CHAPTER II
THEORETICAL FRAMEWORK

2.1 Background

The researchers have found out that there are no previous investigation works regarding “Linguistics Introduction” subject in Francisco Gavidia University. For this reason, the work group is very interested about stating the necessity of doing a research on how Linguistics Introduction is essential to learn a language as well as to teach it.

What was the origin of languages? How can it be known how a human being acquires a specific language? How language functions in society? These questions can be answered by studying some fields implied in Linguistics, because each field is related to language studies. Linguistics can also be connected with other sciences like Psychology, Anthropology, Sociology and others. It can be said that Linguistics, in few words, is the science that studies languages. But this definition is very general though. To comprehend what linguistics really is, it is important to know which study areas of a language implies and how this areas are related to language Teaching-Learning Process.

2.2 Theoretical Bases

Each of the fields that are about to be presented conforms a component of the large Linguistics structure; they bring a piece of knowledge in the road to the comprehension of the generation of language. Since language is not an isolated action, but a group of activities that involve thinking processes, muscular movements, internal and external acoustic processes, body language and generations of grammatical structures.

Linguistics cannot be studied and understood without having previous preparation in very specific fields about the production of language. To understand the way human processes information and creates language in the constant interaction with the environment, it is necessary to go over the very
root of the speech, and study the sound that humans produce, the way vocal apparatus is used and the meaning that other human beings give to messages, sentences, syllables, and sounds, how words are changing from one geographical area to another, from country to country, from city to city, and others. The answers about the production of human language have been searched in different areas of study that, even when the researchers do not have finished the investigation process, and every scientist is making new discoveries and generating more and more theories about the production of language, they provide a leading guide to understand in a better way the linguistic theory. These areas are briefly described as follows:

2.2.1 Phonetics

Phonetics is the science that studies the sounds and their production in language. There are three major areas in Phonetics; each of them is focused on a particular aspect of the sounds used in speech and communication.

- **Auditory phonetics** studies how people distinguish the sounds they hear.

- **Acoustic phonetics** studies the waves involved in speech sounds and how they are interpreted by the human ear.

- **Articulatory phonetics** studies how sounds are produced by the human vocal apparatus. Articulatory phonetics is the more studied area for people learning a foreign language.
Phones are the minimal units that phonetics studies. They are speech sounds that can be physically distinguished and have perceptual properties. Phones are to be written between brackets. Allophones are another component of phonetics study area. They consist of one of many similar speech sounds or phones that belong to the same phoneme or mental representation of the sound.

“The International Phonetic Association has determined a special alphabet for representing all of the different sounds, utterances, or phones, currently thought to be used in human speech. The International Phonetic Alphabet (IPA) has more than 100 distinct phones listed and given distinct characteristics. These phones can be separated into a number of different groups, based on whether
they use air from the lungs or not, whether they are voiced or not, the position of the tongue when producing a sound, and how the sound is altered.”

Vowels IPA chart is formed by the characteristics in which the sound of vowels occurs. This depends on the position of the tongue in the vocal tract and the roundness of lips while producing the sound.

Consonants IPA chart contains more characteristics related with the vocal tract than vowels. As linguistics has been in continuous development, there have been some sounds additions because of the formation of new languages and the discovery of new parameters in pronunciation.

Source: http://upload.wikimedia.org/wikipedia/commons/9/91/IPA_chart_2005_vowels.png

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2.2.2 Phonology

Phonology describes how the sounds system of a specific language functions. One of the principal objectives for phonology is, to identify the various qualities and forms of sounds in a language, because of the speakers’ different pronunciation of the same phones. Its study unit is the phoneme, which is, the minimal unit of speech with meaning in a language. Phonemes are to be written between slashes, because they denote the mental representation of sounds.
The phonological system of a specific language includes the different sounds, their features and norms regarding to how sounds interact with each other. These features help in the matter of teaching a foreign language because they help the student to have a closer native-like pronunciation. Some of these features are:

- **Minimal Pairs**
  These are words that differ in only one phoneme from their pronunciation and, because of this, they have *different meanings* too. These words are not to be confused by *allophones* which are the distinct pronunciations of a phoneme and, have the same meaning. For some examples, see the chart below.

