

IN AND BEYOND: TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE MODERN PERIOD

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ABSTRACT

This paper examines the diverse methodologies used to teach English as a foreign language during the Modern period. The English language began being widespread in the sixteenth century as “the first years of Elizabeth I’s reign saw further expansionist moves” (Bauer 23), and grammars, which were published as a method to use the English language correctly, would play an important role in the promotion not only of the use of the vernacular but also in its endorsement as a prestigious variety. The production of books in the vernacular was significantly higher than in previous centuries thanks to a growing social mass of middle class citizens, i.e. the new bourgeoisie, able to consume as much knowledge as they could to meet their new social standards. Reading in English was felt as more natural than reading in other less comprehensible tongues for the traditionally unlearned in Latin, Greek or even French. It is rather significant the enormous amount of scientific and utilitarian books written in English rather than in Latin, which was globally considered as the language of scientific communication. In a way, they were but imitating Continental practices, and this involved a bulk of unprecedented translated material in English. In this same context, trading with foreigners stimulated the learning of foreign languages, but English was also a language that foreigners in England and abroad wanted to learn. In this paper I revise (a) the status of English according to grammarians, and (b) the methods used to teach English as a foreign language in the eighteenth century. For this purpose I analyse eleven printed books from which data concerning authorial stance towards teaching English are excerpted.

KEYWORDS: grammar, modern period, standardisation, teaching methodologies, English language.

RESUMEN

En este artículo se examinan las diferentes metodologías utilizadas en la enseñanza del inglés como lengua extranjera durante el período moderno. La lengua inglesa empezó a extenderse en el siglo XVI. Según Bauer (23) “the first years of Elizabeth I’s reign saw further expansionist moves” y las gramáticas, publicadas como un método para utilizar el inglés correctamente, jugaron un papel importante, no sólo en la promoción del uso de la lengua vernácula sino también como una forma de impulsar su prestigio. La pro-



ducción de libros escritos en lengua vernácula en este período (siglo XVIII) era mayor que en épocas anteriores gracias al incremento de la clase media (nueva burguesía), capaz de adquirir más conocimiento para aumentar su estatus social. Leer en inglés se consideraba más natural que hacerlo en otras lenguas que eran menos comprensibles para aquellos que no sabían Latín, Griego o Francés. Es bastante significativa la enorme cantidad de libros científicos y prácticos escritos en inglés y no en latín, considerada como la lengua de la comunicación científica. El intento por imitar las prácticas del continente se refleja en las innumerables traducciones al inglés. En este contexto, el comercio con países extranjeros estimuló el aprendizaje de lenguas extranjeras, pero la lengua inglesa también era una lengua que los foráneos, tanto en Inglaterra como fuera de sus fronteras, querían aprender. En este artículo, revisaré (a) el estatus del inglés según los autores de libros de gramática y (b) los métodos utilizados para enseñar inglés como lengua extranjera en el siglo XVIII. Para ello, analizaré once libros impresos de los cuales he extraído los datos sobre la visión de sus autores hacia la enseñanza del inglés.

PALABRAS CLAVE: gramática, período moderno, estandarización, metodologías de la enseñanza, lengua inglesa.

1. INTRODUCTION

Different studies show that the history of Great Britain has been immersed in a massive amount of invasions that were determinant in the language established in the island (Knowles, Baugh and Cable, Mugglestone, Burns). This was conditioned by its geographic setting (Burns xiii) allowing the English language to be in close contact with other European languages. The English language spoken in Britain after the first Germanic invasions, came to replace the Celtic language (circa 449 AD) that was spoken by the majority of the population. However, many new invasions had an influence on the English language, as the Scandinavian invasions since 793, and mainly, the Norman Conquest in 1066, when Norman French started being used by upper classes while Latin was sustained as the main written language. English continued being spoken by low classes, although highly influenced by the French language.

With the introduction of the printing press by Caxton in 1470, written texts became much more widely available than before. From this time scholars began to appreciate writing in English instead of doing it in Latin. Later, the interest in fixing the language grew so the first grammars flourished as an attempt to settle the English language rules. For this reason, in this period (17th-18th centuries) in which nationalism raised at the court of Elizabeth I, the first books of grammars were published in English. The obvious fact is that English turned into the main language, and there was a necessity of publishing the main rules that everybody needed to follow in order to establish the English language as the national language. Thus, a considerable amount of material written in Latin was translated into English to be available for the general public. As Knowles (17) explains, the English language was imposed and used "by a wide range of people" and it is used all over the world:



Modern English was standardized from the fourteenth century on by people who had the power to impose their own kind of English, and the process was completed by a wide range of people including schoolmasters, Anglicans, scholars, pedants and gentlemen. Whatever the rights and wrongs of the process by which it came about, the practical result is that, for the first time in history, millions of people literally all over the world have an effective means of communicating with each other.

