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**MONOGRAFÍA**

**Linguistic Foundations of English language teaching**

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**Linguistic Foundations of English language teaching**

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Línea de investigación: Teorías y paradigmas educativos

**Dedictory**

This monography is dedicated to my family and my children, who are the reason to carry on my goals, and all the people around me that gave me support in different ways.

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## Introduction

This monograph attempts to explain the linguistic foundations of English language teaching, pointing out how important is linguistic for English teachers in order to teach better, depending on student's necessity. Moreover, without linguistics teachers cannot be explain or describe how they are using a language within grammatical rules. Even though there are teachers who teach in an empirical way, it's important also for teachers learn and understand the linguistics theories and language approaches to have efficient teachers in the classrooms.

In chapter I, the most important questions about linguistics are mentioned for example the origin of linguistics, important proponents and their approaches to linguistics such as Ferdinand de Saussure, Noam Chomsky and George Lakoff, and the subfields of linguistics.

In chapter II, discusses language, its definitions by different proponents, as well as its characteristics. In addition, applied linguistics and the language teaching approaches are mentioned, as they are essential for language teaching.

In chapter III, the communitive approach is considered as a methodology. Although there many of them for the teaching English, CLT is more appropriate than others because communication involves the integration of different language skills. However, as teachers we have to be aware of what students require. In the last part, there is the didactic application focusing on the communicative approach.

## **Chapter I**

### **Linguistic foundations**

#### **1.1 What is linguistics?**

Linguistics studies language: how it relates and how it works. Many resources of different shapes, types and sizes are intertwined to perfect a language. Sounds come together and sometimes the whole structure changes and does important things. Words are placed in different order and, sometimes the beginning and end of the words are changed to readjust the interpretation. It could be said that the meaning itself can be conceptualized by the arrangement of words and by the speaker's knowledge of what the listener is supposed understand.

Word Linguistics was first used between the nineteenth century to emphasize and differentiate between an updated approach to the study of developed language and more traditional theory of philology. The differentiation in which were identified and are of great magnitude are questions of actions, emphasis and achievements.

The philologist has a very special dedication to the historical evolution of the various languages that are manifested in written narrations and in the environment of literature and related culture. The linguist, although he may be interested in transcribed texts and the

development of language over time, attends as a privilege to the languages spoken and the problems of examining them with the intention of functioning at a certain time.

De Saussure (1999) conceptualizes linguistics as the discipline that studies language and the representations of the articulation of the person's word. He says that linguistics in the same way has to do with the evolution of languages and with the social or cultural domains that shape language development.

Chomsky (2006) defines linguistics as a branch of cognitive psychology that studies, specifically, the mental structures responsible for the linguistic competency of speakers.

“Linguistics is the scientific study of language. It is called scientific study because Linguistics is based on some rational or systematic study. It is not only the study of a particular language but language as a whole” (Denham and Lobeck, 2009, p.11).

It can be affirmed that the study of language should be done jointly considering its morphology, phonology and structure.

Establishes “this field aims at exploring the general principles upon which all languages are constructed and operate as systems of communication in the societies in which they are used” (Campbell, 1999, p.4).

Societies have different languages with which their citizens communicate, therefore it should be noted that there are many languages in the world that to be learned within a classroom requires knowledge of its principles.

## **1.2 History of linguistics**

At the beginning of the 6th century BC. C., linguistics was inaugurated to be constantly studied by the Indian sage Panini, who is known as the "father of linguistics". Explicit linguistics also developed later in ancient Greece. From the 4th century BC. C., China also

established its own grammatical customs. The traditions of Arabic grammar and Hebrew grammar developed between the Middle Ages, also in a religious space.

Updated linguistics started to evolve in the eighteenth century with almost incomplete work focused on Indo-European studies and that led to a reconstructed and consolidated primary reconstruction of the Proto-Indo-European language. The first half of the twentieth century was centered by the structuralist school, which was supported by the research of Ferdinand de Saussure in Europe and Edward Sapir and Leonard Bloomfield in the United States. The 1960s saw the rise of many modern spaces in linguistics, such as Noam Chomsky's generative grammar, William Labov's sociolinguistics, Michael Halliday's functional systemic linguistics, and also current psycholinguistics.

At the beginning of twentieth century, of de Saussure (1999) differentiate between the notions of language and probation in its manifestation of structural linguistics. According to him, parole is the exact expression of speech, but language explains an abstract phenomenon that theoretically defines the principles and system of rules that guide a language. This distinction is similar to that made by Chomsky (2006) between competence and performance, where competence is the ideal knowledge of a language by the individual, also that performance is the specific way in which it is used.

Linguistics presents a wide range of disciplines with fields always in constant evolution. The branch of linguistics is divided into the statements of three dichotomies: synchronic versus diachronic, theoretical versus applied, and micro-linguistics against macro-linguistics.

### **1.2.1 Synchronic vs. diachronic.**

A synchronized explanation is also evidenced as descriptive linguistics of a language. It is one of the two primary temporal dimensions of the study of language

presented by Saussure in his "General Linguistics Course". The other is diachronic linguistics, which studies language through periods of time in history. The first observes one part of a language, and the other studies its evolution (like a movie frame in front of a movie).

For example, examining the order of words in an Old English sentence would only present a synchronous linguistics study. If one could identify how the way words are arranged in a sentence change from Old English to Middle English and now to current English, it would be a diachronic study.

It is necessary to analyze how historical events altered a language. If one looks when the Normans conquered England in 1066 and caused many new words to be introduced into English, a diachronic look could examine which new words were accepted, which were forgotten and fell out of use, and how long that phase lasted for the chosen words. A synchronic study might examine the language at various epochs before or after the established ones. It is then observed that diachronic study requires a longer period of time than synchronic study.

### **1.2.2 Theoretical vs. applied.**

The purpose of theoretical linguistics is the composition of a global paradigm of linguistic formation or a general support to specify all languages; The objective of formal linguistics is the recognition of the discoveries and strategies of the scientific study of language for practical activities, mainly for the elaboration of modified resources for the teaching of new languages.

### **1.2.3 Microlinguistics vs. macrolinguistics.**

The words microlinguistics and macro-linguistics are not yet defined and, in fact, are used only for convenience. The first explains a narrower vision and the second explains a much broader vision when reaching linguistics.

According to the microlinguistic vision, languages must be studied by themselves and without explanation to their social function, to the way in which people in their early years assimilate them, psychological processes indicate the usefulness and reception of discourse, to the literary the aesthetic or communicative function of language, etc.

By contrast, macrolinguistics encompasses all aspects of language. Several aspects within macrolinguistics have received an identification of the terms: verbal expression, language and society, language and the social and cultural context, dialect, mathematical and computational linguistics and stylistics. Macrolinguistics should not be examined with applied linguistics. The use of linguistic resources and definitions when learning languages can integrate other disciplines in a sense that micro-linguistics does not. But there is, in principle, a theoretical aspect in every fragment of macrolinguistics, no less than in microlinguistics.

### **1.3 Subfields of linguistics**

“The manner of language is manifested in two aspects. You could detail the formal method caused by a language, its grammatical processes or one can define the distribution of concepts with reference to formal expression” (Sapir, 1978, p.22).

The formal expression of language is maintained in language learning, but considering the grammatical processes of the target language.

### 1.3.1 Phonetics.

“Phonetics is concerned with how speech sounds are produced, how they are perceived and what their physical properties are” (Roach, 2009, p.27).

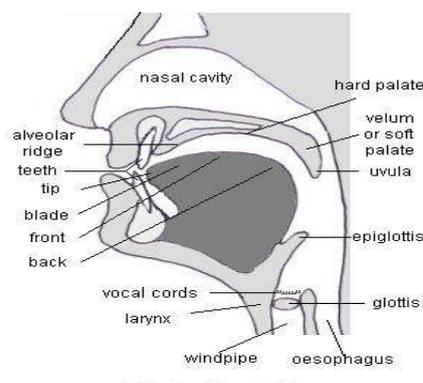
Working on phonetics is considered to be very important because in order to learn a language the sounds of each word will help in its correct pronunciation. If words are mispronounced, it will be very difficult to learn them.

Study the phonetics of speech. It integrates the interpretation of the formation of sounds using the mouth, nose, teeth and tongue, and also mentions how the ear perceives those sounds and can identify them. An investigation of phonetics integrates the practice of sound production (sometimes exotic) and the discernment of the perceived sound. The waveform of each sound can be investigated with the support of technological programmers. In sign language, phonetics explains the different shapes, movements and handling of specific places.

Roach (2009) mentions three different branches of phonetics:

#### 1.3.1.1 *Articular phonetics.*

This subfield of phonetics deals with the study of the production of speech sound, so it details how people cause speech sounds through the interaction of various physiological structures.



*Figure 1.* The speech production apparatus. Source: Recovered from <http://alejandronunez-a-3.blogspot.com/p/phonology.html>

### 1.3.1.2 Auditory phonetics.

Auditory phonetics focus on the perception of sounds or the way in which sound are heard. That is to say, it investigates the hearing process.



Figure 2. The auditory system. Source: Recovered from <https://en.wikipedia.org/wiki/Auditorysystem>

### 1.3.1.3 Acoustic phonetics.

Acoustic sound is a subfield of phonetics that deals with the acoustic details of speech sounds. It is the most “technical” of all areas concerned with the study of verbal communication. The sound that is emitted can be recorded, its characteristics can be studied, but still images provided that can represent the sounds that are articulated by special machines.

