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Innovative Approaches to Teaching Grammar

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Innovative Approaches to Teaching Grammar


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This monograph is dedicated to all those years of full study and work. Also to my family, my fiancée and all the people around me that, in different ways gave me strength.

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Introduction

English is officially considered the language of the world, in the teaching aspect it is very complex to teach. In fact, language has variations in methods and approaches to teach. English has a great antiquity and has undergone various changes in forms of derived proto English belonging to Latin and German culture to modern English that had its establishment after the Renaissance. Each version was simpler than the previous one. Currently, the English language adapts more simply than the old language and, even more, there is difficulty in teaching the language efficiently, especially to people who have English as a second language.

Grammar has been considered as a vital point in teaching for the possibility of using language. Due to this reason, this monograph focuses on the history of English language teaching (ELT) and the approaches and procedures for grammar learning. I have investigated these procedures, which introduce the notions of practice and awareness, explicit and implicit knowledge, and deductive and inductive, multisensory, ascending and descending and lexical approaches to teaching grammar. It is expected according to the proposed approaches, have alternative feasibility in teaching grammar by teachers.

This monograph is organized in two main parts, the first one is a brief overview of language and the history of English language teaching; the second part is about theoretical aspects on innovative approaches to teaching grammar and a didactic application where I include the session plan. Then, I consider the synthesis, the suggestions, the conclusions, the references and the annex.

Chapter I

English language teaching (ELT)

1.1. Language and communication

Bradac (1999) affirms:

In the area of communication, language is understood as a set of symbols that are used to create and transmit meanings shaped as an organized system. The language focuses on the meaningful arrangement of sound in words based on the rules for their proper use and combination of these (p.12).

As language comprises both linguistic and non-linguistic components, it is important to develop awareness in the students of the holistic nature of language. This obviously entails that all classwork should somehow include both the linguistic and non-linguistic components of language and communication. Grammar in and by itself does not suffice for appropriate communication. To allow people to communicate appropriately, language should include all the components of language (from lexicon to semantics) and show regard for the components of communication (pragmatics and semiotics).

1.1.1. Introduction to language

The language focuses on the possibility of understanding and producing spoken and written words (and in the case of sign language, with signs). Understanding the functioning of language means occupying various branches of psychology, from the basic neurological function to the high-level cognitive process. Language contributes to social relationships and govern our lives. Language based on its complexity is one

of the factors that differentiate us from other species, making us human. The language, is characteristic of human beings because language is based on combinatorial rules, language gives us the possibility of expressing an infinite number of concepts through communication (Chomsky, 1957).

By understanding, languages have different rules, which are obeyed. These rules are defined as grammar. Speakers of a language have endorsed the rules and exceptions for language grammar. There are rules, according to the level of formation of words belonging to the language (a clear example, they are native English speakers, since they have endorsed the general rule –ed is the end of the verbs in the past tense, then when encountering a new verb is automatically changed in the past tense); phrase formation (for example, knowing that when you use the verb “buy”, it needs a subject and an object; “She buys” is wrong, but “she buys a gift” is okay); and sentence formation (lumen learning, 2017).

1.1.2. Components of language

The language has a relevance formed as a complete field, linguistics, dedicated to its study. Linguistics focuses on language objectively, making use of the scientific method and strict research to formulate theories of how human beings appropriate, use and even abuse language. There are important branches of linguistics, which is essential for understanding language from the point of view of teaching.

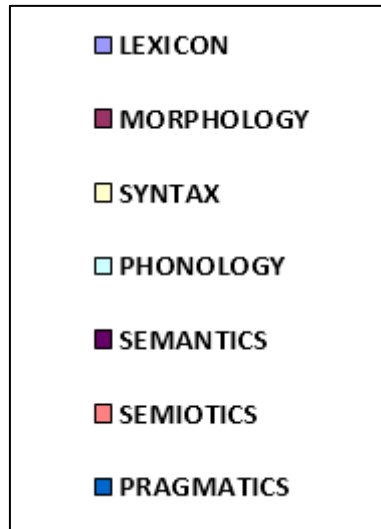


Figure 1: Language components. Own creation.

Lexicon

Brown (2000) affirms: “Each human language is made up of a lexicon: it is the total sum of each word in that language. Making use of grammar rules combining words to form logical sentences, where humans have the capacity for various infinite concepts” (p.23).

Phonology

Phonology is the study of the patterns generated by the sound generated in languages. A group of linguists integrate phonetics, the study of production and the description of sounds generated in speech, in phonology.

Diachronic (historical) phonology is responsible for examining and constructing theoretical approaches to changes in speech sound and sound systems during a given time. A clear example, is the process where the English terms "be" and "see", have different vowel sounds (as spelling indicates) once pronounced, they are now pronounced very similarly. Synchronous (descriptive) phonology is responsible for

the study of sounds based on a single stage of language development, to inquire about the patterns that integrate the sound they can generate. A clear example, in English, -nt and -dm that have the possibility of appearing inside or at the end of the words ("rent", "admit") but do not appear at the beginning. (Britannica, 2019)

Morphology

Morphology, in the linguistic approach, is responsible for constructing words internally. Each language varies widely based on the degree to which words can be analyzed in morphemes (q.v.). In English, there are several examples, such as the term "replacement", which is composed of re, "place", and -ment, and "walked", of the elements "walk" and -ed. Various Indian languages of America are morphologically complex compound; Other languages, such as Vietnamese or Chinese, have little or no morphological compound. Morphology integrates each grammatical process of inflection (q.v.) and derivation. Brand categories based on inflection as person, time and case; An obvious example is the finished "sing" contains an ending -s, marker in the third person singular, and the German Mannes is based on the Mann root and the genitiv singular inflection -en. The derivation is the creation of new words based on existing terms; for example, "singer" of "singing" and "acceptable" of "accepting." Derived words can also be diverted: "singers" from "singer." (Britannica, 2019)

Syntax

Syntax is the study of rules that tell us how to construct phrases, sentences, etc. appropriately. These rules also tell us how verbs change in different tenses, about the

subject-verb agreement in a sentence, how and when we should use adjectives or adverbs, etc.

The syntax focuses on the study of phrases and sentences, also the correct order of words so that communication is meaningful. All languages are made up of underlying syntax rules that, together with morphological rules, form the grammar of each language. A clear example where syntax has a role in language is "Eugene walked the dog" versus "The dog walked Eugene." The order is strict to form the sentences so that the meaning is transmitted correctly; Words must maintain an understandable order. (Lumen Learning, 2019)

Semantics

The relationships between sentences:

We have so, also the sentences can be related according to their semantics, in several ways.

- **Paraphrase** – According to the paraphrase, two sentences will be related when both meet the same condition of affirmation, therefore, if one is true, the other must also be "Children are saved by pets" and "pets are liked by children", 'Jane gave the book to Christin' and 'Jane gave Christin the book'.
- **Mutual entailment** – He points out that when the sentences are affirmative, the others will also have to be, for example: "Jane is married to Roy" and "Roy is Jane's husband", "Roy is a man" and "Roy is human".
- **Asymmetrical entailment** – He mentions that, it is enough that one sentence is affirmative so that another one is also affirmative, however that sentence can be affirmative, without the other being necessarily, for example: 'Roy is

Jane's husband' implies that 'Jane is married' (But Jane is married does not imply that Roy is her husband).

- **Contradiction** – The sentences will be contradictory when one affirms a situation, while the other denies it, for example: "Raul is an only child" and "Raul's sister is named Jose", "Juan is alive" and "Juan died last week".
- **Ambiguity:** In this regard, sentences will be ambiguous when they have more than two meanings, in order to understand more about how ambiguity arises in language, the following criteria are described:

Lexical Ambiguity: The sentences will be ambiguous, when they have more than two possible meanings, because they have polysemic words (words that have more than two meanings that have a relationship) or homophonic words (words that have more than two meanings, which do not they maintain relationship).

Example: The defendants appeal to the Judge. This sentence being ambiguous, because, the word "appeal" is polysemic, which could mean "they are attractive" or "ask for help."

Structural Ambiguity: The sentences will be lexically ambiguous, when they have more than two meanings, this because these sentences contain words that can be associated in different ways, thus creating different meanings.

Example: The furious bull struck the farmer with an ax. In this example, the ambiguity of the circumstance that "ax with ax" may refer to the farmer or to the act of injuring carried out (by the bull) "with ax".

Semantics in the field of Linguistics

The semantics is responsible for analyzing the relationships mentioned in the language, analyzing them, regarding the way in which their meanings are created, being important to understand their functioning of the language as a whole. Trying to understand how meaning develops, can contribute to the acquisition of subdisciplines such as language focused on the support of understanding of speakers who have the meaning of meaning and sociolinguistics, being important in a social situation, achieving meaning.

So also, the semantics, is composed of other subdisciplines of linguistics, with is morphology, the understanding of words in meaning and syntax being relevant, which is commonly used by researchers in semantics, thus revealing the meaning in language, being central to its meaning. (Linguistics, 2019)

Pragmatics

Pragmatics, also called pragmalinguistics belongs to the branch of linguistics, is responsible for the study of practical characters of human beings' thoughts and actions, and also studies the use of signs, words and sentences, in real circumstances. Pragmatics tells us how the features of language may vary depending on **where**, **which**, **whom** and **when** we communicate.

Pragmatics is responsible for describing the study of meaning in the context of interaction.

It focuses in more detail on the literal meaning of a sentence or sentence, considering the construction of the meaning, also focuses on words of implicit

meaning. Consider language as an interaction tool, which occurs when we want to give a message, when we communicate.

Jenny Thomas mentions that the pragmatic assumes that:

- The agreement of the meaning between sender and receiver.
- The context of the utterance.
- The meaning potential of an utterance.

What would happen to language if Pragmatics did not exist?