This standardisation process might have helped both the teaching of English, and its spread beyond the British Isles. As it comes obvious, standardised forms inevitably contribute to the creation of grammar books for locals, so that they could learn and improve their English, and for foreigners who wanted to learn English as a second language.

In this article, I will show the authors' motivations for writing their grammars, and the utility their texts had for the general public, in their own words. I will also highlight the ways in which they formulate the new rules to take into account when learning English in grammars for natives and for non-natives. To accomplish this study, I have used eleven books published in the eighteenth century since in this period English was established as a standard language.

This article is organised into other three different sections. Section 2 analyses the corpus used to carry out this study. Section 3 offers the different methods used to teach and learn English in this period (18th century) and, in Section 4, the conclusions of this study are offered.

2. CORPUS

The corpus used to carry out this study comprises eleven printed books published in the eighteenth century, all of them taken from the ECCO (*Eighteenth Century Online Collection*) database. These books have been published between 1700 and 1800, by different authors as shown in the following table in which titles, author's names, place and year of publication are given (a letter in square brackets preceding the title is included for referential use throughout this article):

TABLE 1. CORPUS OF GRAMMARS			
TITLE	AUTHOR	PLACE	YEAR
[A] An illustration of a design for teaching the English language	William M' Cartney	Edinburgh	1791
[B] A practical English grammar for the use of schools and private gentlemen and ladies, with exercises of false orthography and syntax at large	Rev. Mr. Hodgson	London	1770
[C] The young ladies and gentlemen spelling book, on a new and improved plan containing a criterion of rightly spelling and pronouncing the English language	Caleb Alexander, A. M.	Worcester	1799



[D] Grammar of the English tongue for the Italians	Reverend father Edward Barker	Venice	1749
[E] Diálogos ingleses y españoles con un método fácil de aprender la una y la otra lengua / Spanish and English dialogues containing an easy method of learning either of those languages	Félix Antonio de Alvarado / Felix Anthony de Alvarado	Londres / London	1719
[F] Vraie méthode pour apprendre facilement a parler et a écrire l'Anglois; ou grammaire générale de la langue Angloise	Augustin-Martin Lottin	Paris	1766
[G] A new vocabulary of the most difficult words in the English language, teaching to pronounce them with ease and propriety	William Fry	London	1784
[H] A key to English grammar, by which it has been proved, by experience, that a boy, with a tolerable capacity, and of then years of age only, may, in a few months, be taught to write the English language properly and correctly	Rev. Daniel Pape	Newcastle	1790
[I] The idioms of the French and English language being equally necessary to the French, foreigners understanding French, to learn English	Lewis Chambaud	London	1751
[J] A short grammar of the English language whereby a stranger may soon and easily acquaint himself with its principles, and learn to speak English properly	William Johnston, M. A.	London	1772
[K] A Rational Double Grammar for both English and French: in two parts.	Isaac Cousteil	London	1757

The corpus includes grammar books written to teach and/or learn English. Some of them are addressed directly to foreigners, as [D], [E], [F], [I], [J], and [K] while others have been written to teach English, not only orthography and syntax, but also pronunciation, which have been selected because they can also be used by foreigners to teach and learn English. They are [A], [B], [C], [G], and [H].

The contents found in the different books addressed to foreigners are the following: [D], written in Italian, presents the English grammar starting with the letters and finishing with texts. The author is always comparing the English grammar with the similar aspects of the Italian one. [E] portrays different dialogues dealing with a variety of contents, not only grammatical ones, but also dialogues on diverse fields as science and travelling, among others.

The grammar in [F], written in French, explains how to speak, read and write in English, with all grammar rules explained with different examples which are translated to the French language. [I] is composed by a list of different idioms in both languages, that is, English and French. [J] comprises English grammar rules, including sounds and verses, and in [K] the book is divided

into different sections, namely: grammar, verbs, the most used phrases and a correction to the translation of Mr. Arnoux's Dialogues.