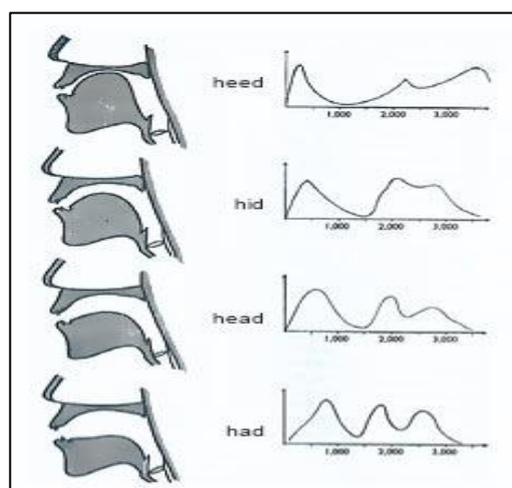


Figure 3. Acoustic phonetic formant. Source: Recovered from <http://www.linguisticsnetwork.com/the-basics-about-acoustic-phonetics/>

### 1.3.2 Phonology.

Phonology studies how phonetics is detailed in different languages. This subfield corresponds to sound, which is dedicated to the particularities of the human vocal system. It is an abstraction of the physical aspects that phonetics provides, since it seeks to reveal the psychological models and the underlying organization of the sounds organized by the natives of an established language (Roach, 2009, p.23).

The ways of pronouncing words will depend on the people living in a community, but it should be borne in mind that this pronunciation may vary according to the tones of their voice and the way they correspond to the words of their ancestors, all of which will affect the learning of other languages.

Still, phonology demonstrates what noise looks like and how it works within a given language and works on the same level as sound systems and abstract sound units.

	monophthongs				diphthongs			
	i:	ɪ	ʊ	u:	ɪə	eɪ		
VOWELS	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
	bed	teacher	bird	door	tourist	boy	show	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
	cat	up	far	on	hair	my	cow	
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
	fly	video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes

**Phonemic Chart**  
voiced  
unvoiced

Figure 4. IPA Symbols. Source: Recovered from <http://the-language-corner.com/noticias/pronunciacion-la-a-corta-y-la-a-larga-los-sonidos-ae-y-e%C9%AA/>

### 1.3.3 Morphology.

“Morphology explains that the mental system involves the composition of words or the branch of linguistics that deals with words, their internal structure and how they are formed” (Arnoff and Fudeman, 2010, p.13).

Morphology allows to know how a word can be formed from a root, which gives rise to new words that can be known in different languages.

Morphology studies words, how they are formed and the relationship they have with various statements in the same language. Examine word formation and word segments, such as stems, roots, prefixes, and suffixes.

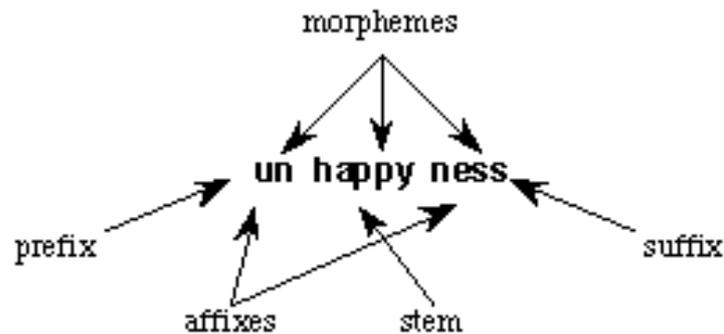


Figure 5. Parts of a word. Source: Recovered from <https://www.slideshare.net/JoylynConway/parts-of-a-word-processor-documents>

Aronoff and Fudeman (2010) distinguish two types of morphemes categorized as following:

### ***1.3.3.1 Free morphemes.***

They are essentially what most people call words. Free morphemes can occur independently.

E.g.

- Cheap            desire            weak

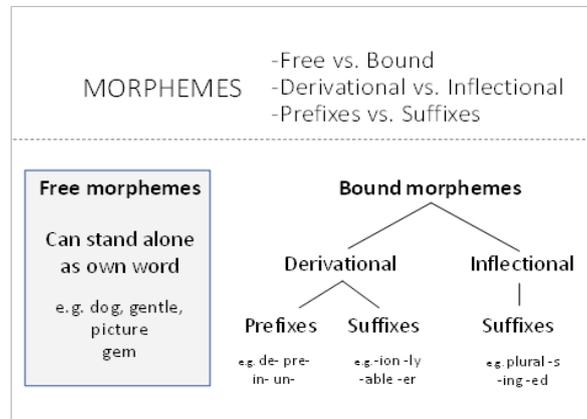
### ***1.3.3.2 Bound morphemes.***

They cannot be used independently, and they must get together with another morpheme

E.g.

- Cheaply desirable            weakness

In these examples above, "ly", "capable" and "ness" are linked morphemes because although they have a meaning, they should not remain individually. They must keep linked to another morpheme to make a word.



*Figure 6.* Free and bound morphemes. Source: Recovered from <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocuswordmorph.aspx>

### 1.3.4 Syntax.

Chomsky (cited in Harmer, 2001) establishes an important concept that connection is the study of the foundations and phases by which sentences are formed in particular languages. The syntactic study of a given language has as its objective the formation of a grammar that could be seen as a device to produce in some way the sentences of the language under study.

The syntax allows to study the words according to their form and how they will be included in a foreign language, and the semantic study of a language allows, as the author highlights, as an important piece for learning the English language.

Syntax is the analysis of how paragraphs, stipulations, and sentences are formed and constituted in established languages. A grammar is specified that is necessary to establish the rules that govern the organization of the sentences of the language. These rules include both the order of the words and the form of the words in their various variations.

The following picture shows how sentences are formed.

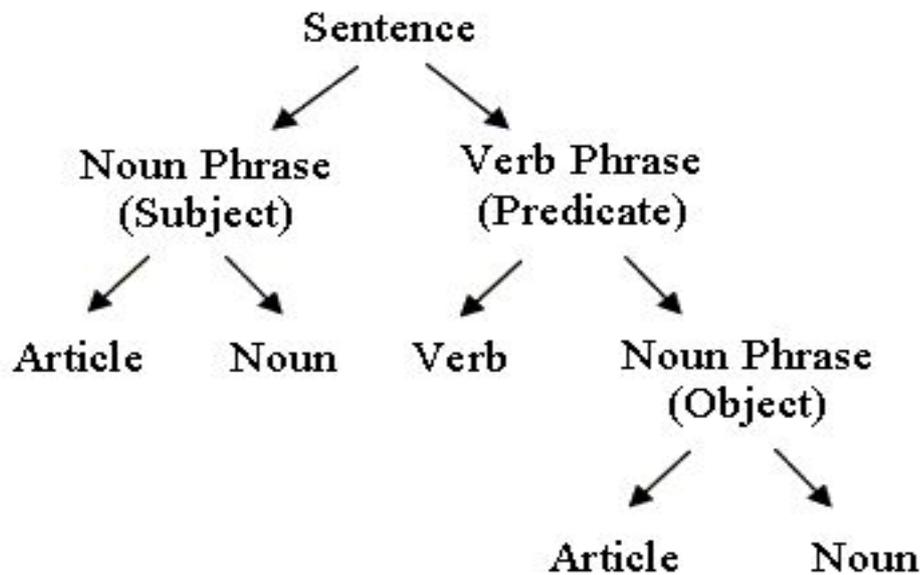


Figure 7. Syntax tree. Source: Recovered from <https://es.wikipedia.org/wiki/%C3%81rboldesintaxisabstracta>

### 1.3.5 Semantics.

Semantics studies meaning. It focuses on the relationship between morphemes, paragraphs and other fragments of language and how these words and phrases intervene on the planet. Semantics deals with the meaning of words and how the meaning of sentences is derived from them.

Semantics can be used to integrate words into the language being learnt so that students are clear about the structure of the sentences and can pronounce them correctly in their dialogues and understand what they are trying to communicate.

E.g.

- White wine
- White skin
- White noise
- White lie

As can be seen in the above example “white” can have several meanings.

### **1.3.6 Pragmatics.**

Pragmatics is the study of how language is used and of the effect of context language. It studies how individuals understand and cause a communicative moment or speech act at a specific moment of speech, which is usually a conversation.

Distinguish two attempts or meanings in each phrase or communicative act of linguistic communication. One is the way in which the sentences are reported or the meaning, and the other is the communicative intention or the meaning of the speaker (Austin, 1995, p.27).

The effect of the new language to be presented in the context where it is going to be taught should be beneficial and a fluid dialogue in which both speakers can understand the purpose of that conversation since that is the final intention of language teaching.

In addition to that, Rose &Kasper (1989) explained:

The ability to understand and develop a communicative act is recognized as a pragmatic competence, which often integrates the knowledge of one of the social distance, the social status among the causative speakers, cultural knowledge such as courtesy and explicit and implicit linguistic knowledge (p.39).