It must be understood that pragmatics is the basis of the various interactions, as well as linguistic contacts. Being a key aspect for the reception of the language and respond to them. Therefore, if there were no pragmatics, there would be no understanding of the message in intention and meaning.

Next, situations of how life would be exemplified WITHOUT Pragmatics are exemplified:

'Can you reach the tea?'

Literal meaning: Are you physically capable of doing homework?

Literal answer: "Yes"

(Pragmatic meaning: will you reach me?)

Pragmatic answer: reach the speaker to the speaker.) (Linguistic, 2019)

Semiotics

Semiotics is the academic study of how signs and symbols (visual and linguistic) create meaning. For communication purposes, it can be said that semiotics explains and studies the meaning of signs. It also explains non-verbal language and its central role in and for communication. Non-verbal language includes what we do with the body (from postures to gestures) as well as how we dress (and the messages we convey through them).

For example, seeing the colors of the traffic light, we react according to each color, according to the concept we have of each color, which was given by cultural convention, he took a long period of time, instilled from children.

Being able to dose the message that the sign has, the signals allow us to walk safely and to interpret them, allows us to travel through the streets and society

The majority are really semiotic, almost always this huge majority, unconsciously interprets the meanings of the signs that surround them, interprets the lights of the traffic lights, the color of a flag, the lines of the cars, the shape of the buildings, to the designs of cereal boxes.

The notices should not only be visible: sometimes they must be loud as well, we see the lights and hear the siren of an ambulance, long before it appears and we can see the ambulance.

We know very well that, in the West, the thumb up sign expresses that things are going well. The origins of its use dates from an eventual use by the kings of the

Roman Empire, to indicate that the gladiator should live (then, it's fine). Otherwise, place your thumb down, ordering the loser to die.

Now, for divers, this sign indicates that they must climb to the surface, placed on the side of a road represents a lift.

In other words, it is necessary to understand the context under which a signal is used, in order to understand its true meaning and, in this way, proceed correctly. It is important for people to know the environment in which the signal is used, which is equally important for people, as the same signal in the interpretation of what it represents.

In order to ensure that the intended message is understood by the target audience without deviations, semiotics is a valuable tool (whether it is a statement or a newly launched article). Almost always, there are powerful explanations to the possibility that a person does not understand the true intention of the message, so semiotics is a great help in clearing up the confusion, guaranteeing the correct meaning.

The original use of semiotics goes back to academic studies, it was used in linguistics to understand what a word means, then its use extended to the understanding of the behavior of individuals (used by anthropologists and psychologists), to evolve and be used in the study of the person in society and its cultural expressions (by sociologists and philosophers), then it was used to support the analysis of cultural issues (cinema, books, artistic criticism), and in recent times its use it spread to become a kind of method in the investigation and study of consumer behavior and advertising of famous brands.

Having the social sciences as support, is that Sign Salad arises. We use a high-level type of thinking idea, using semiotics in order to enable consumers to understand the commercial implications of culture, regarding the use of a brand and its impact on customers. Finally, we support the improvement of commercial strategies that imply cultural relevance and represent communicating properly (packaging, printing and points of sale). (SignSalad, 2019)

1.1.2.1. Verbal communication

The verbal term comes from the word that in Latin word o - verbum. On the other hand, the word communication comes from the Latin term used as sharing - communicating. Therefore, it can be deduced that verbal communication represents sharing objects through the use of words. Here you can share many things: share data and information, emotions, ideas, help and remembrances. Everything you want, you must share using your verbal communication skills! (Vikash, 2016).

It is valid to point out that communicating verbally represents several different things. But there is something that should be very clear: in all verbal communication the words are always present. These have been used for millennia as content carriers.

Although the population can communicate in a variety of languages, when words are used, then it can be stated that the communication style is really verbal. Almost always, it is different to communicate verbally than to do it in writing. Although strictly speaking, it can be said that the two forms of communication make use of words and, if we want, the two are verbal.

It is convenient to point out that an important part in the conceptualization of verbal communication is that it is a way of communication that is carried out when

many people meet. It is possible to communicate verbally with other individuals or with a group of people, however, is it possible to communicate verbally with ourselves? At the beginning of this article it is mentioned that the word communication comes from Latin roots, and that it represents sharing. Then, it is established that communicating basically involves sharing something with others.

Verbal communication. Importance

1. Be well informed: it is convenient to use this type of communication in the dissemination of valuable and relevant data.
2. Request help and support: when one communicates verbally it has been given the first step in solving the difficulties you have.
3. Get friendships: generally, you start to build a new friendship from an exchange of communication between two people.
4. Express how creative we are: ideas and dreams will be expressed through verbal communication in which our imagination is manifested.
5. Communicate emotions: it is possible to transmit emotions, data and information objectively through verbal communication skills.

Verbal communication. Types

1. Speaking face to face: allows you to combine words and body gestures, facial expression is evident, even vocal tones help to make good communication in a comprehensive manner.
2. Chat on cell phone: communicating verbally through cell phones is a nice way to stay in touch with esteemed people and friends.

3. Video calls: advances on the Internet enable verbal communication with distant friends, regardless of distances, and maintain friendship with family and friends.
4. Write letters: it is an ancient practice, but writing letters will never go out of style.
5. Give lectures: in the educational and academic context, it is a good example of how useful verbal communication can be.
6. Announce something: they are good examples of verbal communication, make calls at airports, announce offers in the Malls.
7. Record emails: it is very common to record and leave messages to clients, friends and people of interest, so that they can listen to them later.

Verbal communication. Examples

Cases are presented below about circumstances of verbal communication between people.

1. Two people empathize in a meeting. They want to introduce themselves and then chat. Typical case of non-formal verbal communication, but retaining the courtesy and appropriate conduct in informal conversations.
2. There are complications at home, the secretary is called to communicate the delay. In this situation, verbal communication has a content of formality and courtesy, formality is used to express apologies.
3. An acquaintance goes through a bad situation, and contacts his friends for advice. In these circumstances, feelings are shared through verbal communication. It is generally preferable to talk face to face in difficult

situations, there is warmth in personalized verbal communications, it is not the same as by phone, always the presence of the person transmits warmth and his voice sounds comforting, more attention is given to what has been said.

4. A teacher imparts knowledge in a university classroom, explains the class to his disciples using only his voice. In this case, communication is used to transmit knowledge.
5. A singer interprets a classical aria, the beauty of his voice, his vocal nuances give a greater sense to the song through the use of words. It is important to recognize that, vocal tones add feelings and a peculiar meaning to the messages, managing to convey feelings through the use of the word, and verbal communication.
6. A teacher shares activities with the students in her class, explains the topics in various ways and manages to get all students to understand. In this case, verbal communication has a special purpose: the education of students.
7. A new laptop is acquired and details on its use are unknown, it is usual to call for support to the company, the customer service area answers and answers the query, and guides the client verbally. The example describes the situation of providing instructions and help to the client.
8. Shareholders have a meeting on financial reports from the organization, meeting in a management room, this case of verbal communication is cited, which is carried out in a private environment and information is transmitted formally.

9. A neighbor discovers a thief entering a business, calls the police station and reports the fact, transmits details such as the precise time and place of the crime. In this case, verbal communication requires precision and details, that is, information quality.
10. A marriage in process, in which the spouses say the vows, within the ceremony. Another unique example of verbal communication, which manifests the great power of communication in important moments of life, in which words have greater significance, by expressing their desires publicly and in a legal act.

1.1.2.2. Non-verbal communication (NVC)

NVC is usually understood as the process of communication through sending and receiving wordless messages. (Wikipedia, 2019)

The NVC is when communicating through gestures and also using touch (haptic communication), through body posture or body language, facial expressions and making eye contact. NVC expresses and communicates through the use of certain objects, clothing, how to wear hair and also through buildings, through drawings and symbols. The speech also has nonverbal factors, which are known as paralanguage, among these factors are noted: vocal warmth, emotions and way of speaking, as well as some prosodic peculiarities: tone of voice, rhythm, shades and stress. Likewise, the books contain some nonverbal components expressed when they are made with manual writings, the spaces between words, the shape of the letters, the features of the writing express particular communications.

On the other hand, the study on non-verbal communication is based on face-to-face communication, in which three aspects are considered: the environmental contexts in which the communication takes place, the particularities of communicators and the behaviors of communicators in the communicative process.

Verbal vs. oral communication

Scholars and specialists in this branch, usually use the word "verbal" in its strict meaning, which is understood as "restless by words", "verbal communication" is not used as the equivalent of oral or spoken communication. In this sense, the sounds emitted and not considered as words, such as grunts or singing a song humming, are not verbal. The language of gestures and writing is usually understood as types of verbal communication, because words are used in these, but, as with speech, they often contain paralinguistic components, often in nonverbal messages. Nonverbal communication occurs through a sensory organ: sight, hearing, smell, touch. NVC is essential:

When we speak (or listen), our attention is focused on words rather than body language. But our judgment includes both. An audience is simultaneously processing both verbal and nonverbal cues. Body movements are not usually positive or negative in and of themselves; rather, the situation and the message will determine the appraisal (Givens, 2000, p.4).

Arbitrariness

While nonverbal communication is focused entirely on various symbols, which differ in culture from one another, as well as iconic ones, which can be universally understood. According to studies on the facial expression of Paul Ekman in the 60s,

it was determined that they are universal expressions such as disgust, fear, joy, sadness, anger and surprise.

Clothing and bodily characteristics

Regarding uniforms, these have functional and communicative purposes. The dress of a man identifies him, in the case of a policeman, his uniform will identify him with the police, and he will also express the functions he performs, apart from being identified as a man and a policeman; Likewise, the badges that he carries both on the sleeve and on the shoulder, inform about his work and his rank. Also other characteristics such as physical, height, weight, hair color, skin color, smell, clothing, among others, emit nonverbal messages in the interaction. A study in Vienna, Austria, on the garments worn by women attending nightclubs, found that there are groups of women, mostly without partners, that the inclination to sex, and the variation in their sex hormone levels, were related to characteristics of the garments, mostly because of the amount of skin shown and the custom of wearing a lot of clothing that covers arms, legs. Up to a certain point the clothes send signals in the procession.

