and can speak it fluently. But a closer look reveals that they merely know about English. They know the rules and can give examples. If, however, they find themselves in a situation where a tourist, for instance, were to ask them for directions to a particular place, they might have a difficult time explaining themselves in English.

In the classroom situation presented, no real communication, in a sense of a meaningful exchange between two persons, is taking place. The teacher and the students interact at the level of concepts. And yet, they are in a language classroom where normally the goal is to teach students are genuinely interested in the interaction between the teacher and the individual student answering the question. What excitement can anybody derive from the fact that Nena, whoever she is, eats vegetables? So does everybody else. From all indications, the students already know what are the different verb tenses and sentence patterns and nothing new is provided to them. Neither are they provided with any stimulus or challenge to be creative with language.

BAKHTIN'S SPEECH GENRES

After the failure of structuralism, variations of Chomsky's transformational generative grammar, and other post-war language teaching methods, different methods under the communicative umbrella tried to replace the monotony and meaninglessness of studying sentences as such by providing them with contexts. But long before the term "communicative function" of language became fashionable, a Russian scholar named Mikhail Bakhtin (1895-1975) had already written about the social nature of language in an essay entitled "The Problem of Speech Genres" (1986: 60-102).

Written in the early 50's, but for political reasons, published in Russian only in 1972 — and made available to English readers in 1986 — "The Problem of Speech Genres" discusses Bakhtin's ideas on language. He conceives of language as a living dialogue. It consists of an exchange of utterances which goes on indefinitely because each utterance is "a link in a very complexly organized chain of other utterances" (69). These utterances come in different forms determined by the sphere in which language is used. Bakhtin calls these various forms of utterances "speech genres." Unfortunately for us now, Bakhtin goes no further than naming two types of speech genres, primary and secondary, and giving some examples of each, but he does not provide a taxonomy of speech genres. He simply points out the need to study them and come up with well thought-out classification of the name if we want to solve some of the confusion that exists today regarding units of language.

Primary or simple speech genres include everyday oral communication, rejoinders, greetings farewells, congratulations, etc. Secondary or complex speech genres are those taken from primary speech genres and incorporated in the written form like novels, letters, scholarly or scientific papers, etc. Bakhtin (1986) reveals that "we speak in diverse genres without suspecting that they exist. We are given these speech genres in almost the same way that we are given our native language, which we master fluently long before

we begin to study grammar" (78). Even more remarkable is Bakhtin's statement that "to learn to speak means to learn to construct utterances (because we speak in utterances and not in individual sentences, and, of course, not in individual words)" (78).

For Bakhtin, as well as for a host of linguists from the Saussurean school down to contemporary times, language is primary "speech" or spoken language. However, Bakhtin takes issue with these linguists for their failure to define "speech". And this failure, according to him, has resulted in confusion. Because "speech" is indefinite and imprecise, its segments, which linguists have identified as syllables, words and sentences, are also meaningless.

Instead of being lost in the term "speech" or "speech flow", the Russian scholar insists that the utterance is "the real unit of speech communication" (71). And he goes against all other linguists before him and after him who consider the sentence as the smallest unit of "speech." For Bakhtin, "language is realized in the form of individual concrete utterances (oral and written) by participants in the various areas of human activity" (60). Utterances are not conventional units but "a real unit, clearly delimited by the change of speaking subjects" (71). Sentences, on the other hand, are merely grammatical in nature like words and sentences. Bakhtin further explains that words, phrases and sentences are language units, but they are not units of speech communication. Only the utterance is the real unit of speech of communication. Nevertheless, an utterance can be constructed "both from one sentence and from one word... but this does not transform a language unit into a unit of speech communication" (75).

In order to understand what Bakhtin means by speech genres, one has to go back to his philosophy of language, particularly to his concept of dialogism which is central to his thought. According to Bakhtin, dialogism springs from the nature of humankind to be engaged in dialogue, of which everyday conversation is only one of its many manifestations. Concomitant to dialogism or essential to

it is the concept of utterance which Bakhtin defines as *the real unit of speech communication*. Here, Bakhtin takes exception to Saussure's definition of language as a system. He differs from Saussure with regard to language because he asserts that language as a system is a mere abstraction. For instance, while accepting that words and sentences are units of language, they are neutral and belong to nobody and, therefore incomprehensible in terms of speech communication. The concrete realization of language is "speech communication," that exchange between peoples, groups, societies carried on by using language, oral or written. This speech communication consists of utterances which, in turn, manifest themselves in various forms called speech genres.