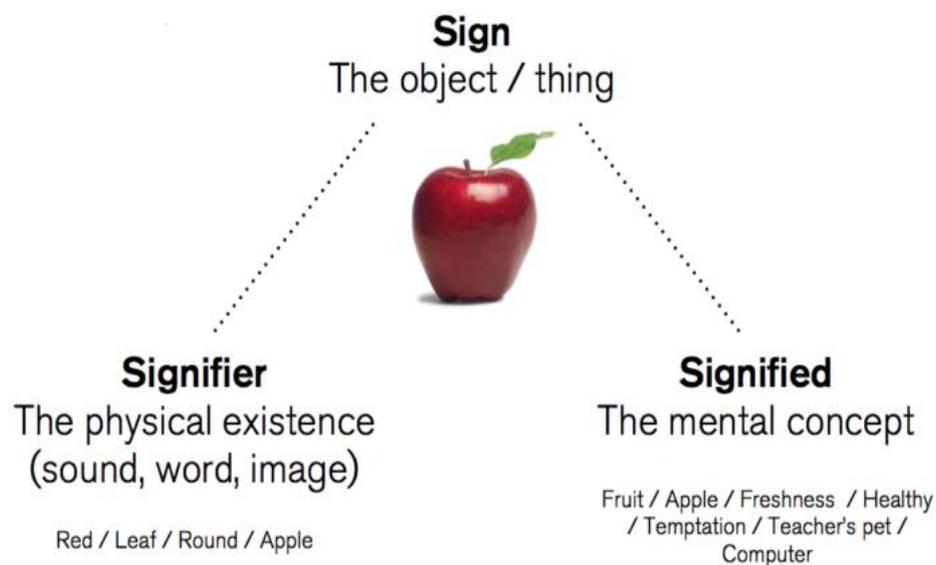
The communicative competence must be developed in a timely manner so that the individuals who live in a certain place can communicate in order to clearly transmit their cultures and knowledge and establish a good social relationship.

## **1.4 Linguistic approaches**

### **1.4.1 Structural linguistics.**

Structural linguistics is a discipline of linguistics that arises from the work of the Swiss linguist Ferdinand de Saussure and brings together a part of the general approach to structuralism. Structural linguistics requires compiling a corpus of expressions and trying

to coordinate all the parts of the corpus in its various linguistic levels: phonemes, morphemes, lexical categories, nominal paragraphs, verb phrases and sentence forms. The concept of structural linguistics is a sign, which in turn has a double element: a "meaning" is an idea or notion, while the "signifier" is a resource to emit the meaning. The "sign" is, therefore, the mixed association of signifier and signified. Signs must be conceptualized from when they are compared with other signs, which includes the support of what later becomes the paradigmatic dimension of semiotic organization (that is, sets of terms / entities that are opposites). This idea is dramatically compared to the premise that signs should be studied separately from a language and emphasizes De Saussure's point that linguistics should treat language in a synchronized way.



*Figure 8.* Difference between signifier and signified. Source: Recovered from <https://www.slideshare.net/AbulhasanAbedi/reading-media-through-sign-signifier-and-signified>

On the other hand, Saussure (1999) named the relation between the words corresponding to the operation of our brain. He mentioned two dichotomies in this approach.

### 1.4.1.1 Paradigmatic relation.

The paradigmatic relationship is closely related to the components of the same category, elements that can replace each other in a sentence without causing changes in the meaning of the statements.

### 1.4.1.2 Syntagmatic relation.

Syntagmatic relationships, on the other hand, explain how the parties, once chosen from their opposing paradigmatic sets, "link" into structural sets. In other words, syntagmatic relationships are close linear relationships between units in a segmental sequence. The mixture of two words or groups of words, one of which is changed by the other forms of unity of syntagmatic and paradigmatic relationships, gives the structural linguist a weapon for the categorization of phonology, morphology and syntax.

Saussure (1999) established the linguistics of structures, with an imaginary goal of language, in part because it was formal that in his time it was unavailable to fully understand how people's brains and minds invented and linked language.

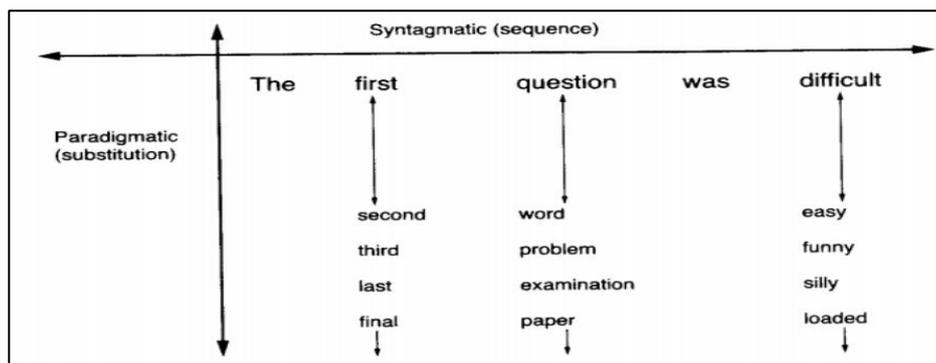


Figure 9. Syntagmatic and paradigmatic relations. Source: Recovered from <https://philldoost.wordpress.com/2012/01/28/190/>

## 1.5 Generative grammar

Generating grammar is a linguistic discipline that understands grammar as systematized norms that form precisely those mixtures of words that include grammatical sentences in

an established language. Noam Chomsky first used the word that relates to the theoretical linguistics of grammar that he established in the late 1950s. Linguists who follow the generative approach have been called generativists. The generative doctrine has been located mainly in the study of syntax and has embraced various aspects of the structure of a language, morphology and integrated phonology.

Generative grammar is the grammar (or a group of norms) that does not indicate the organization and interpretation of the sentences that the native people of a language enter as owners of the language. Embracing the generative term of mathematics, the linguist Noam Chomsky. This theory is also known as transformational grammar, a term that is used until today.

According to Trask (2007):

Generative grammar is the type of grammar whose rules generate all and only the correct combinations of elements in a language. It also refers to a conceptual model whose central tenet is that language is a property for which human beings are biologically prewired (p.124).

According to what the author refers, human beings have the benefit of articulated language so that they can communicate in whose expressions some variations may arise but without losing the context of what is intended to be expressed in the new language that is intended to be learned.

In "Linguists for Non-Linguists", Parker & Riley (2010) argue that generative grammar is a type of "thoughtless knowledge" that facilitates a human being, without showing importance that mentions and can conform various sentences that are appropriate.

Since generative grammar is a "competition theory," a way of checking with what is called a grammatical judgment task. This integrates manifesting a series of sentences to a

native speaker and making them choose whether the sentences are grammatical (acceptable) or non-grammatical (unacceptable). For example:

- The human being is happy
- The happy individual is him.

A native person would consider statement number one as admissible and number two as unacceptable. From this, several predictions can be made about the rules that order the sides of a speech in English.

### **1.6 Cognitive linguistic (CL)**

Cognitive linguistics is an updated field of linguistics. It was founded by George Lakoff and Ronald Langacker. Lakoff affirmed the word "cognitive linguistics" in 1987 in his "Women, Fire and Dangerous Things" sections, one of his best-known writings. Lakoff already had other published works on the role of various cognitive changes included in language management. Some of these earlier publications include "The Role of Deduction in Grammar" and "Linguistics and Formal Logic".

In 1975, he presented the article "Cognitive Grammar: Some Preliminary Contemplations", in which he also coined the word "cognitive grammar". When the field of cognitive linguistics emerged, many new linguists criticized it. However, by the end of the 1980s, the countryside already had a notable attraction for many people and began to grow. Cognitive Linguistics magazine manifested itself in 1990 as the first magazine specialized in research in that field.

Cognitive linguistics is an interdisciplinary doctrine of linguistics, combining cognition and research in psychology and linguistics. Explain how language is related to cognition, how language shapes our thoughts and the evolution of language in equal measure with the modification in mental processes during the advances that manifest.

The word "cognitive" is conceptualized as "of, in relation to, being or that includes a strengthened action (such as thinking, reasoning or remembering)". Also it defines linguistics as "the study of human speech that is immersed in the units, nature, structure and modification of language." The union of these two conceptions to shape a cognitive linguistics would provide the notion of the concepts and ideas discussed in the field of CL. Within CL, the analysis of the conceptual and experiential basis of linguistic categories is of vital importance. Formal language structures are examined not individually, but as reflections of a general conceptual organization, categorization principles, processing mechanisms, and experimental and environmental influences.

## **Chapter II**

### **English language teaching (ELT)**

#### **2.1 Basic principles**

This chapter will look at some important phases of language which have recommended the complexity of the main human activity. In addition, it will not only deal definitions of language, but also with its characteristics and approaches to choosing, applying and improving the English learning. Currently, there are people who teach English successfully without the need to participate in professional training or well-established integrated language studies.

In addition, there are those who said preparation and experience in other types of teaching is successfully transmitted to language teaching. There are linguistic students given studies have provided such knowledge of English that they are prosperous teachers. However, ideally, the professional English teacher should not only have the quality of teaching as a professional but also have the necessary study to do so in the appropriate disciplines and fields of study for the language teaching process. Preparation in this way can be expressed in words of what the teacher should know and what to do.