<table>
<thead>
<tr>
<th>word 1</th>
<th>word 2</th>
<th>IPA 1</th>
<th>IPA 2</th>
<th>note</th>
</tr>
</thead>
<tbody>
<tr>
<td>pin</td>
<td>bin</td>
<td>/pɪn/</td>
<td>/bɪn/</td>
<td></td>
</tr>
<tr>
<td>Rot</td>
<td>lot</td>
<td>/rɒt/</td>
<td>/lɒt/</td>
<td>initial consonant</td>
</tr>
<tr>
<td>Zeal</td>
<td>seal</td>
<td>/ziːl/</td>
<td>/siːl/</td>
<td></td>
</tr>
<tr>
<td>Bin</td>
<td>bean</td>
<td>/bɪn/</td>
<td>/biːn/</td>
<td>vowel</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Pen</td>
<td>pan</td>
<td>/pæn/</td>
<td>/pæn/</td>
<td>final consonant</td>
</tr>
<tr>
<td>Hat</td>
<td>had</td>
<td>/hæt/</td>
<td>/hæd/</td>
<td></td>
</tr>
</tbody>
</table>

Source: [http://en.wikipedia.org/wiki/Minimal_pair](http://en.wikipedia.org/wiki/Minimal_pair)

- **Assimilation:** These rules describe when a sound becomes similar or affected for a neighboring sound; e.g.: *nasalization* in vowels that are before a nasal sound like /n/ or /m/.

- **Dissimilation:** This happens when two similar neighboring sounds become less similar; e.g.: *fricative dissimilation*; “fifth” and “sixth” are pronounced without a phoneme, /fɪft/ and /sɪkst/.

- **Insertion or addition:** A sound that is not presented in the normal spelling of a word is added because of talking rapidly; e.g.: *aspiration* in English language.

- **Elision:** This is when, in certain contexts or because of a particular pronunciation and fast speech, a sound is left off the word; the most important occurrences of this phenomenon regard:

  Alveolar consonants /t/ and /d/ when they are between two consonants.

<table>
<thead>
<tr>
<th>The next day….</th>
<th>/ðə ˈneks ˈdeɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last car…</td>
<td>/ðə ˈlɑːs ˈkɑː/</td>
</tr>
<tr>
<td>Hold the dog!</td>
<td>/ˈhɔuld ðə ˈdɒɡ/</td>
</tr>
<tr>
<td>Send Frank a card.</td>
<td>/sen ˈfранk ə ˈkɔːd/</td>
</tr>
</tbody>
</table>

2.2.3 Morphology

Morphology studies how the words of a language are internally structured. Usually, speakers do not know the rules implied in the formation of words, or the relations among them, as to list them but; every speaker perceive the rules implied in the formation of words; e.g. Spanish speakers are aware of the relation among *gato, gata, gatos*; they recognize this because of their implicit knowledge about word-formation rules in Spanish, i.e. this is about the patterns words have, in order to express different meanings.

The minimal study units of morphology are the morphemes, i.e., the smallest, indivisible units of semantic content or grammatical function which words are made up of. These units function as particles which give words different properties in order to express different meanings. Some examples are:

- **Free morphemes** like “paper” and “hot” are the ones that can stand alone and express a complete meaning.

- **Bound morphemes (or affixes)** like "un-" appear only together with other morphemes to form a lexeme, and give the word a different meaning. Bound morphemes in general tend to be prefixes and suffixes since they are just added to the lexeme or principal word. In English is not very common to find infixes in words but they are frequent in other languages.

- **Derivational morphemes** can be added to a word to generate another word: the addition of "-ness" to "sad," for example, to give "sadness." They carry semantic information as to sometimes even change the part of speech to another one; e.g.: the addition of “-ly” to “happy” (a noun), to give happily (an adjective).

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• **Inflectional morphemes** modify a word's tense, number, aspect, and so on; e.g.: as in the lexeme "play" if written with the past tense morpheme "-ed" becomes "played". They carry grammatical information.

• **Allomorphs** are variants of a morpheme, e.g. the plural morpheme in English is sometimes realized as [-z], [-s] or [- iz].

2.2.4 Syntax
Syntax deals with the rules implied in the structure of sentences in a language. It aims to describe a language in terms of rules and, many try to apply some of these rules to all languages. It does not provide the rules for building sentences or phrases; it just attempts to explain them. There are some features in a language that helps to understand how to use it, rules that state what is grammatically correct and what is not; these features are the ones that syntax studies.