Studies based on the height of individuals have revealed that people with the qualities of being taller are appreciated and perceived as impressive. In the United Kingdom, a study by Melamed and Bozionelos was conducted, they focused on managers, where they discovered that the height of these insidiousness, often they tried to get taller as legs, to look taller, to have a greater impact in speeches (Melamed & Bozionelos, 1992).

Physical environment

Ambient factors, such as furniture, architectural styles, interior decorations, lighting, colors, temperature, noise and music, influence behavior, for example in communicators during a speech, furniture, architectural styles can be seen as nonverbal messages.

Proxemics

The study is focused on how the physical space is perceived and used by people, which are around them. It must be taken into account that the environment from which the message is broadcast influences its interpretation when it is received by the receiver.

This perception will vary according to the culture and environments. Now, the space in a nonverbal communication is divided into four classes: the minimum space, the social space, the personal space and the public space (Scott Mclean, 1969). The space between communicators also depends on sex, state and social role.

The proxemics, was executed by the modifications in the 50s and 60s by Hall (2014), his studies focused on animals exposed territoriality, identifies four aspects:

- Primary territory: referring to an area associated with someone who gives it exclusive use. For example, a home to which others do not have access, except with the permission of the owner.
- Secondary territory: unlike in this one, there is no "right" to be occupied, but a degree of ownership is felt by people for a singular space. For example, a

person who usually sits on the same bench, or chair during the week or at work, will feel discomfort when another person occupies place.

- Public territory: this will be an area with full access, however, it will be for a certain time, such as a parking lot, or sitting in a library.
- Interaction territory: it is the space that is created by the intention of several people, for example, when someone wants to cross through several people who are talking, it will change their path so as not to disturb them.

Chronemics

It becomes the study of the use of time when communicating nonverbally. In other words, the ways in which time is perceived, structuring and relating it, which becomes a powerful communication tool. These perceptions of time take into account the punctuality, willingness to wait, speech speed and the time that listeners want to hear. Gudykunst and Ting-Toomey (1988) conceptualized two-time patterns:

- Monochronic time schedule (M-time): time is considered of the utmost importance, characterized by having a linear pattern focused on the use of appointments and schedules. The M pattern is typically found in northern Europe and in North America.
- Polychronic time schedule (P-time): refers to personal participation, where personal relationships prevail, instead of meeting appointments on time. It is usually found in the Middle East and in Latin America.

Movement and body position

Kinesics

The relationship and the effect are transmitted through postures, looks and also physical contact, for example, in skaters.

Kinesics studies body movement, facial expressions, and gestures. It was developed by Ray L. Birdwhistell for the 50s. Among the kinetic behaviors are included: mutual gaze, smile, facial pleasure, childish behaviors, body orientation and others.

Posture

The position allows to establish the level of attention of the participants, also allows to differentiate the between the state and levels of affection of the communicators. According to research on the effects of postures, they mention that the left side is parallel to the right side of people, which is a prosperous perception of communicators; a communicator who exposes a backward or forward inclination expresses positive feelings in communication.

Gesture

A wink is a kind of gesture.

Gestures are body movements that express meaning. They can develop through the extremities of the body, as well as through the movement of the head, eyes and face. It can be complex to identify the limit between nonverbal and verbal communication.

In turn, gestures can be classified as independent of relations with speech. Which will depend on culturally accepted interpretations, which have direct verbal translations. A hello of the verb to greet, or signs of peace, will be autonomous gestures of speech. In contrast, speech-related gestures are used in conjunction with verbal speech.

According to the above, there are gestures such as Mudra (Sanskrit) which encodes the information, known for its subtlety of elements that are encoded.

Haptics

Haptics studies the way of playing focused on non-verbal communication, these touches can be understood to convey messages, such as holding hands, squeezing, kissing, and patting on the shoulder and back, among others. These are called "adapters", which emit messages, expressing feelings and intentions of the issuer. The message provided by the touch is interpreted according to the context found.

Eye gaze

Study the "oculesics", which are the messages of feeling and intention transmitted through the eyes. Eye contact indicates attention, participation and interest. The way of looking at evidence's behaviors such as: the look while listening, while talking, frequency of looks and blinks, fixation pattern, pupil dilation.

Paralanguage

It focuses on the study of the nonverbal characters of the voice. The acoustic properties of speech such as tone, accent, known as prosody, emit nonverbal signals, and the meanings of words can change.

According to linguist George L. Trager, a classification system is detailed, containing sets, qualities, and vocalization.

- The set of voices becomes the context in which the speakers interact. Which could include situations of gender, mood, age and culture of a person.
- The qualities of the voice are tone, volume, tempo, rhythm, articulation, resonance, nasality and accent. These give speakers a unique impression of you.
- The vocalization consisting of three subsections: characterizers, qualifiers and segregated. The first are emotions expressed when speaking, laughing, crying, yawning, etc. The second is the way to send a message like shouting, whispering. The third informs the sender that the receiver is listening.

Functions of nonverbal communication

(Argyle, 1970) raised the hypothesis he mentions: if language is normally used to transmit a message in external events to communicators, nonverbal symbols are used in the establishment and maintenance of interpersonal relationships. It is recommended when communicating, in a more polite and friendly way, to do it in a non-verbal way, according to the aforementioned. (Argyle, 1988) determined that there are 5 functions of body behavior, in the communication:

- Express emotions
- Express interpersonal attitudes
- To accompany speech in managing the cues of interaction between speakers and listeners
- Self-presentation of one's personality
- Rituals (greetings)

1.1.2.3. The relation between verbal and non-verbal communication

The relative importance of verbal and non-verbal communication

According to the questions, when two people speak face to face, how much of the message is transmitted verbally and how much is transmitted nonverbally? These are backed by Albert Mehrabian and developments in 2 articles. His last article determined: "It is suggested that the combined effect of simultaneous communications of verbal, vocal and facial attitude is a weighted sum of its independent effects, with coefficients of .07, .38 and .55, respectively." This « rule » that the clues constitute mentioned words, according to the tone of voice and facial expression, these favor 7%, 38% and 55% respectively to the understanding of the message. It is shown on all kinds of familiar topics with statements such as "scientists have discovered it. . ." However, it has a considerably weak seat. First, it is based on the reflection of the meanings of each word of an artificial context. Likewise, the figures are obtained from combinations of results of different studies that cannot be combined. They correspond to the transmission of negative versus

positive emotions. Finally, they relate only to women, because there was no participation of men.

From the studies of Albert Mehrabian, other studies have been developed, focused on analyzing relative contributions. Argyle, using videotapes where subjects are shown, determined on the transmission of a submissive attitude, dominate, discovering that nonverbal messages had 4.3 times the effect of verbal messages. It is worth mentioning that the posture of the body transmitted a higher level. Another study was that of Hsee et al., Where people rated an individual, with respect to the happy / sad dimension, discovering that the words pronounced with variation in intonation resulted in an impact of approximately four times greater than the facial expressions.

1.2. History of English language teaching (ELT)

Traditional English instruction has had many changes, especially throughout the twentieth century. In the case of Mathematics or Physics, in their methodological aspect of teaching, they have not had great changes, maintaining progressive equality, in the case of the English language it happened and there are still changes in general. In the present worked there are some milestones in learning this language, which is mentioned below:

Alongside, the overview below of former and current ELT methods and approaches intends to provide insights on the way grammar was tackled in each of them.

1.2.1. The classical method

In the western part of the world, in the seventeenth, eighteenth and nineteenth centuries, there was the association of foreign languages with learning that was taught in Greek and Latin, where they taught learning by getting the intellect of languages to their speakers. At that time, it was a priority to focus on grammar rules, also structural syntax, as well as the process of storing vocabularies in the mind and the process of translating literary texts. It had no relevance in the oral application of the language under study; so that the aspect of speech did not exist Latin or Greek teaching in communication orally. At the end of the 19th century, the classical method also called grammatical translation provided a reduced idea of the grammatical rules that were processed in the translation of a second native language. “The first language is maintained as the reference system in the acquisition of the second language” (Stern, 1983, p.455). One of the most popular and preferred models in language instruction remains the grammar translation method that has correctly contributed to educational reforms focused on maintaining a standard level methodology. In conclusion, the contribution of language instruction has had limitations, since there has been an evolution from a real language to one fragmented into nouns, prepositions and adjectives, if generating improvement in the communication of the individual in the foreign language.

The importance to focus on English language learning by students is the ease of information in English literature, training their minds with the use of foreign languages and exemplifying grammatical types, reading and being able to translate different writings. Compulsory at the secondary level of the school.

Characteristics of classical method

According to Prator and Celce-Murcia (1979): the key properties of grammatical translation as a methodology are the following:

- The teaching focuses on teaching in the mother tongue, with little activity in the new language that is intended to be learned.
- A lot of vocabulary is taught using lists of unique words
- Explanations were broadly focused on the complexity of grammar.
- Grammar provides rules for the union of words, and focuses on instruction in form and often focuses on the form and tone of words.
- Reading classic texts presence difficult at the beginning.
- It focuses little on the grammatical analyzes expressed within the texts.
- Frequently, the examples are exercises that translate that are disconnected from the mother tongue language to the target language.
- It focuses very little or almost no attention on pronunciation (p.3).

Techniques and principles of classical method

Larsen-Freeman (1986) affirms: mention descriptively and broadly, some of the techniques associated with grammatical translation as method. So that in summary form the following is presented:

- Translation of a literary paragraph (translation into the native language of the target language from the target language to the native language).