In another section, as linguistics is known, it is the analysis of language itself, it is determined in ideas of sociology to constitute the place and role of language in sociology

of the way in which the individual behaves and of psychology to investigate among other things, how The new language. The results are two new doctrines, sociolinguistics and psycholinguistics, which, alongside the linguistics properly mentioned, complement the central area of applied linguistics.

## **2.2 What is language**

Language is a system of spoken, manual or written signs through which people, as a whole of a society and members of its tradition, communicate. The language charges integrate communication, the expression of identity, playfulness, imaginative expression and the release of emotions.

### **2.2.1 Definitions of language.**

Many concepts of language are known. Sweet (2010), a student of phonetics and English speech, stated: “Language is the phrase of concepts that through the sound of speech become sentences. The words are mixed in sentences, this conjugation responds to the ideas that are produced and shown in the thoughts” (p.35).

The American linguists Trager and Bloch (1942) presented the following concept: A language is a set of arbitrary vowel symbols by means of which they associate to cooperate in a particular group with which they are related. His concept of language brings together an arbitrary system, vowel sounds, human beings, communication and collectivity.

In accordance with what the authors propose, it is comment that language is a set of symbols which, grouped together, make it possible to give meaning of what is to be express through language in a given environment in which two or more participants can interrelate.

Saussure (1999) declared: Language is a determined method of signs formed by the signifier and the meanings. Explaining in various words, language is the first system that is not supported by any logic or reason; second, the system addresses objects as the clarifications used for objects; and thirdly, objects and expressions are arbitrarily linked; and, finally, the expressions integrate sounds and graphemes used by people to generate speech and writing, in this regard, for communicative purposes.

Language being what differentiates human beings from other living beings, as they can articulate words, either spoken or written, combining graphemes and sounds to express their ideas.

According to Sapir (1982), “language is a purely human resource and does not act on instinct to emit its ideas, emotions and desires through a system of voluntarily produced sounds” (p.31). Sapir's definition points out that language mentions only human beings and forms a system of sounds produced by them for communication.

To communicate, people do not do so by instinct but by means of the spoken or written word, which, as the author argues, is a resource of the individual alone.

Bloomfield (1984) indicates that “in total, all the propositions that can be emitted in a particular place of discourse are the language of that place” (p.17). Bloomfield's definition of language focuses on the statements caused by individuals in a community and, therefore, ignores writing. It also highlights the form, not the meaning, as the basis of language.

It follows that in order to teach a new language, one must know the way of expression of its inhabitants and that these words are modified because they are not presented in the same way everywhere.

According to Chomsky (1957) “language is a set of sentences (finite or infinite), each finite and compound length starting from an accounting group of elements” (p.11).

This conception of language takes into account that sentences are the basis of a language.

This conception of language takes into account that sentences are the support of a language. The statements can be reduced or unlimited in number, and are combined by accounting components.

The components of the language must be structured in different ways so that they can be included in the new language that is intended to be taught; teaching must know the real conception of the language of the place.

Derbyshire (1967) indicates that “language is one of the main ways of communicating between individuals and understanding what one wants or wants to say” (p.19). It basically consists of vocal sounds. It is articulatory, systematic, symbolic and arbitrary.

The author considers that human beings have a way of communicating with their peers to express their ideas to ask or say something, so that society is kept in the best possible communication.

According to Lyons (1970), “languages are the most important methods of communication used by particular classes of people within their environment where they belong” (p.32).

To reinforce what the author points out, I can affirm that in the updated and globalized society in which we live now, it is important to know and express ourselves verbally in different languages to enter different work centers.

For Wardaugh (1972), “a language is a system of arbitrary vocal sounds used to communicate people” (p.9). These concepts predispose primarily in arbitrariness, vocal sounds, individuals and communication.

The author implies that the phoneme must be treated in a responsibly in the learning of new language because this is the basis for the proper pronunciation words.

Any description of language makes a constant of propositions and proposes a series of questions. The number one would be like an example the one that gives an exaggerated weight to "thought", and the second uses "arbitrary" in a very special and truthful way. In all cases, the main idea of language is to allow communication, that is, the dissemination of information from one individual to another. In addition, sociolinguistic and psycholinguistic studies have shown interest in a variety of other functions of language. Among them is the use of language to enunciate a national or local identity (information that is particularly controversial in multi-ethnic circumstances that encompasses the world, such as in Belgium, India and Quebec). Likewise, games are fundamental as a function of language, which is found in phenomena such as sentence games, puzzles and crosswords, and the location of the spaces seen in imaginative or symbolic contexts, such as poetry, theater and religious expression.

### **2.3 Characteristics of language**

Language in these modern times is a very important part of our environment with people. The civilization of the people has only been probable through the use of language. It is only through language that people have stood out since the stone age and developed science, art, and technology in a big way. Language is a communication resource, it is arbitration, it is a system of systems. It is known that the speech precedes the writing that comes from it.

The language by nature people, so it is considered that it differs from the way animals communicate. It may have many peculiarities, but the most salient ones are the following: language is arbitrary, productive, creative, systematic, vocal, social, non-instinctive and conventional. These properties of language are what differentiate human

language from animal communication. Some of these characteristics may be part of animal communication; However, they do not belong to it in their entirety.

### **2.3.1 Language is arbitrary.**

Language is arbitrary, so a proper relationship is directed that links the utterances of a language and their meanings or the options they send. There is no circumstance that an adult woman can be called a woman in English, aurat in Urdu, Zen in Persian, and feminine in French. Choosing a chosen word to mean a particular thing or idea is clearly arbitrary, but once a word is chosen for a particular reference, it remains as such. It should be noted that if a language were not forced on our planet, there would only be one language.

### **2.3.2 Language is social.**

Speech is a group of conventional communicative symbols used by people to advertise in a certain context. Language in this sense is the possession of a social group, which integrates a necessary set of norms that facilitate its members to interrelate and interact with each other, cooperate with each other; It is a social institution. Language exists in society; It is a circumstance to nurture and develop culture and establish personal relationships.

### **2.3.3 Language is symbolic.**

The language integrates various sound representations and their graphological similarities that are used to indicate some elements, events or meanings. These symbols are chosen subjectively and are conventionally supported. Words in a language are not simple

signs or figures, but symbols of meaning. The understandability of a language will depend on the proper meaning of these symbols.

#### **2.3.4 Language is systematic.**

The language is figurative; its representations are in its own system. The languages are included in a System of changes. All languages have phonological and grammatical systems and include a system that has multiple subsystems. For example, within the grammatical system there are morphological and syntactic systems, and it is immersed in these two subsystems we have systems such as plural, humor, aspect, time, etc.

#### **2.3.5 Language is vocal.**

Language is effectively constructed from vocalized words emitted only by a physiological articulation mechanism in humans. At first, it manifested itself only as vowel sounds. Writing was later shown as a clever purpose for presenting vocal sounds. Writing is just the rendered image of the sounds of language. So, linguists say that talk is important.

#### **2.3.6 Language is non-instinctive, conventional.**

There is no perfect language in any of your languages during the process of rebuilding human beings. Language is the achievement of transformations and modifications. Each group of people confirms this change to the next. Like all groupings of individuals, languages change and die, grow and spread. Each language is a convention in a context. It is not instinctive because it is assimilated by human beings. Nobody has an inherited language; Attach it because it has an innate ability.

Language is a situation considered unique on the planet. It has a great creation and production form. Moreover, one of its main global linguistic characteristics, each language has its own peculiarities and forms that distinguish them. And this is how language has its own potential to be unique, complex and changeable due to the dynamism of the time and culture.

#### **2.4 Language teaching**

At the time when linguists and language specialists explored the excellence of the way of teaching the new language in the late 19th century, they often did so by stating prevalent principles and theories about how language learning is acquired, how it manifests and the knowledge of the language is grouped in memory, or how the language itself is organized (Johnson, 1999, p. 11).

Following what the author affirms, the one who teaches the English language must know how it is organized, for this he must know about the principles and theories that support said learning and thus can properly instruct his students.

Becoming bilingual is a way of life, individual complements and relates to the changes, while struggling to go which is far from the limits of their first language and towards a new language, a new culture, a new way of thinking, feeling y Act. Second language learning is not a set of simple steps. The teaching process is the facilitation of learning, in which a foreign language can be successfully "taught" by giving students a meaning of learning.

- Who? Who performs the process of issuing what he learned and how will he teach?
- What? Not a single question, however simple, is the one that proves the nature of the content itself. What is communication? What is language?

- How: How is learning carried out? How can the person guarantee success in language learning?
- When: When is second language learning carried out?
- Where do students intend to receive the second language immersed in the cultural and linguistic circle of the second language, that is, in a "second language" event in the technical aspects of the term?
- Why, the amplitude of all questions ends: Why do students intend to assimilate the second language?

These questions have been prepared in very simple words, to guide an idea of the variety of questions integrated in the search for an understanding of the principles of learning and teaching of various languages.

Kuhn (1970) pointed to "normal science" as a puzzle resolution change in which part of the scientist task, in this case the teacher, discovers the pieces and then puts them together. However, several of the pieces of the language learning puzzle have not yet to be revealed, and the moderate definition of the questions guides him in finding in those pieces.

Learning a new language should be considered as a set of words that must be structured correctly to be presented to students, starting with the simplest and reaching the most complex, trying to put together various pieces that the author considers essential for learning. of the alumnus.