The grammars written for natives comprise five books. [A] is mainly concerned with the grammatical rules and the reading and writing skills. The author gives pieces of advice to improve grammar, reading and writing. In [B], a pure grammar book is presented with all grammar rules on pronunciation and orthography with exercises "of false English" (94). A similar content can be found in [C], although in this case, the author presents long lists of words and their pronunciation, including a list of the most common abbreviations used in English. In [G] the lists offered by the author include the spelling and the pronunciation of the words presented. [H] deals with grammar in the form of dialogues to present the rules, including a set of exercises to practice and reinforce the rules explained and learned in the book.

The selected printed books have been written mainly in English, although some of them combine different languages as English and Spanish, and English and French, including one that has been written in Italian language. All of them are representative examples of an English grammar written in English or in a foreign language to teach English as a foreign language to non-native speakers.

3. TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE MODERN PERIOD

Many grammars had been written in Latin in previous centuries, as it was the most used language by educated people. According to Nevalainen:

It may sound paradoxical that many of the English grammars published between 1500 and 1700 were written in Latin. A number of them were, however, intended for foreign learners of English, and it was therefore appropriate to use Latin, which was still the international lingua franca of learning. English learners mostly studied the structure of their mother tongue in order to be able to master Latin. Latin grammatical categories constituted the basis for language learning throughout Europe at the time, and they were also followed by English grammarians and educationalists (16).

In this quotation, Nevalainen affirms that the use of Latin to write grammar books, not only for Latin grammars, but also for grammars addressed to foreign learners of English, was common between the 16th and 18th centuries, as Latin was the lingua franca used by educated people and its grammar was established as a reference for learning other languages. In this period there were not many English grammars written in English. In fact, the first one in English was written by William Bullokar (*Pamphlet for Grammar*) in the 16th century, concretely in 1586.

Grammar books flourished in the Modern period as a way to homogenise the English language since it had been used by lower social classes, and it



was highly influenced by Latin and French languages. In the 18th century the production of books in the vernacular was significantly higher than in previous centuries thanks to a growing social mass of middle class citizens, i.e. the new bourgeoisie, able to consume as much knowledge as they could to meet their new social standards:

Language use was an issue of relevance to a social group which was increasing steadily in numbers throughout the eighteenth century: the middle classes. Referred to as the 'middling orders' as this time (Earle 1989, Rogers 2002), this was a group which obviously sought acceptance by the established elite who were above them on the social scale (Hickey 8).

This new social group, the middle class, wanted to be socially accepted and "the right pronunciation and grammar of English was essential" (Hickey 9) to be recognised. It is rather significant the enormous amount of scientific and utilitarian books written in English rather than in Latin, which was globally considered as the language of scientific communication during this period.

The concept of grammar, defined as "rules of language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation" (*Encyclopaedia Britannica* online), is different from its conception during 17th and 18th centuries. In this sense, Michael, describing grammar books, states that a grammar book in this period was "any book which contains at least an enumeration, and some description, of the parts of speech" (149). Mitchel supports this idea:

We assume that a book about grammar is one that records the standardized, codified language used by educated people. In the seventeenth and eighteenth centuries, however, "grammar" was an elastic term, one that varied from textbook to textbook. (17)

By using the term "elastic", this author refers to the fact that during 17th and 18th centuries dictionaries and spelling books were reckoned as grammar books.

There is not a single definition of the term grammar in the books studied. Some authors explain this concept in their books, giving a definition in which they refer to grammar in different terms, mainly in those grammar books intended for native people:

(1) GRAMMAR is the Art of speaking and writing with Propriety.

It consists of four Parts, viz

1st. ORTHOGRAPHY, which teaches us to spell Words with proper Letters; as we must write *Caution*; not *Caushon*

2^d. ETYMOLOGY, which either respects the Derivation of Words, or treats of the different Parts of Speech, and points out their various Changes, Analogy, or Likeness to one another.

3^d. SYNTAX, which joins the Words of a Sentence properly together, with Respect to their Order and Agreement, as *these Boys are* diligent: and not Boys *this* diligent *is*.