- Questions of reading comprehension (look for information in passages, deductions and associate it with personal experience).
- Antonyms / synonyms (Word search using antonyms and synonyms of individual or joint words).
- Cognates (learning taking spelling patterns, as well as the corresponding sound between L1 - target language).
- Application through the deduction of the rule (have an understanding of the grammar rules as well as their exceptions, to use them in new examples).
- Complete each of the spaces (Perform it using new words or grammar to complete sentences).
- Memorization (Memorization of vocabulary lists, grammar rules and grammatical paradigms)
- Take words in sentences (students formulate sentences by meaning the words they know and new).
- Composition (the student uses words focused on a subject within the target language) (p.13).

1.2.2. The direct method

The direct method known as natural, has its origin in Germany and France for the years it was established in Germany and France around 1900. Its emergence is due to a group opposed to the grammatical translation method. Teachers were frustrated because of the inability of students to communicate orally and that is exactly when

the direct method was created. The Direct Method uses the target language only and avoids the use of mother tongue in the classroom. The thinking focused on the learning of foreign languages will be carried out in the same way as with the learning obtained with their mother tongue.

As mentioned above, in the aspect of language teaching it was developed in the target language. The grammar had its focus on inferential learning. Only useful "everyday" language was taught. A shortcoming of the Direct Method is that one of the principles focused on the second language, where it is possible to learn the same as the first, when in fact the learning of the second languages is different.

Characteristics of direct method

Richards and Rodgers (2001, p.12) promptly mention the principles and procedures based on the Direct Method, in the following way:

- Teaching in the classroom environment is done based on the target language.
- Learning is done only in vocabularies and using habitual sentences.
- The development of oral communication is carried out carefully graduated based on the intercommunication of questions and answers between learning teachers and students in an intensive class environment.
- Grammar is taught inductively .
- New approaches related to oral teaching are taught.
- In the specific vocabulary learning is taught with the demonstration, images; On the other hand, abstract vocabulary is taught by association of ideas.

- Both the communication speakers and the auditory understanding are taught.
- The grammar and pronunciation are taken as the central point. So, to develop this principle, teachers of great knowledge and extraordinary, who have the commitment and ability are necessary.

The Direct Method had a great height at the end of the 19th century and at the beginning of the 20th century, but the way to use it was difficult, for various reasons, including budget, time and the classroom environment. However, this method is continually downfall, but then revived, giving way to the audio-lingual method.

1.2.3. The audio-lingual method

According to the approach of the theory of behaviorism proposed by Skinner, which sustains that every individual can practice based on an effort system where learning receives favorable or positive feedback, on the other hand the errors will have an unfavorable or negative tendency. It is similar to the Direct Method in a way, since it uses the target language only. It focuses on obtaining a model in the usual dialogue. The audio-lingual method was widely practiced within the 1950s and 1960s, so the understanding of the words was not taken as the central point, since the opponent obtained the model and structures present in the usual dialogue. These models are acquired, they are praxican until they obtain an innate command of the foreign language.

The audio-lingual method or known as an oral approach. It focuses on the learning of manipulation of existing grammatical patterns in sentences (Larsen-Freeman, 2000). Mentioned using the conditioning patterns were obtained immersed in the sentences of the target language, providing students to respond to the various stimuli.

Then, the audio-lingual method refers to the method that comes together in a chain to have mastery of the target language, through memory, repetition and excluding mistakes.

Characteristics of the audio-lingual method

Based on the concept of the authors Prator and Celce-Murcia, mentioned in Brown (2001), the characterization of the ALM method can be summarized as follows:

- The dialogue is represented in the new material.
- It depends on mime, memorization of established phrases and excessive learning.
- The structures are sequenced based on comparison with the analysis and taught one at a time.
- The use of drills repeatedly is in learning based on structural patterns.
- There is a reduced or nothing concerning the grammatical explanation.
Grammar learning is based on an inductive analogy rather than the opposite of the deductive.
- The vocabulary has limited characteristics and has its learning in context.
- They make use of language lab and visual support objects.
- Pronunciation is taken as a point of great relevance.
- The use of the mother tongue is restricted with the teacher's authority.

- The correct answers provide success and are reinforced by the use of new words.
- There is a commitment so that students can pronounce free of errors in pronunciation, intonation and the appropriate attitude.

Brown (2001, p.23) mentioned that the audio-lingual method was based on theories of linguistic and psychological type, also a foundation based on conditioning learning patterns and drills using these patterns in the lingual audio methodology.

Techniques of the audio-lingual method

The audio-lingual method focuses on vocabulary and grammatical models, they are sentences with learning and without failures. It was thought that practicing it through dialogue would generate oral language with the ability to speak. Larsen-Freeman (2000, p.47-50) descriptively mentions some common techniques that are strongly related to the Lingual Audio Method.

- Memorization of dialog boxes: they are used by memory as a fundamental element to store an opening dialogue box in the mind, making use of imitation and the set of functions applied.
- Backward Accumulation (Expansion Exercise): the teacher takes the initiative to divide with a line into various parts; the students as a whole proceed to repeat each part starting at the end of the sentence and "expanding" in a way backward in the sentence, increasing each part in the sequence.
- Repetition exercise: the students imitate through the repetition the model exposed by the teacher in a fast way and getting to have precision.

- Chain drill: students make a communication based on questions and respective answers one by one generating a circular chain within the school environment.
- Single space substitution exercise: the teacher puts into question a topic of dialogue and uses a phrase as a signal that when performing the repetition, it must be changed in the sentence in the correct position.
- Multi-slot replacement drill: same as the single-slot drill, with the difference that the teacher uses various signals to be changed in the sentence in the correct position.
- Transformation exercise: the teacher exposes a sentence that must be changed into another, for example, for example, a question that will become a statement, an active sentence that will become a negative statement, etc.
- Question and answer exercise: students must generate answers quickly to answer the teacher's questions.
- Use minimum pair analysis: the teacher selects a couple of words that have similar sounds in the pronunciation, but considering that a sound differs from one another and that brings difficulty to the student so that they can pronounce and describe the difference.
- Complete the dialog box: the proposed words are removed from the line in the dialog box; Students must apply their knowledge of grammar structures and look for them in order to place them in the sentence.

- Grammar games: Various games designed to practice a grammar point in context, using lots of repetition. According to Prator and Celce-Murcia, quoted in Brown (2001).

1.2.4. Suggestopedia

The well-known co-learning Suggestopedia, is a method that involves the Bulgarian psychiatrist-educator Georgi Lozanov. Suggestopedia is made up of specific recommendations of the learning that are broken down from the suggestion, which Lozanov describes as a "science ... that maintains its problematic in the systematic study of the non-rational and / or non-conscious influences" to which the individuals respond frequently (Stevick, 1976, p.42). Suggestopedia focuses on using these influences and redirecting them to improve learning.

Characteristics of Suggestopedia

Richards and Rodgers (2001, p.100), summarize the most outstanding features of Suggestopedia, which are made up of: the decoration, furniture and layout of the classroom, the use of music and the authoritarian behavior of the teacher. The statements focusing on supedopedic learning are dramatic. "There is no isolated sector that does not intervene in the Sugology where it is not useful" (Lozanov, 1978). "The use of memory by Suggestopedia has positive reprecutions since it accelerates almost 24 more than conventional methods" (Lozanov, 1978).

Techniques of Suggestopedia

Richards and Rodgers (2001, p.103), mentioned that the lesson of Suggestopedia consisted in three phases:

- **Phase 1 (decryption): the teacher exposes the grammar and the corresponding lexicon of the content.**
- **Phase 2 (concert session - active and passive-):** in the active session, the teacher pronounces a text with a normal speed, also counting high intonations in some words or phrases, and the student follows the text's violation. In the passive session, the students move into an attitude of relaxation and understand the text that is read by the teacher calmly.
- **Phase 3 (Elaboration):** The students finish off what they have learned with dramas, songs, and games.

1.2.5. The silent way

The Silent way has its foundations in cognitive processes that are effective, and have the characteristic focused on problem solving. Gattegno (1972) mentions that students have more convenience in generating independence and autonomy so that they can contribute to each other language conflicts. So that the teacher should keep silence at all times, hence the name of the method, and eliminate the thought that the teacher will explain everything to them.

All through, grammar is not presented in isolated fashion but always in context.

Learning Hypotheses of the Silent Way

Richards and Rodgers (2001, p.81), mentioned that the silent form is expected according to the following:

- Learning is easy when the student imagines or remembers a place and begins to repeat what he understands.
- Learning is easy if they relate to the use of physical objects that have the function of accompanying in learning.
- Learning reduces its difficulty, through the resolution of problems that contain material to be learned.

Principles of the Silent Way

- The teacher should consider starting with concepts that are already based on the students and generate new knowledge to build the unknown for the students.
- Students focused on learning languages have intelligence and have the motivation to learn writing as well as speaking the language.
- The language will not have a good development of learning to repeat only after the teacher demonstrates the model.
- Students must keep and learn to have confidence in themselves.
- Learning focuses on making use of what you know to direct it to new contexts.

- Silent is a tool. Contributes to encourage autonomy and initiative. Where the teacher only uses communication when necessary.
- The meaning is understood by the student making use of the perception and not on the contrary with the translation.
- If the teacher encourages students through praise, they will be less self-sufficient.
- In the process of learning it is necessary to make mistakes based on it, learning.
- At first, the master needs evidence of progress, but not of perfection. Because the student maintains the compression of various rhythms.
- Students take greater importance to the teacher so as not to miss out on classes. Student attention is a fundamental element of learning.
- Students must participate in a large amount of meaningful practice without repetition.
- Language is for self-expression.
- The teacher can obtain information from the student, in a way that contributes to the learning through the comments.
- Speaking, reading and writing skills reinforce each other.

1.2.6. Communicative language teaching (CLT)

The teaching of communicative language (CLT) began in Great Britain in the 1960s. It has its emergence when British applied linguists generated courtesies that focus on learning situational languages. Noam Chomsky was the first person to substantiate that each structural theory had an inability to describe the creativity and

uniqueness of each sentence (Chomsky, 1957). Thus, a great change in grammatical structures was generated, giving communication competence as a central point.