## **2.5 Learning and teaching**

When encountering new words in contemporary reference texts, he asserts that learning is "acquiring or acquiring knowledge of a subject or skill through study, experience, or instruction." A more versatile concept could be identified as detailed: Kimble & Garmezy

(1963) mentioned that learning is a constant dynamic way in the behavioral tendency and is the effect of strengthened praxis.

Instruction can be conceptualized as showing or supporting someone to learn to do something, give pauses, guide in the study of something, contribute knowledge, make understood or understood.

Differentiating the elements of the learning concepts, they can be separate as was done with the domains language, research and query:

- Learning is acquiring or obtaining.
- Learning is the retention of new data and skills.
- Retention includes storage systems, memory, cognitive organization.
- Learning involves an active and conscious doctrine and acting in circumstances outside or inside the organism.
- The acquisition of learning is totally permanent but sustained to oblivion.
- Learning integrates various ways of practice, perhaps a reinforced practice.
- Learning is a process of modifying the way of acting.

Instruction should not be conceptualized separately from learning. Gage (1963) indicated that to accommodate attempts at educational practices, theories of learning must be inverted" to produce foundations of learning. To teach is to guide and facilitate learning, enabling the student to learn, establishing appropriate moments for teaching. B.F. Skinner, determines learning as an operant conditioning process through a carefully designed reinforcement program, will instruct accordingly. If learning another language is seen as basically a deductive rather than an inductive process, one is probably opting for the rules, the existing and abundant paradigms for the students rather than letting them "discover" those rules inductively.

Bruner (1966) noted that a theory of instruction should specify the following features:

Individuals generate good experiences when they are willing to acquire new learning. The way in which new knowledge is acquired must be structured so that the student can assimilate it in the best way. The most appropriate processes to present the resources to learn. The nature and pace of rewards and punishments in the learning and teaching process (pp.40-41).

Considering the above quotations, it follows that the teacher who teaches the new language should promote activities that arouse the interest of the students so that the learning they assimilate is favorable and significant for the acquisition of the new language.

## **2.6 Applied linguistics**

The word "applied linguistics" refers to a large branch of actions that involve the search for solutions to a problem that is related to the language to be learned. It appears that linguistic application, in North America at least, was first officially identified as a separate area at the University of Michigan in 1946. In those early days, the term was used in both the United States and Great Britain to refer to relate to the adaptation of the so-called "scientific approach" to the teaching of foreign languages, integrating English for non-native speakers.

The effort that began to change the excellence of foreign language instruction that differs from the professors Charles Fries (University of Michigan) and Robert Lado (University of Michigan, later Georgetown University) supports the conceptualization of the field, as well as the publication in 1948 of a new magazine, *Language Learning: a quarterly magazine of applied linguistics*.

In the late 1950s and early 1960s, word management gradually expanded to integrate what was later called "automatic interpretation." In 1964, after two years of preparatory work funded by the Council of Europe, the International Association of Applied Linguistics (International Association of Applied Linguistics referred to especially by the French acronym AILA) was founded and its first congress was commemorated. international in Nancy. France. The works for the congress were requested in a double differentiated line: teaching foreign languages and automatic interpretation.

Applied linguistics refers to the understanding of everything related to language in human events, it also supports all those people who work in different areas in which language is used as a form of communication. Applied language can be said to be a science that studies language and different languages, in addition, it contributes to the understanding of all communication systems, their learning, the internal structure, grammar, social and psychological aspects of the use of a language; When problems arise, the applied language seeks to achieve the solution.

### **2.6.1 Sociolinguistics.**

Sociolinguistics is the descriptive examination of the consequences of each and every one of the aspects in the context incorporating cultural norms, expectations and context, on how language is used and the effects of language management in society. Sociolinguistics indicates the sociology of language in which the light of the sociology of language is the result of language in society, while sociolinguistics is established in the effect of society on language.

Sociolinguistics largely overlaps with pragmatics. Historically it is closely intertwined with linguistic anthropology, and the selection between the even fields has even been questioned today. It also studies how linguistic diversity differs between groups

broken down by some social variables (for example, ethnicity, religion, state, gender, level of education, age, etc.) and how the creation and compliance of these rules to classify is achieved. people in social or social situations. socioeconomic classes as the use of a language varies from place to place, the use of language also varies between social classes, and it is these socialists who study sociolinguistics.

In his book “Sociolinguistics” Spolsky (1998) says that sociolinguistics is basically concerned with the exploration on the relationship between language and society. In short, all the factors that influence the way people speak.

The following factors are also considered in Spolsky’s book.

#### ***2.6.1.1 Social class.***

The individual positions himself in society as measured by the level of education, the precedents of the parents, the profession and its result obtained in the syntax and lexis used by the person who speaks.

#### ***2.6.1.2 Geographical origins.***

Some ways to differentiate the pronunciation between those who communicate and who go to the geographical region where the inhabitants come from.

#### ***2.6.1.3 Ethnicity.***

The way a new language is used differs between its native speakers and other ethnic groups.

#### ***2.6.1.4 Nationality.***

It is clearly seen in the English language: British English is distinguished from American English or Canadian English.

### **2.6.1.5 Age.**

The ages influence the speaker in the management of vocabulary and grammatical complexity

### **2.6.2 Psycholinguistics.**

Steinberg, Nagata & Aline (2001) points out that:

Psycholinguistics shows concern about the nexus that exists between the mind and language of an individual, since it is dedicated to the study of the changes that occur in the mental schemes that happen and how the Speech written and spoken. In addition, they pay close attention to the way to keep lexical elements and syntactic norms in the mind, as well as the memory changes gathered in the perception and interpretation of the text. Also, the processes of speaking and listening are analyzed, along with obtaining the language and language alterations (p.44).

Following what the author says, as learners of a new language, the ideas that you want to translate into a writing or a verbal exposition must be correctly ordered, to avoid alterations in their grammatical structure.

It can be said that psycholinguistics is a discipline that is located between linguistics and psychology. Sure, there are others denominations: Linguistic psychology, Psychology of language, psychological linguistics, all related to language and psyche data.

Psycholinguistics studies the questions of language that interest both the linguist and the psychologist; the aspects they share, such as language acquisition, Bilingualism, children's language, language pathologies, among others.

Psycholinguistics involves:

### ***2.6.2.1 Language processing.***

The following reading, writing, speaking, listening and remembering skills. For example, how words on paper are transformed into something significant in the thinking of the individual.

### ***2.6.2.2 Lexical storage and retrieval.***

The way in which terms are grouped and used in mental schemes. How can words about objects such as "ball" and actions such as "kick" and "love" be identified and leveraged the right time?

### ***2.6.2.3 Language acquisition.***

The way children acquire and use language from the beginning. For example, learn grammar rules and how to communicate with other individuals.

### ***2.6.2.4 Special circumstances.***

The way language develops includes various internal and external factors that in turn can affect language skills, mastery of hearing and visual impairments on import, and how brain damage can damage the appearance of language.

### ***2.6.2.5 The brain and language.***

The livelihoods of the evolution in the development of language management of people and parts of the brain are related to various areas of language, taking into account whether nonhuman animals also have the ability to use language

#### **2.6.2.6 *Second language acquisition and use.***

Observing the handling of two languages and the way in which individuals can acquire a new language and could find the difference between them.

### **2.7 Language acquisition**

Language is a very important factor that differentiates people from other beings and makes them unique. Other species try to communicate through instinct or an innate ability to produce a certain number of significant vocalizations (for example, bonobos), or also, with partially acquired systems (for example, bird songs), to date no others are known. species. Can deliver unlimited ideas (sentences) with a given set of symbols (speech sounds and words).

This skill is unique to people. What stands out in the researchers' work is the precision of evidence of mastery of this complex ability in younger and younger children.

It is reported that babies up to 12 months have sensitivity to the grammar necessary to understand the causal sentences.

After more than 60 years of research on the development of children's language, the process that makes it easier for students to fraction the syllables and words of the sound chains they hear, and obtain the grammar to understand and produce language remains unknown.

#### **2.7.1 Early theories.**

Skinner provided one of the first scientific explanations of language acquisition. As one of the pioneers of behaviorism, he represented the development of language through environmental influence.

Skinner (1957) founded that children acquire the learning of a language based on causes based on behavior reinforcement gathering words with meanings. Appropriate expressions are positively emphasized when the child identifies the communicative value of words and phrases.

The author explains that the teaching of a language will be depending on the value that they consider in their productions, whether they are oral or written, for this the teacher must be an active guide during the teaching process.

Chomsky (1957) argued that students should receive the materials and resources necessary to acquire the new language and to encode an infinite number of sentences if the mechanism for acquiring the new language would only be according to the way in which the language is presented in its environment.

It is agreed with what the author says because the materials are essential for children to learn, if it is a new language, it should be considered as an important factor for them to organize the words, sentences and phrases in the language. new language.

Goodluck (1991) considers Language acquisition as “it is the transformation by which individuals assume the ability to perceive, produce and use statements to understand and also to manifest themselves” (p.9).

The author points out that language in a new language will allow students to develop the ability to listen, speak, read and understand the content of texts in English.

The manner in which a child acquires language is a matter long debated by linguistics and child psycholinguistics as well, Investigations have divided linguistics into contradictory hypotheses. Behaviorism on one side and innatism on the other.