Unlike language which is "out there" in abstraction, speech is very real and it can exist in reality only in the form of concrete utterances of individual speaking people or "speech subjects" (71). Bakhtin asserts that "speech is always cast in the form of utterance belonging to a particular speaking subject, and outside this form it cannot exist" (71). What does this mean? Again, this goes back to the concept of dialogism.

Bakhtin's concept of speech genres takes on extreme relevance to second language learning and teaching because it highlights the importance of context. While it is similar to the communicative view of language teaching, it goes even further because it goes against cutting up discourse into meaningless parts like words and sentences. As Bakhtin demonstrates convincingly, people talk in utterances, in speech genres whose composition ranges from a seemingly meaningless grunt to several sentences. And if a sentence becomes meaningful at all, it is because of the other sentences around it. When that happens, it is no longer just a sentence but an utterance.

How, then, can Bakhtin's speech genres be applied to ELT as an alternative to existing methods at the college level?

The next section presents a sample lesson using a print advertisement to illustrate a "form" of a secondary speech genre. The lesson may be chunked into three 50-minute sessions or longer depending on the level of the students.

SUGGESTED LESSON OUTLINE FOR THE TEACHING OF SPEECH GENRES FOUND IN A PRINT ADVERTISEMENT

Target audience: College freshmen in Metro Manila

Objectives:

General:

1. To introduce the concept of utterance and speech genres in a print advertisement
2. To illustrate how various speech genres can be employed to articulate an overall speech will or speech plan of the speaker
3. To demonstrate how utterances in general, and speech genres in particular, are responses to a chain of previous utterances and speech genres, respectively, and in turn provoke responses from their addressee(s)

Specific:

1. To distinguish between the sentence as a unit of language and the sentence as an utterance
2. To characterize the addressee(s) based on the speech genres employed
3. To highlight the difference between what is "said" (or written) and what is probable or possible
4. To draw out the ideology/ies being advocated by the advertisement

1.0 **The Sentence as a unit of language**

A. Let the students read the following sentences and ask them to work in pairs. They should explain to their partners what they understand by the sentence in each sentence. If they have difficulties understanding the sentences, ask them to write down their questions. Give them enough time (5-10 minutes).

1. People are finally coming out of the dark.
2. Isn't it about time you came out of the dark, too?
3. As a pre-school teacher, I always have to take the kids to the playground.
4. Dark elbows and knees have long been my problem.
5. My derma advised me.

B. Process the results of the activity above. Ask a few pairs about their discussion and what difficulties they encountered. Some of the questions may point out the ambiguity in each sentence which makes it difficult to understand them. The discussion should make students aware of the variety of possible interpretations per sentence because they have no context, a characteristic central to Bakhtin's explanation of utterance and speech communication. It is possible that a bright student may suggest taking all the sentences together. If nobody does so, proceed to C.

C. Make the students re-read the sentences above as if they were related to each other and then ask the following questions:

1. Can you find a common thread that ties all the sentences together?
2. Who could be saying these sentences? What gender? Age?

3. What is the difference between reading the sentences and analyzing them separately on the one hand, and reading them as forming parts of a whole?
4. Which reading is more meaningful or understandable?

2.0 **The Sentence as utterance or unit of speech communication**

- A. Provide the students with a copy of the following text. Ask one student to read it aloud while the others follow with their own copies.

People are finally coming out of the dark.

As a pre-school teacher, I always have to take the kids to the playground. Before I knew it, my skin had darkened due to my exposure to the sun. So I tried using *Block & White Ultima*. I just couldn't believe it! My skin lightened just after a few days! And to think that I only applied small amounts. Truly amazing!

Isn't it about time you came out of the dark, too?

- B. Discuss the following questions:
1. What sentences have been taken from Section 1-A? What do you understand now by these sentences?
 2. Why do you think the meanings of the sentences from Section 1-A changed in 2-A?
 3. Identify the speaker. What do you think is the speaker's gender? Why do you say so? (At this point the students might already bring out the

ideology hidden in the ad. Set this aside for later discussion. Instead, concentrate on helping them to discover the importance of context and if they have difficulty realizing this, provide additional examples.)

4. To whom is the utterance addressed? Why do you say so?
- C. Explain the difference between a sentence as a unit of language (i.e., abstract) and the sentence as an utterance which is the concrete realization of language or, in Bakhtin's term "speech communication". Point out that "speech communication" refers both to oral and written forms.

Try to elicit, as much as possible, the following distinctive characteristics of an utterance as sentence.