Wilkins (1972) mentioned that a functional and communicative definition of language contributes to improving the development of communicative curricula for language learning, but Firth (1950) provides a more extensive sociocultural area, which integrated participants, their behavior and beliefs, objects of linguistic discussion and a word choice, also consider as a contribution in any language learning. Other theorists (Canale and Swain, 1980; Widdowson, 1989; Halliday, 1970) focused on the communicative approach to language learning, a particular set of communication underlying the purpose of different language abilities for various reasons and the relationship between linguistic systems and their communication. Values in texts and speeches. A theoretical concept of communication-focused language focuses on it from the CLT. Hymes (1972) presented a proposal where he presented "competence" and "performance" initially integrated by Chomsky in the year 1960 and mentioned that the main objective of language teaching was to integrate and use "communicative competence", which means to be able to use the language. In other words, it is mentioned that language must be integrated within it as a tool in communication. Canale and Swain (1980) mentioned the term "communicative competence" to focus on grammatical competence. However, it is worthwhile to appreciate the phrase "communicative competence" also used to generate the relationship with the psychological, cultural and social rules that use speech based on discipline (Hedge, 2000). Therefore, the communicative approach, which challenged the prevailing audio-lingual method, promoted the idea that social and cultural knowledge were necessary prerequisites for use in linguistic forms.

According to Hymes (1972) proposes a set of communicative skills and. which are also based on other theorists, provide:

- a) Linguistic or grammatical ability;
- b) Sociolinguistic or pragmatic capacity;
- c) speech competence,
- d) Strategic capacity (Richards and Rogers, 1986; Hedge, 2000), and
- e) Fluency (Hedge, 2000).

In this innovative approach, the functional view of language, in which grammar is but just one component of language, implies integrating grammar all the traditional components of language (lexicon, syntax, morphology, phonology and semantics) to pragmatics and semiotics, towards the goal of allowing for appropriate communication.

Characteristics of Communicative Approach

In the aspect of language theory, the teaching of communicative language contains relevant theoretical foundations, it has a rich theoretical base, although somewhat eclectic (Richards and Rodgers, 1986, p.71).

These are the features of Communicative language teaching:

- The purpose is to ensure that students achieve communicative competence so that students can use language appropriately.

- The main focus when using the CLT approach is in students. The teacher acts as a material facilitator. The teacher contributes to the autonomy of the students.
- The study program focuses on the functional use of language. The curriculum focusses on authentic materials. The tasks that are entrusted to the student are focused on a motive.
- The communicative activities will focus on students being able to achieve communicative objectives of the curriculum, integrate communication into students who need to use communication procedures such as information exchange, negotiation of meaning and interaction (Richards and Rodgers, 1986, p.76).

Principals of CLT

- In the CLT approach, meaning is of paramount importance. The purpose is to make students understand the intents of speakers and writers.
- A thought is maintained that communicative functions are more relevant in linguistic structures. Littlewoold mentions that "the functional and structural systematic provision of language are the characteristics of language teaching, focusing them on a more communicative vision" (1981, p.1). Languages are made up of a limited number of patterns that exist within phrases or sentences. But the mastery of these patterns does not contribute to students in communicating with the target language. The student needs to have the ability to understand the communication functions of these structures.

- In the process of using the CLT approach in language teaching, the target language is centered in the classroom. The target language is the conduit for generating communication in the school environment, not just the object of study (Larsen Freeman, 2000, p.125). The use of native languages cannot use communication with the target language. Therefore, in the learning process, the native language must be used responsibly.
- It focuses on the correct use of language, quite the opposite of accuracy. The precision comes in the later stage. It is believed that students dominate the language in a determined way, so that there is precision.
- The incorporation of linguistic skills in language learning, expresses that communication is not limited only with the ability to speak; Skills such as reading and writing should also be incorporated. Language must be taught by integrating all language skills and not just with one skill. It means that the communication approach is not limited only to the ability to speak; Reading and writing skills must be developed.
- The language has no learning, if only memorization is used. Because it is not possible to generate a good isolated learning. The correct way of learning is through social interaction. Richards and Rodgers mention that the objective linguistic system focuses on learning based on the process of struggle to be able to communicate or provide some idea (1986, p.67).
- When using this approach, the central point is to generate communication through the target language. The teacher is flexible to errors because the student expresses an improvement in the speech of the target language. The

teacher must refrain from correcting in the process of activities where the student uses the target language. The teacher take corrective actions, after completing the activities.

- The CLT approach provides the purpose of communicating in the target language to students. Where interpersonal communication flows between teacher and student, also student by student. Supporting the support in the cooperative relationship. The teacher must commission work in a group or between 2 students, to share information through dialogue. Richards and Rodgers mention that the purpose is for people to interact at different times either in a group or between 2 (1986, p.68).
- The CLT approach is intended to provide opportunities for the student on how to say the words and focusing on how to say it properly.
- The teacher has the function of generating an environment where the community develops. The teacher must give the example of the correct form of language in their respective social context. Propose role play that contributes to the student to develop the target language within the social context.
- Language teaching techniques, so that they motivate the student to use the target language. Giving emphasis to the functional characteristics of language. Through dramas, role plays, games that must be used in the educational environment, encouraging real communication.

Chapter II

Innovative approaches to teaching grammar

The vast majority of teachers believe that teaching grammar separately is unfavorable for students, because they provide the way language is erected, and it happens continuously that when students are given grammar rules correct in these cases (Widodo, 2006, p.123).

In this opportunity, the following approaches are summarized in a way that teachers can choose an option to teaching grammar in classroom in a new and innovative way, most of them have interesting procedures as advantages and disadvantages teaching grammar.

2.1.Explicit and implicit knowledge

In the aspect of teaching grammar to EFL students, a teacher may feel obfuscated by realizing that they have learned grammar at different stages. Students have the possibility of becoming experts in grammar; however, it is the case that when they write and speak, they make mistakes very often. This issue is complicated to solve. This case is very challenging to solve (Widodo, 2006).

When encountering this difficulty, particularly with adult students, it is necessary to keep in mind that there are 2 types of knowledge that are essential to be able to have competence in a second language. These are known as explicit knowledge (conscious learning) and implicit (subconscious acquisition). (Klein, 1986).

A <ul style="list-style-type: none"> * Less explicit. * Use of symbolic devices * Reduces teachers' assistance 	B <ul style="list-style-type: none"> * Most elaborate and explicit in guidance * Encourages student to making better generalizations
C <ul style="list-style-type: none"> * Brief & indirect clues given * Self-discovery through hints * Least explicit of the four squares 	D <ul style="list-style-type: none"> * Prescriptive teaching of grammar * Complex base in metalanguage * Common in school structure

Figure 2: Smith's Consciousness-raising "4-squares" of language learning.

Retrieved from Macedo, A. (1999) Pedagogic grammar and second language acquisition

In the Sharwood-Smith Theory of "4 squares" (Fig. 2), each of the cells carries the table containing the components of several parameters in each type of instruction. The didactic level and deductive thinking are extended horizontally from Table C to D. The level of elaboration and inductive thinking is extended vertically from Table C to A. These are based on a scale of use from 0 points to 10, 0 being the lowest point and 10 as the highest level. In this theory, Smith argues that articulation and learning of norms are not considered an element of necessity in CR, in the same way Lawler and Selinker (1971) and Bialystok (1981) think that CR occurs without verbal acceptance of the awareness regarding the regulations, this is due to the fact that only a part of the students have the capacity to do it. This shows another flaw in the use of GMT, which appears in 1.4, with limited validity rules present in cell D of Smith's chart This, coupled with the assumption of effective "memory learning" that will be out of context, formulates a debate about the structural regularities that the CR should draw attention to.

2.1.1. Explicit knowledge

According to Ellis (2004) affirms: “Explicit knowledge refers to the language and the use that can be given. This gives the ease of entry and development of implicit language and is useful for tracking language output. Explicit knowledge is generally accessible through controlled processing” (p.227-275). Also “In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way” (Brown, 2000). For instance, Achmad knows every rule about present tense, but he frequently makes mistakes in speaking and writing. However, such knowledge is easy for him while having time to think of the rule and apply it (that is, in the context of a grammar exercise or a writing assignment). Thus, on the basis of Achmad’s case, explicit knowledge is learnable; for example, when grammatical items are given to learners, they learn the items first in a controlled learning process.

Explicit knowledge is also obtained through the practice of error correction, which is thought to help learners come to the correct mental representation of a rule. This works if there is enough time to operate it; the speaker is concerned with the correctness of her/his speech/written production; and s/he knows the correct rules (Krashen, 1987).

2.1.2. Implicit knowledge

Implicit knowledge refers to the unconscious and internal knowledge of the language that is easily accessed in the process of developing spontaneous, spoken or written language tasks (Brown, 2000). Implicit knowledge is obtained in the natural language learning process. This implies that a person applies a part of the grammar

rules in the same way as a child who learns his first language (his mother tongue, for example). According to Brown (2000), the learning of a child is implicitly aspects of language (phonological, syntactic, semantic, pragmatic rules of language), however, it does not count or does not have an explanation of these rules. For example, Jack speaks and writes English using the present tense correctly, even though he does not know the grammar rules. In summary, implicit knowledge is obtained through a subconscious learning process. This is demonstrated by the fact that native speakers of a language do not always consciously know the rules that govern their language (Krashen, 1987).

When comparing the terms: Explicit and implicit knowledge, Noonan (2004) raises a challenging question: is it possible that explicit grammatical knowledge becomes implicit knowledge in the context of EFL students? In response to this, there are two answers. The first is based on Krashen's opinion, explicit knowledge cannot in any way be implicit knowledge to the extent that the two are in separate parts of the human brain. Unlike this, the position of the interface indicates that explicit knowledge may have some impact on implicit knowledge. This position is divided into views. The first argues that explicit knowledge is internalized through practice or exposure that is frequently presented to the target language similar to the acquisition of other skills. Instead the second goes along with the view of Krashen.