### 2.7.1.1 Behaviorism.

According to Whitebread (2012), he mentions that “the detail that stands out with the behavioral approach characterizes learning as primordial and passive phases, which is due to the formation of simple associations between events and external rewards or reinforcements depends on it” (p.115).

Learning new languages will depend on the external reinforcements they receive at home from their parents or some people who can support them, since it is something new for them.

Pinkten (1986) argues that the approach highlights three factors: stimulus, response and reinforcement. Based on these factors, behavioral theory believes that students learn the oral language of what they see and their relationship with the people they interact with, which is a process that includes imitation, rewards and practice. When a child tries to learn the oral pronunciation of words or imitates sounds or speech patterns, he is generally praised for his achievements.

The theory is based on the premise that effective language behavior consists of producing responses to the correct stimuli. As the stimulus – response – reinforcement chain can be seen in the following illustration.

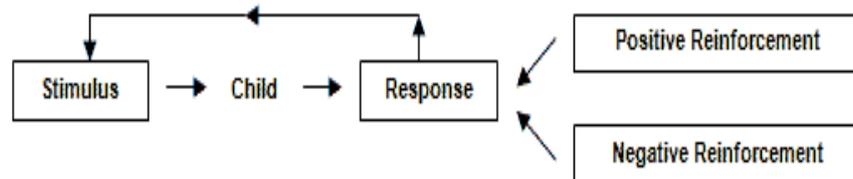


Figure 10. Skinner’s stimulus – response – reinforcement chain. Source: Recovered from <https://www.slideshare.net/getyourcheaton/radical-behaviorism-bf-skinner>

### 2.7.1.2 Innatism.

Pinkten (1986) points out that the approach of innatism established by Noam Chomsky mentions that the acquisition of new knowledge is something innate for individuals.

It is said that young children are inserted into the world biological propensity, an innate device, to learn the language, that device was called "language acquisition device" or LAD that encodes the primordial beginnings of a language and its grammatical organizations in the infant's brain. Children should be instructed in a new vocabulary and use LAD syntactic structures to set up sentences.

Chomsky (1957) mentions that a student will not be able to acquire the new language by imitation because the language he handles in his very irregular environment: adult speech often breaks down and sometimes is not grammatical. The function of LAD can be seen through the following illustration.

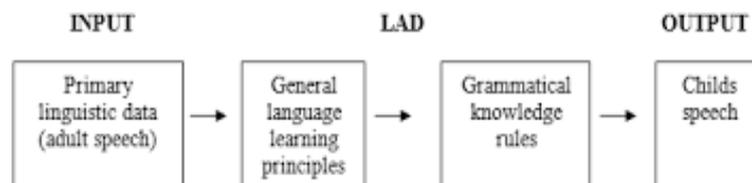


Figure 11. Chomsky's LAD chain. Source: Recovered from [https://www.academia.edu/6007691/New\\_Horizons\\_in\\_the\\_Study\\_of\\_Language\\_and\\_Mind](https://www.academia.edu/6007691/New_Horizons_in_the_Study_of_Language_and_Mind)

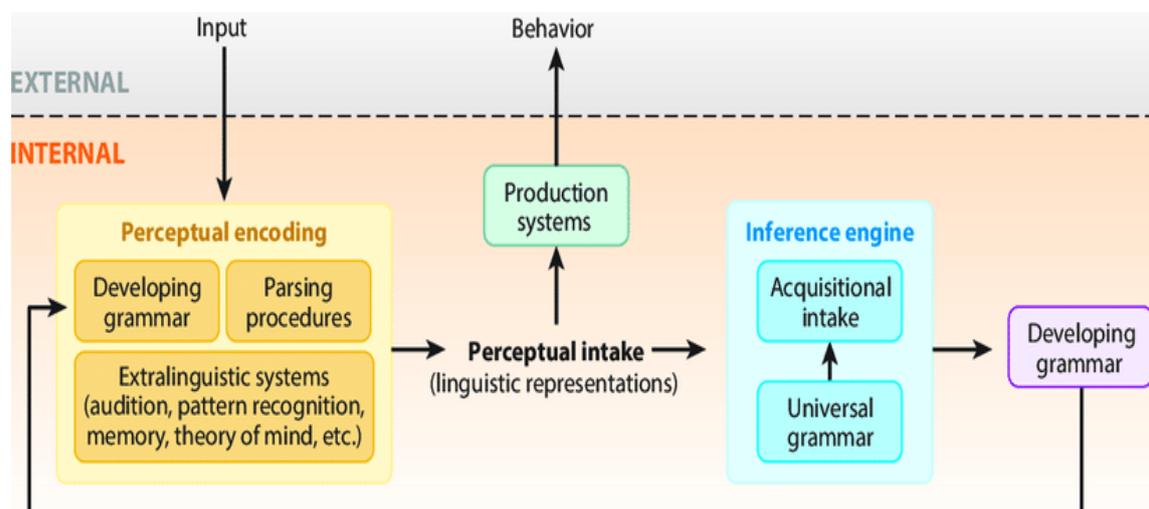


Figure 12. The child's learning mechanism. Source: Recovered from [https://www.researchgate.net/figure/inside-the-language-acquisition-device-The-dashed-line-represents-the-division-between\\_fig1\\_271204585](https://www.researchgate.net/figure/inside-the-language-acquisition-device-The-dashed-line-represents-the-division-between_fig1_271204585)

### 2.7.2 Comparing L1 and L2 Acquisition.

The beginning of the knowledge that a teacher must possess is about the equalities and differences between the achievement of L1 and L2, since the transferability of L1 is an

important factor for the success or failure of learning L2. First, in terms of motivation, L1 is for survival, while L2 is not as presented.

With the aforementioned, we deduce that the teacher who teaches the new language must possess all the characteristics and strategies so that the learners will not fail in the learning process.

The learner will learn the second language as easily as he learned his mother tongue. The way he acquired the learning, but the way he will learn the new language will be very different from the language he will learn. Also, each new language after its first non-native language includes a different reference point within its linguistic repertoire, which will benefit and reinforce the instruction of future languages.

## **2.8 Discourse analysis in language teaching**

The study of a communicative event is one of the most interesting ways by which language is determined in a truthful and complemented way. In a determined and complete way, the analysis of the terms refers to the way in which the verbalized and handwritten language of various communicative eventualities is used to have an effective decoding of the fragment of language used.

The discussion of an event uses various language resource processes to achieve the goals that are required. Jointly employ the linguistic processes of language when examining a paragraph of established language. Consequently, a medium that is useful in the study of language in an objective way that leaves no doubt about what that language intends is claimed to be important.

According to Van Dijk (1997) “the seminar on the pronunciation of words in various situations of their complicated contexts because human beings use language to

communicate their emotions, ideas or beliefs to others; that is, interrelate with other” (p.13).

The interaction between individuals in different places must be correctly articulated in their mother tongue and in the new language that they learn.

Yule (2006) defines discourse analysis as “language has a little more influence on prayer and, therefore, analyzing a conversation in a general way all this refers to the study of language in texts and dialogues” (p.142).

The author says that the texts presented in the new language must be analyzed correctly before giving them to the students, thus avoiding them being confused before learning the words of the new language correctly.

## **2.9 Applied linguistics and teaching-learning of English language**

Applied linguistics is mainly found in the teaching of the English language and the way of relating between the teaching of English and applied linguistics is not only indispensable but determined. The English language is taught as an alternative language or foreign language throughout the world for children and adults in the school stage.

The English language has a very important place in the educational system of foreign countries and, without in a very particular way to acquire learning and instruct English, it is required that the teacher of the English area have mastery of the skills in this aspect, from this point of view, knowing the applied linguistics is essential for the teacher to teach the English language in total and the English teacher in particular. For the most important role of applied linguistics in language is that which has been prioritized to solve or at least overcome the social problems linked to language. In other words, "in the modern educational environment, the English teacher is supposed to have knowledge of linguistics or applied linguistics to express his / her effectiveness as an active English teacher.

Throughout our history of English language instruction, it has consistently presented an honorable picture of applied linguistics, as used for the study of secondary English and foreign language curricula, English language materials and language courses. The English language affects the applied linguistics. The collaboration in the instruction of the target language and applied linguistics gives students a new opportunity to easily enter the following disciplines that are used in the aspect of applied linguistics.

## **2.10 Approach**

Johnson and Johnson (1999) consider “approach is the level at which it is described. The way in which individuals learn the new knowledge of the language and make statements about the conditions that will promote the successful learning of the language” (p.12).

It is understood that student learning must be manifested in different activities so that they can be verified as an adequate acquisition of the new language.

Richards and Rogers (2010) are related to several approaches to the nature of language and language learning that are used as a necessary instrument of praxis and a basis in the teaching of a language.

## **2.11 Language teaching approaches**

Teachers must identify in their students all their needs and deficiencies to use the appropriate methods and resources to teach the new language according to the approaches they intend to teach.

### **2.11.1 Grammar-translation approach.**

The most common way of teaching a language started as a method of teaching Latin and Greek and became generalized in the way of teaching any other language. The

discipline for understanding grammar uses the students' native language to instruct the target language.

The approach has as a conception strong structures and the emphasis should be given in the proper form of grammar, regardless of substance or location. The grammatical translation approach is favorable when our main objective for students to read / write the target language, also as prefer their literatura) The teaching of the new language to students must be partially taught.