- 4th. PROSODY, which teaches the true Pronunciation of Syllables and Words, respecting Accents, Quantity and Emphasis. ([B], pp. 1-2)
- (2) GRAMMAR in general, is the Art of expressing Thought, which is performed two Ways, either in writing or speaking. Grammar, consists of four principal Parts, viz. 1. Orthography, 2. Prosody, 3. Analogy, 4. Syntax. ([K], p. 1)
- (3) GRAMMAR in general teaches the art of conveying our thoughts to one another, in proper language; therefore English Grammar teaches to convey our thoughts, in proper English.
Grammar consists of four parts. The first treats of Letters; the second, of Words; the third, of Sentences; and the fourth, of Versification. ([J], p. 4)

These definitions of grammar differ in some aspects but they all coincide in that grammar has to do with conveying thoughts through the productive or active skills, that is, writing and speaking. Therefore, they divide grammar into four parts which receive different names (*orthography* or *letters*; *etymology*, *prosody* or *words*; *syntax*, *analogy* or *sentences*; and *prosody*, *syntax* or *versification*), even though they refer to the same.

Grammar books can be divided into two different groups according to their internal structure and content. The first one includes those grammars that present a definition of the matter, i.e. a definition of grammar, and then divide the book into sections dealing with orthography, syntax, etc., as shown in example (4). The second group contains dialogues in which all grammatical aspects are explained, as in example (5), mere translations of the dialogues, as in (6), or idioms translated, as in example (7):

(4) *The Gender* is the difference of Sexes, which are properly but two; however the *English* make four, viz, *the Masculine; the Feminine; the Common, and the Neuter*. These the *French* have, excepting the *Neuter*. ([K], p. 12)

(5) Master.

What are *prepositions*?

Scholar.

Prepositions shew the relation *one* thing bears to *another*, and upon which the *name* immediately following depends, or is connected with; but more particularly in the *Latin, Greek, &c. languages*. They serve also to enlarge the sense of other words by being in *composition* with them; as, he was *inhospitable*; thus, the quality *hospitable* is compounded with the preposition *in*.

Master.

Repeat the *prepositions*?

Scholar.

Thus - above, about, after, against, among, amongst, at, before, behind, beneath, below, between, beyond, by, through, beside, for, from, in, into, on, or, upon, over, of, to, or, unto, towards, under, with, off, within, without. ([H], pp.19-20)

(6) Juan

John



Quen te ha traído aquí, Rodrigo?	Who hath brought you here, Rodrigo?
Rodrigo. Mi mala fortuna.	Rodrigo. My bad Fortune.
Juan Has cogido novillos?	John. Have you play'd Truant?
Rod. Si.	Rod. Yes.
Juan. Porque?	John. Why?
Rod. Porque el maestro	Rod. Because my Master
me azota muy amenudo; y	often whips me, and
mi padre me riña siempre	my Father always chides me.
<i>Coger novillos</i> , To leave the School, and run from his Father's House.	
<i>Cogió novillos</i> . He hath left the School, and run away from his Father.	
<i>Cogerá novillos</i> , He will run away from home, from School, &c.	
<i>Reñir</i> , To Chide, to Beat	
<i>Han reñido</i> , they have Scolded, they have Beaten. ([E] pp. 89-90)	
(7) A broken voice.	Une voix entrecoupée.
Hell broke loose.	L'enfer déchainé.
A bunch of feathers.	Un bouquet de plumes. [...]
Cast away.	Qui a fait naufrage.
An ill chance.	Un malheur. Une infortune. ([I], p. 18)

In example (4) there is a linguistic definition of gender and a comparison between the concept in English grammar and in French one by using the expression *These the French have, excepting the Neuter*. Instances (5) and (6) present dialogues. Dialogues have been used in different periods and they have been studied by different authors as Ong, Rallo quoted in Martínez-Torres, Watts, Taavitsainen, Heitsch and Vallée (eds.), and Bevan Zlatar, among many others.

According to Rallo, they are a literary genre that simulates a conversation, organised by the author, among different characters. Thus, they present the ideas in a different way, since those ideas that are hard to understand, in the dialogue appear as concrete and easier to follow:

El diálogo es un género literario en donde se simula una conversación o controversia, cuidadosamente organizada por el autor, entre varios personajes ficticios que se intercambian y crean ideas sobre un determinado tema. Se distingue de otros géneros en que muestra alternativamente las diversas facetas de una cuestión, lo que permite huir de las exposiciones dogmáticas. Además, presenta las ideas de forma viva por estar teñidas de las cualidades de los interlocutores: astucia, ingenio, estupidez, terquedad, etc.; de esta manera se evita la aridez y solemnidad que caracterizan a las exposiciones convencionales. En resumen, las ventajas de este género son claras: ideas que expresadas de un modo formal podrían ser abstrusas, en el diálogo, llegan a ser concretas y adquieren vida y fuerza dramática (334).