2.1.3. Explicit vs. implicit knowledge

In order to elaborate the work of Sharwood-Smith, Macedo. A (1999) refers to the Krashen Monitor Theory, or "MT" (1976) in which he believes that acquisition and learning are two entities that have no interface. Macedo indicates that if this is true, then C-R has no relation to this theory. McLaughlin (1978), studied the theory of the

monitor and questions that the process has two types, one controlled and the other automatic. At first, the process is rather a “stop and go” rhythm, however, it is gradually “atomized” using C-R. In response to this, Krashen argues that language happens before acquisition because his monitor is the mediator of knowledge. He thinks his results are based on empirical evidence rather than what he calls “pure speculation.” Sharwood-Smith offers a compromise of the two, with its model indicating that explicit or implicit expressions can be processed into viable linguistic results. To conclude on the empirical evidence, he mentions that the EFL / ESL acquisition device has been seen as waterproof. But, through practice, explicit knowledge contributes to this acquisition process. Therefore, CR should not and cannot be treated simplistically. Based on this research, it seems clear that teacher-based C-R and student-based conscious learning can be investigated in a higher and more complex model guide. Macedo agrees with this using Rutheford's belief (1978), that helping the student contribute an “explicit reference” model of the target language can lead to a type of direct mechanical performance of this language. He mentions that the success of the theory he proposed is based on the elimination of placing immediate expectations on the student so that he can perform it.

2.2.Two core approaches in grammar presentation

Widodo (2006) indicated that, in generic terms, in grammar learning, there are two approaches to apply: deductive and inductive. In this part, the two are briefly highlighted, and subsequently link the two approaches to the theory of second language acquisition (SLA).

2.2.1. Deductive approach

The deductive approach comes from the logic that deductive reasoning works from general to specific. In this aspect, the rules, principles, concepts or theories are presented first and then their applications are treated. In summary, when using the deduction, we reason from general to specific principles (Widodo, 2006).

By entering grammar teaching, the deductive approach can be called rule-based learning. Here, the grammar rule is explicitly presented and then practice applying what has been learned. This approach was the basis of language teaching globally and still enjoys a monopoly on many course books and self-study grammar books (Fortune, 1992). The deductive approach indicates that a teacher teaches grammar by showing grammar rules, and then gives examples of sentences which contain the rules mentioned. When students understand the rules, they are instructed to apply them to various examples of sentences. Giving these rules implies in directing the attention of the students to the problem discussed. Eisenstein (1987) suggested that, by applying the deductive approach, students take control in practice and reduce the fear of drawing a conclusion that is not correct related to the functioning of the target language. In summary, the deductive approach begins when a taught rule is presented and then examples in which it is applied follow; and in this regard, students are expected to participate through the study and manipulation of examples.

In the case of the application of the deductive approach, Thornbury (1999) raises the following guidelines for when the rule is presented:

- 1.** The rules should be true;
- 2.** The rules should show clearly what limits are on the use of a given form;

3. The rules need to be clear;
4. The rules ought to be simple;
5. The rules needs to make use of concepts already familiar to the learners; and
6. The rules ought to be relevant. (p.32)

When presenting the rules in the deductive approach, the most important thing is that, the presentation should be illustrated with examples, be brief and concise, involve student understanding and allow students to personalize the rule.

However, the deductive approach has its own advantages and disadvantages, as shown in Figure 3 below.

Advantages	1.The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
	2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
	3. A number of direct practice/application examples are immediately given.
	4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not able to understand the concepts or encounter grammar terminology given.
	3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

Figure 3: Advantages and disadvantages of the deductive approach. Retrieved from Approaches and procedures for teaching grammar. Widodo (2006, p.127)

2.2.2. Inductive approach

The inductive approach comes from reasoning with the same name, which states that a succession of reasoning that comes from (observations, measurements or data) leads to the conclusion of generalities (for example, rules, laws, concepts or theories) (Felder and Henriques, nineteen ninety-five). In summary, when using induction, a series of specific instances is observed, from which a general principle or concept is inferred.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule discovery learning. Suggest that a teacher teach grammar starting with the presentation of some example sentences. In this sense, students understand the grammar rules of the examples. The presentation of grammar rules can be oral or written. Eisenstein (cited in Long & Richards, 1987) argues that the inductive approach tries to use the very strong reward value of bringing order, clarity and meaning to experiences. This approach implies that students actively participate in their own instruction. In addition, the approach encourages the student to develop their own mental set of strategies to deal with the tasks. In other words, this approach attempts to highlight the grammar rules implicitly in which students are encouraged to conclude the rules given by the teacher.

On the other hand, the inductive approach has advantages as disadvantages as can be seen Figure 4 below.

Advantages	1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	2. Learners' greater degree of cognitive depth is "exploited".
	3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	4. The approach involves learners' pattern-recognition and problem-solving abilities in which particular learners are interested in this challenge.
	5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.
Disadvantages	1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	3. The approach can place emphasis on teachers in planning a lesson.
	4. It encourages the teacher to design data or materials taught carefully and systematically.
	5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Figure 4: Advantages and disadvantages of the inductive approach. Retrieved from Approaches and procedures for teaching grammar. Widodo (2006, p.128)

2.2.3. Relating deductive and inductive approaches to SLA theory

The deductive and inductive approach are related to learning and acquisition in SLA theory. In the first instance, the deductive approach is related to the conscious learning process, this approach emphasizes the correction of errors and the presentation of explicit rules (Krashen, 2002). This approach is applied because it is an efficient way to organize and present the rule that is already understood. This approach is used with adult students; it is through this approach that a teacher intends to teach the rule explicitly in order to prepare them for the exercises assigned to them. Explicit presentation of the rules improves students' confidence to perform certain tasks. In order to successfully carry out the application of this approach, the teacher will have to provide a considerable number of exercises.

In the second instance, the inductive approach is related to the subconscious learning processes that resemble the concept of language acquisition. According to this approach, students learn the language system (grammar or prayer rules) the same way that children acquire their first or second language. In this way, meaningful interaction in the target language (natural communication) is more important than the language form. That is why the correction of errors and the explicit teaching of the rule are usually of little importance. When the inductive approach is applied, students learn the rule unconsciously.

From the Krashen Hypothesis (1978, 2002) acquisition / learning, some conclusions are drawn regarding the two approaches: deductive and inductive, as follows in Figure 5.

Deductive	Inductive
Learn the rule in the context of formal instruction	Learn the rule as a child acquires her/his first or second language
Know about the rule	"Pick up" the rule
Learn the rule consciously	Learn the rule subconsciously
Learn the rule explicitly	Learn the rule implicitly

Figure 5: Relationship of deductive and inductive approaches. Retrieved from Approaches and procedures for teaching grammar. Widodo (2006, p.129)

Which of the two approaches is the best? It is the question that generates a long-standing debate between language teachers in the context of EFL / ESL, because both have their own meanings to achieve the student's particular progress. For example, a study that was done concerning some language students indicates that some students get better results in the classes where the deductive method is applied; On the other hand, others have better results in inductive classes. It is this difference

in cognitive styles that is associated with different neurological mechanisms in students (Eisenstein, 1987).

When a grammar rule is taught inductively or deductively, it depends on certain structures, because some are more susceptible to a deductive approach, while others tend to learn very well through an inductive approach. That is, deductive and inductive presentations can be applied successfully depending on the cognitive style of the student and the structure of the language presented (Eisenstein, 1987; Brown, 2000). But, if a teacher uses a deductive or inductive approach, he should consider the notion that language learning, particularly in the context of EFL (for example, grammar) is a largely conscious process implies a formal exposure to the rules of syntax and semantics, this followed by specific applications of the rule, with encouraging corrective comments that reinforce correct use.

2.3. Bottom-up and top-down approaches

2.3.1. Bottom-up

The process that develops from the bottom up is the result of an individual's attempt to understand language by observing individual meanings or grammatical characteristics of the most basic units of the text (for example, words to read or sounds to hear), and passes of these to understand the whole text. The ascending process is not considered as a very effective way of approaching a text initially, and it is usually contrasted with the descending process, which is considered more effective. (BritishCouncil, 2019)

Example

Asking learners to read aloud may encourage bottom-up processing because they focus on word forms, not meaning.

Traditional bottom-up approach

The formal time structure is demonstrated by using different tables and tables of questions and negative sentences, as shown below. The examples considered are presently simple and present progressively correspondingly in Figure 6 and Figure 7.

In this sense, the paradigms are evidenced by each combination of time / aspect separately (past simple, past progressive, present perfect, future *will*), including modal verbs (such as *can*, *should*, *must*, etc.). Students, who are in levels A1 - B1, mostly receive three of these tables for each time (one for the realization of a declarative sentence, one for questions and one for negative sentences), which must be learned (Masár, 2017, p.144).

Declarative:

You	work	in Prague.
She/he	works	in Prague.

Negative:

You	don't	work	in Prague.
She/he	doesn't	work	in Prague.

Question:

Do	you	work	in Prague?
Does	she/he	work	in Prague?

Figure 6: Paradigm for Present Simple. Retrieved from Masár, D. (2017, p.147)

Declarative:			
You	are	working	in Prague.
She/he	is	working	in Prague.
Negative:			
You	are not	working	in Prague.
She/he	is not	working	in Prague.
Question:			
Are	you	working	in Prague?
Is	she/he	working	in Prague?

Figure 7: Paradigm for Present Progressive. Retrieved from Masár, D. (2017, p.147)

Even though in most books the predominant exemplification is the bottom-up method, the materials that are often marked a chapter dedicated to presenting the grammar from top to bottom, in other words, the overview on how to formulate questions in tenses is provided (Masár, 2017). As in Figure 8.