- There is a deficit in the use of the new language.
- The central point is located in the grammatical analysis, that is, the form and inflection of the words.
- There is an early reading of classic texts that present difficulties in their interpretation.
- A well-known job is the translation of sentences from the target language into the mother tongue.
- The effect of this doctrine pretende to be an inability on the part of the student to use it.
- Language for communication.
- It is not necessary for the teacher to know the language of their students.

### **2.11.2 Direct approach.**

Listening and understanding becomes the mainstream of these principles. There are no vocabulary roles to memorize, but there are a variety of terms and paragraphs to listen to and relate to.

- It is not necessary for the teacher to know the native language of the students since they will not be instructed in that regard.
- The teachings start conversations and anecdotes in a modern conversation form.

- The movements and the presentation of plates will be used only to clear some doubts.
- Grammar is acquired inductively.
- The books presented are often read for pleasure and are not analyzed correctly.
- The goals of the culture of a new language must be instructed inductively.
- The instructor must master the pronunciation of the new language he intends to teach.

### **2.11.3 Reading approach.**

This is a very important theory that is developed for a class of students of various languages. In the Reading Approach, language learning acquisition is used as a means for a higher purpose. This approach has structural and functional bases.

- In the teaching centers of the new language, grammar instruction is very useful for reading comprehension.
- The vocabulary must be controlled first (according to frequency and utility) and then determined in different areas.
- The version is again a very respected way in the classroom.
- Reading comprehension is an indispensable skill of highlighted language.
- The teacher does not require possessing adequate oral competence in the target language.

### **2.11.4 Audiolingual approach.**

This approach proved important in the United States during the 1940s, 1950s, and 1960s; It is important that it is directly treated with approaches, considering mainly the characteristics of structural linguistics and behavioral psychology.

- The lessons should start with small conversations in pairs.
- Imitation and memorization are used, supported by the saying that language is the instruction of habits.
- Grammatical organizations are sequential and standards should be taught inductively.
- Skills are chained: listening, speaking-reading, writing proposed.
- Pronunciation must be present from the beginning of learning.
- The vocabulary is rigorously re-educated in the initial phases.
- The greatest effort should be made not to make amends in the learning process.
- Language is often manipulated regardless of meaning or context.
- The teacher must have a good profile with established competencies not only in structures, vocabulary, etc. you are instructing, since the actions and learning materials must be monitored responsibly.

#### **2.11.5 Cognitive approach.**

The cognitive approach recommends a universal grammar that all languages have in common. Understanding and instructing this universal grammar will help human beings learn a language.

- The acquisition of a new language takes into account compliance and the formation of habits.
- The rules to follow are almost always individually; Students take responsibility for their own learning.
- Grammar must be instructed, it must also be instructed reasonably (start with standards, then praxis) and / or inductively (rules can be set after practice or left as implicit information for students to establish in their own way).

- The vocalization of words retaliates in achieving perfectionism is seen as unrealistic.
- Reading and writing are two very essential skills such as listening and speaking.
- The rules for using vocabulary are especially necessary at the intermediate and advanced levels.
- Errors are taken as events that should not happen, as something that should not be used in the construction of new learning.
- The teacher is expected to have adequate comprehensive competence in the target language, as well as the ability to examine the target language.

#### **2.11.6 Affective-humanist approach.**

This is a response to the total need for emotional attention in both the auditory and cognitive code.

- Respect for the person (each student, the teacher) and their feelings.
- Priority communication must be very important for the students.
- The instruction integrates the varied work in large and small groups to exchange ideas.
- The classroom climate must be considered very essential rather than the resources to be used.
- The help and exchange of ideas between them is required to achieve learning.
- Studying a foreign language is seen as a self-actualization experience.
- The teacher is seen as a counselor or facilitator.
- The teacher should be professionally distinguished in the target language and the student's mother tongue since translation can be used extensively in the initial process to support students to feel comfortable; Then it is gradually eliminated.

### **2.11.7 The silent way.**

The Silent Way is the name of a form of language teaching devised by Caleb Gattegno whose principles are the rules that the teacher believes should be established as unobtrusively as possible in the classroom, but that the student should be encouraged to handle as much of the language as possible. The components of Silent Way, in particular the handling of Cuisenaire color charts and color bars, grew out of Gattegno's early experience as an educational designer of reading and mathematics programmers. Silent Way dovetails with other learning theories and educational philosophies. In very general words, the predictions of an apprenticeship presented in Gattegno's work could be established as follows:

- Learning becomes easier if the student deciphers or establishes an environment, evokes everything learned.
- Learning is facilitated by the accompaniment (mediation) of physical objects.
- Learning is facilitated by the resolution of problems that integrate materials to acquire new learning.

The advocates of this "optional" approach believe that over-instruction may cause obstacles to learning. It is based on the fact that students acquire the best learning when they discover instead of just repeating what the teacher said.

The Silent Way is fundamental in a tradition that assimilates as a problem-solving, creative and discovery action, in which the student is the primary entity rather than a listener (Bruner, 1966).

For the author discovering the new words of a new language recognizing its structure will allow them to be the protagonists of the new learning they acquire.

Color-coded pronunciation bars and pictures (called fidel pictures) offer physical focuses for the instruction of the students it is essential to promote and present situations

that they remember to improve the memory of the students. In words that concern psychology, these visual devices intervene as associative anchors to know and remember the memory of the students.

Silent Way is also intertwined with a grouping of items that has been named as "learning approaches to problem solving". These premises are succinctly represented in the words of Benjamin Franklin:

Tell me and I forget,  
teach me and I remember,  
involve me and I learn.



Figure 13. Fidel chart. Source: Recovered from [http://www2.vobs.at/ludescher/Alternative%20methods/silent\\_way\\_charts.htm](http://www2.vobs.at/ludescher/Alternative%20methods/silent_way_charts.htm)

### 2.11.8 Natural approach.

The natural approach is based on the way students normally understand the first language. This stage is concealed to instruct the elderly in a second language. Just as there is a "period of silence" in which babies do not emit a single understandable word, the Natural Approach gives students time to easily listen and absorb the language. The production of

Adequately issued words and propositions are manifested later in the learning curve. The presence of speech is not essential. Listening comprehension is the priority.

Also, the Natural Approach seems convenient to identify between "learning" and "acquisition."

Knowing a new language requires texts, grammar lessons and memory. Obtaining a new language only requires one phase that is integrated into repeatability, proofing, and collection. While some resources have teachers, who associate students with proper vocalization outlined on the board, Natural Approach will have a teacher bounce a ball and repeatedly say "ball." He also shows them pictures of various kinds of "balls." Instruct to manipulate the object. Hide the object and mention: "Find the ball." The Natural Approach believes that the more students leave games, the more prosperous their language skills will be.

#### **2.11.9 Communicative approach.**

This approach was born from the definitions of the anthropological linguists Hymes and the Fithian linguists Halliday, who consider language as a communication procedure primarily:

- It is proposed that the goal to be achieved in English language instruction is the ability of students to communicate in the language that is required to learn.
- It is determined that the subject of a linguistic discipline will insert semantic notions and social functions, not only linguistic organizations.
- Students will carefully engage in teamwork or teams of two to exchange (and, if necessary, exchange) the meaning at various events where one person references what is missing to the other (s).
- Students should always participate in recreational activities or actions to readjust their management of target languages to different social contexts.

- The resources and actions of the classrooms are original to show real life events and demands.
- Skills can be integrated from the start; an activity carried out should bring together reading, speaking, listening and perhaps writing (it all means that students are educated and literate)
- The important role of the teacher is essential to influence the realization of communication and only to correct all faults secondarily.
- The teacher must use the target language fluently and correctly.

## **Chapter III**

### **Communicative approach**

#### **3.1 Communicative language teaching CLT**

Many approaches and methodologies available to the language teacher have been examined, but this monograph will focus on the Communicative Approach because as teachers of English as a Foreign Language it is hope that the teaching experience will be based on this approach.

As teachers, our Students must take responsibility and receive the necessary opportunity to grant and perceive assertive communication. Therefore, the responsibility of the teacher lies in promoting the expectations that should foster communication.

The origin of the communicative approach is the result of teachers and linguists who were not satisfied with the audiolingual and grammatical translation methods. The scholars understood that the students were not acquiring the new knowledge of the real and complete essential language that they knew how to communicate using the appropriate and social language, with non-verbal language; in short, they could not communicate in the culture of the researched language and that it is being studied.

According to Harmer (2001), “the instruction of communicative competence handles various real-life moments that require communication. Teachers need communication. Teachers order a circumstance that students could find in real life” (p.36).

### **3.1.1 The goal of CLT.**

Harmer (2001) emphasizes that “the goal of this approach is helping learners use language to solve their problems in the real world and the communicative competence of the learners” (p.38).

The author considers that students should develop communicative competence so that they can insert themselves into society without limitations and have the ability to solve problems.

### **3.1.2 The roles of the teacher and students.**

Harmer (2001) also comments: The teacher has two main functions.