In example (5), the dialogue between the master and the scholar reflects pure grammar with the definition of prepositions (*what are prepositions? Prepositions shew the relation one thing bears to another [...]*), enumerating them in alphabetical order (*Thus - above, about, after, against, among, amongst, at [...]*). In (6) there is a mere



translation of a dialogue and the definition of some Spanish expressions in English (*Reñir, To Chide, to Beat*). Example (7) offers the translation of different idioms (*A broken voice. Une voix entrecoupée*). This indicates that the L1 is used as an important resource to learn the grammar of the L2. Alonso-Almeida and Sánchez have studied the different strategies used in the translation of a 17th century book. Following Cruz-García's approach, they analyse translation methods that are used in example (7). All of them, except for the last one (*an ill chance*) present a literal translation. Therefore, in some sentences as *a broken voice / Une voix entrecoupée*, and *a bunch of feathers / Un bouquet de plumes*, the same structure is found in both languages, that is, *determiner + adjective + noun* for the English one, and *determiner + noun + adjective* in French, for the idiom *a broken voice*; and *determiner + noun + preposition + noun* for *a bunch of feathers*. The last sentence, *an ill chance*, offers an addition in French language in which two options are given (*un malheur* and *une infortune*).

As far as content is concerned, there is a tendency to compare the English language with the classical ones in the grammar books under analysis. In these introductory lines there is also an emphasis on the importance of teaching and learning English, adding that it is not more difficult than any other language:

(8) I am not so insensible of the Advantages of the dead Languages, as to discourage the teaching of them at a proper Time; but this I am willing to maintain, that the Study of our own, ought to precede that of all others; because, as the Principles of Grammar are nearly the same in all Languages, those Principles will be sooner understood in a *living* and a *dead* Language, especially by Children, to whom the bare Terms are sufficiently puzzling. ([B], p. A3-A4)

(9) [...] that to understand English tolerably well, will be of much more use, than a smattering of Latin, French, &c. ([B], p. vii)

(10) Our language, not much more than a century ago, seemed unworthy the notice of a classical scholar, and men of learning thought it unfit for use, either in conversation or writing. Though it has since gained great reputation for copiousness and elegance, and has been made the vehicle of all kinds of knowledge, it has never yet occupied a place in schools appropriated to language, equal to its extent and importance ([A], p. 1)

(11) The elements necessary to enable us to speak and write English well, are more various and dissimilar than any other are commonly studied. To aid the memory, the English language cannot be reduced to so few, nor to so comprehensive rules as the ancient, and many of the modern, admit. ([A], p. 9-10)

(12) It is generally supposed there is more difficulty in acquiring the English, than almost any other living language [...] they will meet with much fewer difficulties, in learning the principles and grounds of this, than of most other languages; [...] ([J], p. 1-2)

(13) A questi medesimi Precettori, come fu allora avvertito, erano stati notati quei due non indifferenti difetti, di non far parola delle Regole del sillabare, e dealla Prosodia Inglese; ([D], p. 5)

In all the examples above, the authors are accentuating the importance of knowing and, for this reason, of teaching and learning English because it is more use-



ful at that time than any other language (referring to the classical ones), and it can be learned as any other language. The idea of teaching and learning English before any other language is seen in some sentences as *I am willing to maintain, that the Study of our own, ought to precede that of all others*, in example (8); or *that to understand English tolerably well, will be of much more use, than a smattering of Latin, French, &c* in (9), or even in (13) *a questi medesime Presettori, come fu allora avvertito*. Likewise, English is not more difficult to learn than other languages as expressed in example (12) in which the author admits that *It is generally supposed there is more difficulty in acquiring the English*, but he considers that *they will meet with much fewer difficulties, in learning the principles and grounds of this, than of most other languages*. Furthermore, the teaching and learning of English is easier as it offers a different way or methodology to learn it, as exposed in (11): *The elements necessary to enable us to speak and write English well, are more various and dissimilar than any other are commonly studied*. However, English language has not been considered as it should be, as stated in (10) *it has never yet occupied a place in schools appropriated to language, equal to its extent and importance*, possibly because it was starting being taught in schools as L1 and L2 at that period, and not before, relating to children as a new target audience (*especially by Children*, in (8)). Thus, we must remember the process of standardisation and the development of English, which was widely spoken and written. This reflection is explained in two books to teach English addressed to foreigners:

(14) The English Tongue, ever since the famous Queen Elisabeth, has spread itself through all the northern nations and countries; not a noble man, Gentleman, officer, or man of business in Russia, Sueden, Denmark, Germany & Holland but speak English. Now-a-days, it begins to spread in the southern parts of Europe; France, Italy Spain and Portugal, are desirous to learn a language in which they can read in their original beauty, so many hundreds of the greatest authors that ever wrote, and do still write upon every science. ([F] p. viij)

(15) A proper and uniform pronunciation is very necessary to render the language easier to foreigners, as well as more agreeable to each other; for, let us learn what language soever, our thoughts are clothed in English; our business is mostly transacted in English; we therefore ought to study its *true accent* and *grammatical construction*, in preference to all other languages: and if in the several counties a foundation were early laid of a regular accent and pronunciation, they might by degrees spread, and become universal, at least among such as may have had a tolerable education. ([G], p. A2)

In examples (14) and (15) above, there is an allusion to the spreading popularity of the English language. So much so that the author claims that both northern and southern continental countries *are desirous to learn* English, since this would enable reading master pieces in the original. This portrays a sense of national vindication towards the English language and its literature in a way not seen before in England. The comparison of English with the Classical languages reports on the eligibility of English to communicate knowledge in any spheres of life. As shown in Alonso-Almeida and Mulligan, the modern English period witnessed this steady



shift of English towards a more prestigious consideration in consonance with other Continental tongues, and this included English in specialised domains:

English for specialised discourse practices was promoted from different fields of knowledge during the modern English period, even though Latin was identified with the language of global scientific communication [...] This promotion of English also had a political cause and effect, since its use entailed a sense of nationalistic pride comparable to that which was accorded to other languages of the European continent (Alonso-Almeida and Mulligan).

The presumed interest of foreigners in learning English, i.e. *to render the language easier to foreigners*, serves as a sound argument in example (15) to vindicate the teaching and learning of the tongue besides writing grammars that describe its rules and functions. One way in which English needs to be ruled out is in the regularisation of pronunciation that, in the author's own words, must be *uniform* and comparable to other national vernaculars. At the heart of this, there is again the idea of national identity and prestige, and the usefulness of English for both daily and specialised communicative needs when he says *our thoughts are clothed in English*, and *our business is mostly transacted in English*.

After these allusions to the differences between the Classical languages and the English one, and the importance of learning English, each author presents its own book and explains the way in which English has to be taught and the main strengths of their books:

(16) Tis a mistaken opinion that the English Language cannot be prove by Rule. Long experience convinces me, that it may be taught in this way independent of any other.

I have boys under my care of different capacities, who are entirely unacquainted with Latin, and yet are all able to correct, at one view, any piece of English, however false, provided it is tolerably connected.

After boys can read, you may, then, with great confidence of success, put into their hands this book, together with any approved English Grammar, and, I trust, with these assistances, the language will soon become perspicuous and intelligible, be rendered perfectly attainable, even to dull minds, in the space of a few months. ([H], p. A3-A4)

(17) In the *English* I have writ the *Words*. as used in *Common Discourse*, as being more agreeable to *Dialogue*, not as spoken by *Grammarians*, (ex. Gr. Thou lovest, he loveth,) but you love, he loves; which *Difference* between *Common Discourse*, and *Grammar*, very much confounds all *Foreigners*, to whom also I was willing to make this *Treatise* in some *Measure Useful*, in order to their more easily Learning *English*. ([E] p. xiv)

(18) You were able in six months learning to translate and relish those beautiful lines of Milton's *Paradise Lost*. ([F] p. v)

(19) I have extracted in this book the quin essence of the two languages: and therefore it will be of service both to the *English* to learn *French*, and to the *French*, and other *Foreigners* understanding *French*, to learn *English*. ([I] p. iv)



(20) In fine all the advantages that can be expected, will be found in this Grammar, I here present the public with, and by a strict application to its rules, the learner will in six months be able, with help of a good Teacher, to read, speak and comprehend almost any English Author. ([E] p. Xvj)

(21) As no Body can arrive to the perfect Knowledge of their Mother Tongue, or make any great Progress in a foreign Language without being acquainted with Grammar. ([K], p. 5)

Instances (16), (17), (18), and (20) present their teaching of English as an easy method by which the people who use it, will be able to learn the English language, and even translate and read some literary works: *I have boys under my care of different capacities [...] and yet are all able to correct, at one view, any piece of English*, in (16); *I was willing to make this Treatise in some Measure Useful, in order to their more easily Learning English* in (17); *You were able in six months learning to translate and relish those beautiful lines of Milton's Paradise Lost* (18), *and the learner will in six months be able, with help of a good Teacher, to read, speak and comprehend almost any English Author*, in (20). This kind of assertion is used as a medium to advertising their books.