Despite the fact that all syntax theories have humans as study object, there are some significant differences in stance. Many linguists (e.g. Noam Chomsky) see syntax as a branch of biology, since they conceive syntax as the study of linguistic knowledge as embodied in the human mind. Effectively, there is a science that implies neurobiology and linguistics studies: **Neurolinguistics**. Briefly, it can be said that Neurolinguistics studies how language functions in brain. There are specific brain areas which are implied in written, spoken and signed language, as the picture shows:
“Others (e.g. Gerald Gazdar) take a more Platonistic view, regarding syntax as the study of an abstract formal system. Others also (e.g. Joseph Greenberg) consider grammar as a taxonomical device to reach broad generalizations among languages.”³

One element of syntax, called **inflection**, deals with how the end of a word might change to tell a listener or reader something about the role that word is playing; e.g., regular nouns in English become plural by just adding an “s” to the end. Signals like these play a large role in helping hearers to understand sentences.

Another division of syntax is about the various parts of speech that a language has and classifies the words of a language into these groups. Maybe the most important aspect of syntax is how the various parts of speech can be connected together. Language has rules that dictate where a part of speech is allowed and where it is not, and how to interpret the resulting sentence. That is why it can be confirmed that to know words is not the same that to know a language, because syntax is needed in order to communicate ideas.

2.2.5 Semantics

“The English term “semantics” comes from the Greek *semantikos* which means to show or give signs.” 4 Semantics is one of semiotics’ branches. It explains the relation between signs and their meaning. In Linguistics, semantics is the one in charge of studying the meaning of words, phrases and sentences as well as their connotative sense and their denotative reference.

The decompositional perspective towards meaning holds that the meaning of words can be analyzed by defining meaning atoms or particles, which establish a language of thought. An area of study is the meaning of compounds; another is the study of relations between different linguistic expressions and their classifications (homonymy, synonymy, antonymy, etc.).

It is well known that every part of a language has some meaning; not only words but morphemes too, have meanings in our internal lexicon. Words in a language contain semantic properties, e.g., the word "emperor"; it is known that, an *emperor* is a man who is an empire ruler, while an *empress* is a woman who is an empire ruler. Both words are related to their meanings, not only because they imply human beings but persons who have authority. Like this example, there are more relations implied in the internal structure of words as well as relations with other words in context. Then, some relations between words can be listed:

- **Homonyms**: Words that sound and sometimes are written alike but have different meanings.
- **Synonyms**: Words that are written differently but have the same or sometimes similar meaning.
- **Antonyms**: Words that are related by their opposite meaning.

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2.2.6 Pragmatics

Pragmatics implies the study of a language in its social context. The ability to understand another speaker's intentional meaning is called **pragmatic competence**. Another perspective is that pragmatics studies the ways in which people achieve their purpose in communication; e.g.:

“When a diplomat says *yes*, he means ‘perhaps’;
When he says *perhaps*, he means ‘no’;
When he says *no*, he is not a diplomat.

When a lady says *no*, she means ‘perhaps’;
When she says *perhaps*, she means ‘yes’;
When she says *yes*, she is not a lady.”

*Voltaire*

(Quoted, in Spanish, in Escandell 1993.)

There can be studied three different areas of communication in which pragmatics are involved.

*Using language for different purposes*, such as:
  * salutation (e.g., *hi*, *bye*)
  * giving information (e.g., *I am going to sleep right now*)
  * commanding (e.g., *Give me a glass of water*)
  * promising (e.g., *I am going to get you the CD*)
  * demanding (e.g., *I would like a glass of water, please*)

*Changing language according to the needs of a listener or situation*, such as:

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• talking differently to a child than to an grown-up
• giving background information to an unknown listener
• speaking differently to a friend than to a boss

*Following rules for conversations and storytelling*, such as:
• taking turns during discussion
• introducing new topics during dialogue
• staying on topic
• how to use verbal and no verbal signals
• how close to the listener can someone be when speaking
• how to use facial gestures and eye contact with the listener

These features may vary in every culture. It is known that social communication across the world may vary so, it is important to understand the culture features of every person when maintaining a communicative relation.