Are	you	working?
Did	you	work?
Does	he	work?
Can	he	work?

Figure 8: Grammar of questions. Retrieved from Masár, D. (2017, p.148)

But, such top-down synthesized presentations are often found in chapters that focus on the grammar of the questions, which are mostly located at the end of the book or section, or in the reference materials for intermediate and senior students. Quite apart from these very limited exceptions, there is no grammar book that presents the grammar of questions and negatives in English in a consistent top-down approach (Masár, 2017).

2.3.2. Top-down

The top-down language procedure occurs when an individual uses the background information to be able to predict the meanings of the language they are going to read or listen to. Before relying first on real sounds or words (from the bottom up), they develop expectations about what they will hear or read, being able to confirm or reject while reading or listening. It is estimated that the top-down procedure is an effective way to process the language; making the most of what the person contributes to the situation. (BritishCouncil, 2019)

Example

Asking students to predict that it would cover a newspaper article from the title or the first sentence will motivate them to use the top-down procedure in the article.

A top-down approach - theoretical preliminary

Researchers focused on the study of English have considered for centuries that language comes to conform as a system.

A large number of language schools focus their research on this assumption and, no doubt, this idea is budgeted by most, if not all, contemporary linguistic approaches. Therefore, it is even more interesting that this well-established idea, so deeply rooted in theoretical disciplines, for the most part seems to be ignored in the teaching of the English language. The systematic approach to teaching English grammar may be favorable for teaching the grammar of negative questions and sentences in the time system (Masár, 2017, pp.148-149).

Operator verbs and their properties

Masár (2017) explains:

Operators have unique properties, which are studied in detail in the theoretical grammar manuals. In the final part of this article, only two of the most obvious properties will be indicated, namely the ability to change in questions and the question of not being continued by the negative particle. But operators, however, appear in other contexts, such as elliptic context or question tags. Figure 9 shows which components may appear in the operator position (p.149).

Verb	Specification	Examples
modal verbs	<i>can, could, may, might, must, shall, ought, need, dare</i> (<i>dare</i> and <i>need</i> can also behave as full verbs)	<i>He may be doing his homework now.</i>
future <i>will</i>		<i>He will be doing his homework.</i>
verb <i>do</i> :	emphatic use	<i>I do study hard!</i>
verb <i>have</i>	in present perfect and past perfect tenses	<i>He has done it.</i> <i>He had done it.</i>
verb <i>be</i>	whenever it is finite (agrees with subject)	<i>She is a student.</i>

Figure 9: Operator verbs. Retrieved from Masár, D. (2017, p.150)

Non-operator Verbs

To talk about non-operator verbs; “Lexical verbs, on the other hand, may not always appear in the *operator's position* in English” (Masár, 2017, p.150). They are given in Figure 10.

Verb	Specification	Examples
verb <i>do</i>	lexical use (as an activity)	<i>I do my homework every day.</i>
verb <i>have</i>	any non-perfective use	<i>I have two brothers</i>
verb <i>be</i>	if it follows another verb in the operator function, i.e. if it appears in the infinitive (a non-agreeing) form	<i>I have been studying a lot.</i>

Figure 10: Non-operator verbs. Retrieved from Masár, D. (2017, p.151)

2.3.3. Bottom-up and top-down

Students should be encouraged to make use of bottom-up and top-down strategies to help understand a text. For example, in a reading comprehension, students make use of their knowledge of gender to predict what will be in the text (from top to bottom) and their understanding of adherence to guess the meaning (from bottom to top).

Masár (2017) affirms:

In terms of teaching any part of the grammar of a foreign language in general, the teacher may choose between two methods, namely the bottom-up and the top-down approaches. The bottom-up method is based on providing students with a series of grammatical rules for each particular case. The stage of generalization follows, i.e. a student synthesizes the general principle and then is able to apply the general principle to the whole system (p.145).

See Figure 11.

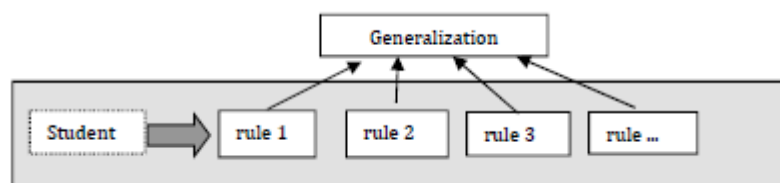


Figure 11: Bottom-up method. Retrieved from Masár, D. (2017, p.145)

Making a comparison between the bottom-up method and the top-down method of grammar, it is concluded that the second one is applied in this section, based on the analysis that students first have access to the general rule. Moving on to apply the general rule in other particular cases; see Figure 12.

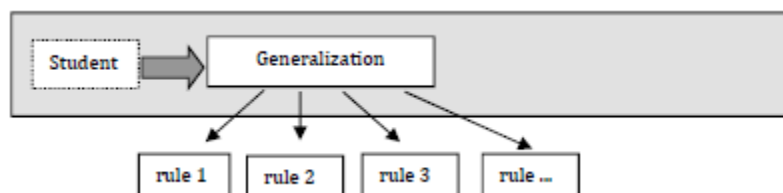


Figure 12: Top-down method. Retrieved from Masár, D. (2017, p.145)

2.4.Lexical approach

In the language learning process, a group of principles focuses on observing the understanding of words and mixing of words (pieces) is the main method to understand and learn a language. Focusing on the idea that students do not consider memory learning, but through everyday phrases.

The term lexical approach was first integrated in 1993, by Michael Lewis, who evidenced that "language consists of grammaticalized lexis, not lexicalized grammar" (Lewis, 1993).

The lexical approach is not a generally unique method and neither in the teaching of the defined language. It is commonly used, but that is not understood by the majority. Literature research focused on the subject, evidence that is used in a contradictory way. It focuses on words that have consequences as answers with the use of various words. Students can perceive through learning what words maintain connection in this way. There is an expectation that students focus on learning language grammar based on the use and inquiry of patterns in words (Nordquist, 2017).

2.4.1. Examples and observations

"The Lexical Approach implies a decreased role for sentence grammar, at least until post-intermediate levels. In contrast, it involves an increased role for word grammar (collocation and cognates) and text grammar (suprasentential features)" (Lewis, 1993, pp.194-195).

2.4.2. Methodological implications of the lexical approach

To explain us the methodological implications of lexical approach. Lewis (1993) affirms:

- Early emphasis on receptive skills, especially listening, is essential.
- De-contextualized vocabulary learning is a fully legitimate strategy.
- The role of grammar as a receptive skill must be recognized.
- The importance of contrast in language awareness must be recognized.

- Teachers should employ extensive, comprehensible language for receptive purposes.
- Extensive writing should be delayed as long as possible.
- Nonlinear recording formats (e.g., mind maps, word trees) are intrinsic to the Lexical Approach.
- Reformulation should be the natural response to student error.
- Teachers should always react primarily to the content of student language.
- Pedagogical chunking should be a frequent classroom activity (pp.194-195).

2.4.3. Limitations of the lexical approach

Since the concept of lexical approach is the most efficient and fastest option, so that students can capture sentences, it does not encourage creativity much. It can generate an unfavorable negative side effect of evidencing limitations of responses to unique phrases safely. Since there is no need to build answers, you also do not necessarily learn from the complexity that is evident in language.

Adult language knowledge consists of a continuum of linguistic constructions of different levels of complexity and abstraction. Constructions can comprise concrete and particular items (as in words and idioms), more abstract classes of items (as in word classes and abstract constructions), or complex combinations of concrete and abstract pieces of language (as mixed constructions). Consequently, no rigid separation is postulated to exist between lexis and grammar (Ellis, 2011).

2.5. Consciousness-raising

Rutherford and Sharwood-Smith's (1988, p.3) defined Consciousness-raising as:

"C-R has a continuous process that begins from the intensive promotion of conscious awareness through the pronunciation of roles in a pedagogical way at the other end, to the final exposure of the student to specific grammatical phenomena at the other."

There is also the thought that C-R integrates a commitment to learning the second language and obtaining it, so that the instruction is mostly inductive. Because of this, Rutherford is an opponent of the teaching of traditional grammar instruction and rejects that the related entities are not brought together. As evidenced in his research study (1985, p.284), these are the main objectives of C-R:

- a.** Exposes the grammar so that students align their understanding and the need for grammatical awareness L1.
- b.** Provide characteristics of L2 so that the student can acquire and process understanding.

The central axis of Rutherford's belief was based on getting students to perceive this "gap" between them and the English spoken by native speakers. Then the students, through their ability, check hypotheses to successfully conclude the obtaining of natural language.

Elaboration on C-R

Another contribution was from author Sharwood-Smith (1988, p.53) who stated that "traditional instruction" is classified in type C-R. Providing a cognitive model of grammar as an instruction, making the difference between explicit and implicit

knowledge. "Harley and Swain (1984) stated that since there are precisions as a conflict, CR contributes to reducing and eliminating that student gap. Of this diversity of concepts, it is understood that CR is a learning method that supports students through their first language information. The purpose is to provide the ability to conclude problems, so that there is the transfer of grammatical patterns, referring to second language or L2. There are several studies based on conflicting theories and beliefs. For the best understanding it is better to understand the association in the grammatical method and CR, so that grammar can be outlined. Very apart from the different opinions, it is incorrect that the teacher expressly limited: a) Set aside grammatical instruction, b) a return to the grammatical approach in form.

C-R Approach to Grammar Instruction

In contrast to the GTM, Ellis (1992) states through his study that C-R focuses a little more on the characteristics of grammatical forms in the production domain. These are the relevant characteristics integrated in the C-R in the instructional grammar:

- a) They are separating grammatical forms through specific characteristics and rules.
- b) Data is distributed to each student so that they can find the main characteristics.
- c) The effort in an individual activity to locate the essential characteristics.
- d) The need for understanding, brings the explanations to data information modes.