In (19), the author relates the two languages: French and English, and presents the book as a two-way teaching method, that is, *it will be of service both to the English to learn French, and to the French, and other Foreigners understanding French, to learn English* (English people will learn French, and French people or people who know French will learn English), so it is presented as a useful book. In (21) the author emphasises the importance of learning grammar, not only for native but also for non-native people (*As no Body can arrive to the perfect Knowledge of their Mother Tongue, or make any great Progress in a foreign Language without being acquainted with Grammar*). The same occurs in the following example in which the author writes some words “for Foreigners learning the English Tongue”:

(22) This Treatise will also be of Use, and absolutely necessary to Foreigners in their learning of English; because in this our English Verbs are conjugated according to our Tenses and Idioms, and not built upon the Latin or French Tenses, as other Grammars are, which is teaching the Idiom of a Foreign Language, instead of the English. No Wonder then, if few Foreigners attain to any Purity of the English Tongue, since by the aforesaid Grammars they are taught to express themselves in English according to their own Idioms which is teaching them to speak Nonsense. ([K], p. 8)

In this extract, the author compares English with French and Latin (*our English Verbs [...] and not built upon the Latin or French Tenses*) and his grammar with other grammar books (*as other Grammars are*), criticising the fact of teaching Idioms and not the English language (*according to their own Idioms which is teaching them to speak Nonsense*).

After this information given about the methods presented in the books and their effectiveness, all the books provide the different grammatical aspects or explanations. There is not a significant variation according to the explanations given by the authors



who write books that are addressed to native speakers and those written to be used by foreigners. They present either translation of idioms and/or dialogues from one language to another, or the essential points of English grammar explained with examples, as shown in the examples (4), (5), (6) and (7) above. A remarkable aspect is the presence of moral sentences included in [C]. These moral sentences are exemplified in (23), (24) and (25):

(23) A good child will not lie, nor steal, nor take God's name in vain. He will be good at home, and he will ask to read his book (p. 27)

(24) As that for that boy, who mind not his book, nor his school, nor church, but plays with such boys, as tell lies, swear, steal, and take God's name in vain; He will come to some ill end, [...] till he leaves of such things, and learns to be a good boy. (p. 28)

(25) Train up a child, in the way he should go; and when he is old, he will not depart from it (p. 54)

In these examples, we appreciate the moral messages that the author wants to transmit to the teacher in order to educate students. In these cases, grammar is mixed with other parts of education as a compendium of the perfect methodology to follow: *a good child will not lie, nor steal* [...]. *He will be good at home* [...] (example 23). Thus, if they do not follow these moral considerations, *he will come to some ill end* [...], although he can change *and learns to be a good boy* (example 24). In (25), the author ascertains that if a good education is given, it will accompany us during our lifetime (*he will not depart from it*).

4. CONCLUSION

This descriptive and analytical study has shown that there was a growing interest in teaching and learning English as L1 and L2 in the 18th century. It promotes the flourishing of grammar books written in English both for native, and for foreigners, dissimilar to those grammar-translations used for the Classical languages. The interest to spread the English language, which had been used by lower social classes, was stimulated by the emergence of a new social class, the middle one, who wanted to read in English, creating a national vindication towards the English language and its literature.

The grammar books were written to homogenise the language and teach it to local people and foreigners. English is compared with the classical languages, in a context in which English language is advertised as dissimilar to the classical ones, easier, and learned in a short period of time. Furthermore, it will help the learners to know English literature, spreading the popularity of English and emphasising its prestige.

The acquisition of active or productive skills (speaking and writing) is accentuated in the grammars studied (in some cases through dialogues), which use a clear tone and which are addressed to children, a new target audience in this period. In the teaching-learning process of L2, L1 is used as an important resource to learn the grammar of L2.



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