1. the utterance is addressed to someone or to a group whether explicitly or implicitly;
 2. the utterance provokes a response; the addressee(s) cannot remain passive;
 3. the utterance has a sense of finality; this finalization signals the completion of the utterance, and opens the possibility of a response which can be immediate or delayed.
- D. Exercise on identifying the speaker in an utterance and differences among utterances. Give copies of the text to the students. Ask them to determine who the probable speaker is in each utterance, and who could be the interlocutor or addressee:
1. Dark elbows and knees have long been my problem. *Kaya naman* when I joined the pageant, *gumamit ako ng kung anu-anong whitening lotions*

and creams. But nothing worked! Finally, a friend advised me to try Block & White Ultima. Grabe! Two weeks lang nawala lahat and darkspots ko, pumantay pa ang kulay ko! Thanks, Ultima, I owe you my crown!

2. The combination of Alpha Hydroxy Acid (AHA) and Bioactives enhance the whitening action by painlessly exfoliating dead dark skin cells, and stimulating the skin renewal process allowing fresh, new, lighter skin cells to surface faster.
3. I enjoy the things that typical teenagers do. Whenever I find some free time, I like to watch TV, listen to music, especially love songs, read pocketbooks. I'm also quite sports-minded. I like playing volleyball.
4. I have a classmate who seems to have a limitless amount of *baon* and doesn't care how much he spends it. My family is not well off and I have to be content with whatever my mother can afford which is often not enough. My friend usually comes to the rescue and pays for my snacks, for which I'm very grateful. In return I often help her with homework. When she asked me to join her group on an outing with some boys, I refused. I didn't want to get involved in any monkey business. It is common knowledge that they smoke in spite of school regulation prohibiting the practice. My problem is she still pays for my snacks and I'm afraid I can't continue to hold her off. What am I to do?
5. I have sensitive skin, kaya naman I only trust products that are recommended by my dermatologist. At para sa pagpapaputi ng skin ko, my derma advised me to use Block & White Ultima. Ang galing! Hindi harsh, walang irritations. Safe na ang Ultima, effective pa. Even my crush noticed na pumuti ako!

- E. Discussion Questions (after identifying the probable speakers above).
1. When and in what circumstances can you expect to encounter the above utterances? In what forms? (i.e., oral or written)
 2. Is there any utterance above that you can identify as being addressed to you? Why?
 3. Which utterance, if any, do you think you could have said or written? Why?
 4. Label the utterances as follows:
 - a. scientific
 - b. informal, informative
 - c. personal and intimate
 - d. colloquial
 5. Three of the utterances above are really part of one whole utterance. Identify these and determine the overall intent or purpose of the entire utterance.

3.0 Task

Work in groups of four and rewrite the advertisement you put together in E-5, above, into one of the following:

- a. an objective and informative speech genre.
- b. a narrative speech genre.

CONCLUSION AND RECOMMENDATIONS

1. The teaching of English in the Philippines has become more and more problematic with a growing population whose use of the English language is highly influenced by their constant exposure to multi-media. Text-messaging, for instance, breaks all rules of spelling and grammar. Likewise, print and electronic advertisements exercise their freedom to explore the possibilities

of language, code-switching right and left, with no regard for language rules and, at times, even for decency. Another problem that teachers have to contend with is the amount of time available for them to teach English. Under present CHED regulations, students have only six units or six hours of required English language studies during their entire stay in college. This means that schools will have to allocate this precious time properly. Faced with all these challenges, what should the English teacher do?

2. As the previous pages have demonstrated, most college English textbook writers have dug their heels by sticking to traditional grammar lessons, enhancing their texts with some contemporary themes, but in the main boring the Filipino student with sentence patterns and parts of speech. It seems that these writers do not trust the students enough to be able to experiment with different methods in teaching English. A certain boldness to innovate is necessary if we are to make any progress at all in helping the students to learn to use English. One of the innovations proposed in this paper is to apply the concepts of Bakhtin's speech genres in teaching English as it is used by Filipinos, for example in advertisements, on local product labels, newspaper accounts, radio and television programs, etc. It is in the secondary speech genres like magazines, newspapers and other printed media that students can best be exposed to the use of English. Of course, we will have to evolve some kind of "standard" which will set what is "acceptable" in different situations and circumstances. For as long as textbooks and teachers insist on beginning with sentences and staying there for almost an entire semester, the Filipino college student will always feel incompetent in the English language.
3. A lot more has to be done in order to apply Bakhtin's concept of speech genre.

4. He himself urged other linguists to look into the need for an appropriate taxonomy. This is, indeed, a tall order but one which, if carried out successfully, may help not only English language teachers but other foreign language teachers as well. This paper is only but an utterance, in reply to Bakhtin's own and to other previous attempts to offer a fresh approach to ELT.

NOTES

- 1 See Richards and Rodgers' (1982) explanation on the differences among the terms method, approach, design, and procedure.
- 2 Please refer to Appendix 7 for the complete transcript of the lesson.

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