- e) It is expected that students propose rules focused on objective characteristics.

As evidenced in the respective lists, but I have a reduced similarity between them.

It is concluded that the GTM is not based on C-R.

Ellis (2002) mentions Awareness as the incorporation of equipment to students, who make use of specific grammatical comprehension, for the development of a declarative form (by describing a grammar rule and applying it in pattern practice exercises) very apart from the procedural (making use of a grammar rule in communication) knowledge of it. Richards, Plat and Plat (1992) expresses the Awareness according to the following:

It is an approach to the teaching of grammar in which instruction in grammar (through drills, grammar explanation, and other form-focused activities) is viewed as a way of raising learner's awareness of grammatical features of the language. This is thought to indirectly facilitate second language acquisition. A Consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly (p. 78).

The activities with main characteristics are proposed by Ellis (2002) include:

1. They should focus on separating a specific type of linguistic character, so that they have more attention;
2. Students perceive the illustrations objectively and describe in a described or explained way the rule;

3. It is expected that the student performs an intellectual activity for the understanding of the objective function;
4. The incorrect understanding or incomplete understanding of grammar in structural form, guides to clarify as additional information and respective explanation;
5. Students (although not elementary) are required to pronounce with the rules due based on the characteristics of the grammar.

In synthesis, in the Awareness, it is essential that students maintain the perception of each of the characteristics formed in the language (so that they can identify the patterns of sentences), but it has no relevance or importance to communicate the patterns evidenced in the Prayers taught.

The knowledge is implicit to make the application in the structure without the need to make an effort in the communication. Awareness is focused on the integration of explicit knowledge: the type of intellectual knowledge we obtain from various subjects. (Ellis, 2002).

Practice and consciousness-raising

For almost all teachers proficient in English, in order to support students in understanding the structures and / or rules of language, so that it can be applied in written and oral form (Ellis, 2002).

Practice

Declared by Widodo (2006), practice is an essential point of learning integrated in the methodology, according to the following characteristics:

1. Only specific grammatical characteristics are taken, so that it is a more focused attention;
2. Students should exemplify based on the sentences or statements where the specific characteristics are considered;
3. Students will receive opportunities to repeat the objective function;
4. The grammatical function is expected to be used correctly by the students;
5. Students get feedback (immediate or late) on the correct use of the grammar structure is correct or if the structure is incorrect (Ellis, 2002; Richards, 2002).

In a global aspect, with practice you can improve accuracy and fluidity. So, the axis is the use of the correct language (for example, make correct use of each of the language rules). So, when they acquire fluency, then after having correctly mastered the rules of spoken or written language. Various theories of linguistic augers, affirm that in this process there is flexibility of errors or failures, so that a practice is carried out in a common and natural way. In the process, the teacher is required to provide support to the student to demonstrate their weaknesses in the target language. Also difference that fluidity and precision are interdependent.

Didactic application

LESSON PLAN N° 10

1. GENERAL INFORMATION

Subject: English

Grade: 2° grade – high school.

Time: 30 minutes

Teacher: Rick Manuel Benavides Montalvan

English language requirement: pre - intermediate

Date: March 21st, 2018

Topic: Adjectives

- 2. OBJECTIVE:** Students will be able to identify and write sentences using the adjectives correctly.

METHODOLOGY USED

Multi-sensory approach

Grammar Approach: Consciousness-raising

3. TEACHING MATERIALS

(Multimedia, markers, board, flash cards, flip chart)

	<p>sentences.</p> <p>Are the adjectives in the following sentences in the correct position?</p> <p>- T shows Ss some flash cards and they need to make correct sentences according to the images on them.</p>	5 min.	Teacher-Students
Post	<p>Evaluation:</p> <p>Ss produce sentences using the adjectives about their own experiences correctly.</p>	5 min.	Students

5. LEARNING RESOURCES

- Activities to present grammar inductively taken from Oré, M. (2014), English 4. Lima: Aula Abierta.
- Realia.

Exercise 01

1. written the sentences using the adjectives

peruvian - english - southern – famous – big – new – acid

- We're students.
- This is my book.
- Cusco is in the Andes.
- Shakira is a singer.
- My brother works in a company.
- My cousin has a car.
- This is an orange.

http://weusemath.org/wp-content/uploads/2013/05/math_teacher1-640x295.jpg



http://moderndriver.org/wp-content/uploads/2015/10/p_red_car.jpg



Synthesis

Why is it important for teachers to have good communication?

The good communication by teacher should be important to practice, learn and transmit more about the different topics in English language; not only focusing in the verbal language, because most of the communication has given in non-verbal language. It is important too for our students to learn how to understand signals (signs, colors, face's expressions, etc.) And communicate each other correctly in a human way.

History of English language teaching

The language teaching since classical method to communicative language teaching had lot of changes depending of student's necessities, context and situation. ELT was re-organizing itself firstly as method and nowadays as approaches to produce a holistic view of the language and communication.

Since 1970 to now, with the appearance of the communicative approach, the language view becomes more functional and communicative.

Nonverbal communication skills

As an interviewer, you're probably evaluating a candidate's body language as well as his qualifications. If he doesn't smile, you might think he's unfriendly or bored. If he crosses his arms, you may think he's upset or defensive. Other people, including co-workers and clients, will likely pick up on these same signals, so it's important to choose candidates who project warmth and professionalism. Look for applicants who smile and maintain eye contact, who shake your hand firmly, and who seem relaxed

and confident during the interview. If they make you feel at ease, they'll likely have the same effect on colleagues and customers.

Consciousness-raising approach

Consciousness-raising approach is also known as awareness-raising, is based in the way that teachers show student a new language. Students first become aware or conscious of the new language, then identify and make a distinction of it, and to finish they produce it by themselves correctly.

Explicit knowledge

Explicit knowledge is a knowledge that can be articulated, codified, accessed and verbalized in an easy way to transmit it to others.

Implicit knowledge

Implicit knowledge is unconscious and easily accessed. It is gained in the natural language learning process.

Deductive approach

Deductive approach works from the general to the specific principles or concepts. In grammar teaching, rules, principles, concepts, or theories are presented first, and then their applications are treated. In this process, students learn the rule consciously and explicitly.

Inductive approach

Inductive approach works from specific to general principles or concepts. In grammar teaching, observation, measurement or data are presented first, and then rules, laws, concepts or theories are treated promoting discovery learning. In this process, students learn the rule subconsciously and implicitly.

Multi-sensory approach

Multi-sensory approach uses our multiple senses to process information in teaching process of the language; this approach connects and associates with a concept taking them as sources for teaching-learning process.

Bottom-up approach

Bottom-up approach departs from the idea that students know the meaning or grammatical characteristics of the information they are going to listen to or read.

Top-down approach

Top-down approach uses background information to predict the meaning or grammatical characteristics of language that learners are going to listen to or read.

Lexical approach

Lexical approach proposes that some of grammatical rules don't need to be deepened; grammar teaching needs to be synthesized according to students' first language to the easiest and clearest way of teaching.

Critical appraisal

In the course of this investigation, I have had to compile diverse interesting approaches for the correct and clear grammar teaching. But before the search of all this information I had to learn that nowadays to be able to communicate with other people, is not enough the correct use of the oral language, also we need to understand the diverse contexts and other types of communication that exist called non-verbal communication as corporal language, signs, etc.

The history of English language teaching made me understand that there is needed a holistic vision of the language and communication, and that until quite recently the methodologies were structuralisms with the exception of the direct method; also the importance of the appearance of the communicative method in order that the vision of the language made it more functional and communicative.

It is not needed to teach by a traditional, behaviorist or repetitive form because it is verified by studies that it has not worked completely. Nowadays the teaching of the English language needs of an existential form for its correct learning and understanding.

The importance of the correct teaching of grammar in the English language, in such a way that the student could understand and learn of a natural form using his proper resources as for example: their background knowledge, their mother language, their senses, etc.

I agree with Ausubel when he said that “the student knows”, because if the student would not know, there wouldn’t be way of connecting this knowledge with the new language.

Nowadays the teacher not only has to teach by a specific methodology or approach to teach the English language, he need to do a mixture of innovative forms for the motivation of the student in the grammar teaching of it.

Suggestions

- 1) As language involves both linguistic and nonlinguistic components, it is important to develop awareness in the students of the holistic nature of language. This obviously entails that all classwork should somehow include both the linguistic and non-linguistic components of language and communication to comprehend the importance of a complete communication.
- 2) Grammar is but one and only one component of language. It should be presented and dealt with as such: as part of a more complex entity, not as an isolated component that language can show.
- 3) Grammar in and by itself does not be sufficient for appropriate communication. To allow people to communicate appropriately, language should include all the components of language (from lexicon to semantics) and show regard for the components of communication (pragmatics and semiotics).
- 4) Departing from item 4 (above), the students' different communication needs – which obviously run far beyond the mere learning and use of grammar-- should be catered for by helping them to learn to express their real ideas, feelings, tastes, emotions, ideas, etc.
- 5) The inductive approach to grammar, and to teaching as a whole, could be considered for application at school level, because (a) it departs from the principle that the student knows and, and we know, the student surely knows; (b) it promotes discovery learning and (c) it reinforces the student's self-esteem.

Conclusions

- Nowadays the English language is taken importance in all the careers, for that reason the correctly learning of it would be based from an innovative way of teaching.
- Language and communication isn't based on verbal communication because some aspects of the language –like the context- stay to the air.
- Bottom-up and Top-down approach appeared by the necessity to have a holistic view of the language and communication.
- Multisensory approach gives you a global view of the pedagogical experience and the resources that we can count.
- Lexical approach is a specific way to focus the grammar and its role into the language teaching.
- Consciousness-raising approach focuses the grammar teaching based on the students' background knowledge and reinforces it according to their necessities.

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These are some books, which teachers used to use in class:

Miguel Ore de los Santos (2014) “English 4”