The teacher has two main duties. The first is to facilitate changes in the communication process between all participants in the classroom. The second function is to step back and observe the performance of the learners by acting as a monitor. The functions integrate a group of secondary roles for the teacher; firstly, as organizer of materials and as a resource in itself, secondly as a guide immersed in the classroom procedures and actions. On the other hand, students have to participate in classroom activities, they have to study in a climate and a place where they feel comfortable listening to their classmates working in teams or in pair work rather than relying on the teacher as an example. Students are expected to accept responsibility for their own learning (p.39).

As teachers of the English language, we have to constantly communicate with students to see their progress, not as an instructor but as a guide and companion, having all the resources ready to enter the classrooms and there are no limitations for student learning.

### **3.1.3 The essential principles of the CLT.**

According to Harmer (2001) principles of communicative language teaching methodology at CLT can be summarized as the following:

- Ensure that communication actually manifests itself as a main axis in the achievement of new languages.
- Grant benefits for students to prove what they learned.
- Be acceptable with the mistakes of the students as they indicate that the student is developing their communicative competence.
- Provide various possibilities for students to progress accuracy and fluency.
- Link the various skills such as mentioning words, decoding and hearing as it normally happens in the real world.

Have the student induce or discover grammar rules.

When using the bases in your classroom, you need methods, resources and actions and, as mentioned earlier, new challenges for teachers and students in a classroom. Instead of using the actions that require adequate repetitiveness and repetition of sentences and grammatical patterns, activities that would require students to negotiate meaning and actively interact would be used.

### 3.1.4 Materials in CLT.

The resources and materials participate in a very fundamental way in the way of teaching the communicative language. They provide the foundation to strengthen the communicative medium among students.

According to Richards & Rodgers (2010) “there are three basic types of material. These are materials consisting of texts, which help in labors that are performed correctly” (p. 168).

Text – based materials:

- Textbooks
- Pair work
- Activity card

Task – based materials

- Role play
- Cue cards
- Activity cards

Realia: "authentic," "from-life"

- Magazines
- Chart
- Maps
- Newspaper
- Photos

As an exemplary sample of a communication action in a classroom is the "puzzle action": as indicated by Richards (2006) “the work to communicate in a way that works requires students to use various linguistic methods to overcome a space between information or how to solve a problem” (p.18).

The students' work will be to pronounce the words properly, thus demonstrating that the teacher adequately managed the strategies for teaching English.

It is very peculiar that the classroom is divided into different groups and that the team has different information essential to organize a work. The activity of the didactic session is to link all the parts to complete a whole. Various linguistic resources and communication strategies should be used to communicate with each other and obtain information that teams do not possess.

**Didactic application****LESSON PLAN****“WHAT ARE YOU DOING?”****(Present Continuous)****I. General Information**

Subject	:	English
Grade	:	1 <sup>st</sup> grade – high school
Time	:	30 minutes
Teacher	:	Luisa Almendra Gavino Esteban
Date	:	November 19 <sup>th</sup> ,2019

**II. Objective:**

- To describe activities using present continuous.
- To write affirmative sentences coherently in present continuous.

**METHODOLOGY USED:**

- Communicative approach

### III. Procedure:

#### LEARNING OUTCOME

CAPACITY	SPECIFIC CAPACITY	INDICATOR	ASSESSMENT INSTRUMENT
<ul style="list-style-type: none"> <li>ORAL EXPRESSION AND COMPREHENSION</li> <li>TEXT PRODUCTION</li> </ul>	<ul style="list-style-type: none"> <li>Ss use Present Continuous to express their ideas.</li> <li>Ss organize and write sentences coherently in Present Continuous.</li> </ul>	<ul style="list-style-type: none"> <li>To describe actions or activities of a picture using Present Continuous.</li> <li>To Identify mistakes in affirmative sentences and rewrite them correctly.</li> </ul>	Note Checklist

#### STAGES

DIDACTIC SEQUENCE	DIDACTIC SEQUENCE AND STRATEGIES	TIME	RESOURCES AND MATERIALS
<b>BEGGINING</b>	<ul style="list-style-type: none"> <li> Motivation:           <ul style="list-style-type: none"> <li>T- greets the class and write the date on the board.</li> <li>T- Shows some pictures and asks Ss: what are the people doing in the picture?</li> <li>Ss - participate and answer the question as they see fit it.</li> <li>T – writes sentences with the verbs related to the pictures so that Ss can figured out what the topic is about.</li> </ul> </li> <li> Previous Knowledge:           <ul style="list-style-type: none"> <li>T- Asks Ss about their knowledge               <ul style="list-style-type: none"> <li>What do you think the topic is about?</li> <li>What do you know about Present continuous?</li> </ul> </li> </ul> </li> <li> Cognitive Conflict:           <ul style="list-style-type: none"> <li>T- Asks Ss the following questions:               <ul style="list-style-type: none"> <li>Can you use Present continuous?</li> <li>Do you think Present continuous will help you in your daily life?</li> </ul> </li> <li>Ss – answer the questions</li> </ul> </li> </ul>	5'	Audiovisual media Pictures Markers

<b>PROCESS</b>	<p>✚ Learning Construction:</p> <ul style="list-style-type: none"> <li>• T- writes the title “What are you doing” on the board and explains Ss what the topic is about.</li> <li>• T- interacts with the Ss, giving more examples.</li> <li>• T- divides the class in two teams and makes a dynamic called “charade”</li> <li>• T- starts doing different actions and asks Ss: What Am I doing?</li> <li>• Ss – answer the question</li> <li>• Ss - participate doing mimics and their classmates have to guess and write what she/her is doing.</li> <li>• T- asks for Ss to make a circle and take turns in order to ask and answer questions using Present continuous.</li> </ul> <p>✚ Learning Transference:</p> <ul style="list-style-type: none"> <li>• T- asks for Ss to make groups of three in order to play a competition game.</li> <li>• T- gives Ss pieces of paper with sentences using Present continuous</li> <li>• Ss-work in groups and put in order the words to form the sentences correctly.</li> <li>• Ss – present their sentences on the board as fast as they can. The group that forms the sentences quickly and correctly, win the game.</li> </ul>	15’	Markers A toy Pieces of paper
<b>END</b>	<p>✚ Evaluation:</p> <ul style="list-style-type: none"> <li>• Ss - describe a picture showing people performing specific activities using Present Continuous.</li> <li>• Ss – rewrite sentences in a worksheet to correct the mistakes using the Present Continuous.</li> </ul> <p>✚ Metacognition:</p> <ul style="list-style-type: none"> <li>• What did you learn? / How did you learn? / How much did you learn</li> </ul>	10’	Picture Worksheet

A. Describe the picture and mention what people are doing right now.



Source: Recovered of <https://me-encanta-escribir.blogspot.com/2016/03/en-la-ciudad-que-estan-haciendo.html>

**Present Continuous****(Worksheet)**

A. Find the mistakes and correct them.

1. Jane is watch a cartoon now.

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2. Maggie sleeping on the sofa right now.

---

3. Your sister is playing with her baby toy right now.

---

4. He swimming is in the lake now.

---

5. I am go to market at the moment.

---

6. She is speaking Chinese right now.

---

7. Kerry is study in the library now.

---

8. Robert and Jean eating dinner now.

---

9. Your friends are going to Paris right now.

---

10. We are running in the park right now.

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## Synthesis

Through this monograph has seen how linguistics has developed over time to explain human language, its development and the theories that originate it.

- Linguistics plays a very important role in language, which facilitates English teachers in the field of teaching-learning in EFL, because it helps teachers to solve grammatical or speech problems using methods of linguistics.
- On the other hand, applied linguistics is essential because it can provide teachers with appropriate general knowledge about the language and eventually make language teaching a worthwhile experience.
- The studies of linguistics and its approaches are crucial for teaching a language, English in this case. Those approaches mentioned in this monograph help teachers to use the best methodology and techniques in the classroom according to the student's necessity.
- Based on this monograph, linguistic foundations and language teaching cannot be separated because the theories and approaches linguistics are applicable in any language teaching.
- From another perspective, the instruction of communicative competence is intended to use an approach rather than a method. It refers to a group of various foundations that emerge a communicative goal of language and its learning, and that must be used to provide a range of steps and stages in the classroom. Learning is a process of creative construction and integrates trial and error, so the goal is to provide our students with meaningful communication.

### **Critical appreciation and suggestions**

As has been seen, linguistics involves significant and useful approaches for teaching a language which help teachers to solve grammatical or speech problems in order to get an authentic communication.

- Authentic and meaningful communication should be the goal of classroom activities. It involves the integration of different skills and the learning of them which is a process of creative construction and involves trial and error, so linguistics foundation is an important dimension of communication.
- The instruction of language as a means of communication is one of the teaching theories in which priority is given to the language used and gives more learning alternatives to the student to learn another language, overcoming the different limitations.
- The instructor must show interest in the broad definition of the student's communication to integrate the processes that are adequate to reflect silently, avoiding being distracted in dialogues in their environment.
- CLT tries to encourage students to intervene and become aware of how to communicate in other different situations as is feasible and as useful, thinking about their priorities later in the use of the new language but will also see their learning achieve.
- Since language is a resource that humans use to communicate effectively in various contexts of daily life, it follows that the teacher to use CLT since he can execute with the real objective of instructing a language that is to enhance skills communication skills of the students.

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## **Appendix**

Appendix A: Photo collage

**Appendix A: Photo collage**

Collage of photos in different contexts. Source: Own authorship.