*An individual with pragmatic problems may:*
• say out of place or unrelated things during conversations
• tell stories in a disordered way
• have little variety regarding vocabulary in language use

### 2.2.7 Theories about the Origin of Languages

After this brief explanation about what Linguistics areas implies, it is important to go through the different theories about Linguistics that many scientists have done as a contribution to language studies, after knowing how human brain and language apparatus produce speech, and after making a review of the different fields of Linguistics in which the very process of producing sounds and its classification has been seen, the fact of how humans produce speech during language acquisition is still a Linguistics investigation in process, there is not a final resolution yet about this issue; moreover, there are some approaches and perspectives that have been done by different scientists, here are mentioned some of the most influential perspectives that were attempted to be grouped.
RATIONALISTS PERSPECTIVE
According to the rationalists, it is assumed that humans have a natural capacity to learn and develop languages, because human beings are genetically programmed to do so. This point of view is also known as nativist or innateness, and of course, this innate capacity cannot be observed, that is why the skeptical group have another perspective that is based mainly in observation. Within this perspective there can be found some theories to reinforce what some experts have said. Some of the most famous are mentioned next:

- Universal Grammar Theory (by Noam Chomsky)
- Monitor Theory (by Krashen)
- Cognitive Theory (McLaughlin; Anderson; Shiffrin & Schneider; Ausubel)

EMPIRICISTS PERSPECTIVE
This perspective maintains that human experience is more important than any specific innate capacity, and is the main responsible for language learning. In that sense, language acquisition is the result of the human interaction with the external environment, a response from the organism to the biological, social and cognitive needs that are experienced through the senses to the brain. The support to this perspective is given by equal renamed scientists that have their bases in the next theories:

- Behaviorist Psychology (Skinner)
- Connectionism, Parallel Distributed Processing (McClelland, Rumelhart & PDP Group, Gasser)
**BEHAVIORISM (Skinner)**

In this theory, all learning consists in conditioning, and it applies to humans and animals, both have reflex as a response to stimuli. Human brain at the moment of birth is empty, ready to acquire knowledge, and the early activities shown by humans are only a complex collection of conditioned response.

In the particular case of the language, “...is a sophisticated response system that human acquired through automatic conditioning processes⁶”. This theory was reinforced by the experiments made in laboratories with rats, and other animals. By the middle fifties this theory applied in Psychology and education was very popular, therefore, it was applied to language that according to the psychologists comes with practice and repetition, stimuli, response and reinforcement. All learning is associative and is the same process for human and animals.

Nevertheless all the experiments made with animals, in the case of human race it was an assumption only; the theory cannot explain the creativity of children in generating language.

**CONNECTIONISM (McClelland, Rumelhart & PDP Group, Gasser)**

This theory is based in the research that has been made about how human

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⁶ SKINNER, B.F. 1957. Information provided by the Linguistics professor at Francisco Gavidia University.
brain functions, the way the information is processed through the synapses and how the information is gathered to form a response that will be materialized in an activity, corporal action or in speech. This information can get together because of the connections the brain makes to relate one data to another. The way the brain processes the information, and specially the way of learning are compared to the mechanism of a computer. Although there is a question to ask in this theory: Is the mental process one step at a time like a computer process? Or is it simultaneous? To have a model about human brain behavior, McClelland and Rumelhart took the Parallel Distributed Processing (PDP) in which they show the neural connection model of the theoretical mental process. For language, the brain has patterns that are activated by stimuli and they act in a kind of network. The learning process gives to the brain criteria to select rules and apply them, in that way the brain makes its own corrections in speech.

**UNIVERSAL GRAMMAR THEORY (Noam Chomsky)**

After his graduation from Harvard University, Chomsky published the “Syntactic Structures” and rejected the Skinners’ theory of behaviorism. His theory concludes that humans were born with a genetically determined capacity to learn language. The ability of language learning is more biological than reflective. This is because children show that they learn language very quickly and they are able to create or generate their own grammatical structure, when children make mistakes, they can correct themselves and sometimes it is not necessary teachers’ help. He says also that prove of the innate human ability is that in all the languages around the world are used vowels, and there are also some grammatical components like nouns and verbs. The human properties referred to language are included in a “Language Acquisition Device”.

The linguistic properties are summarized as follows\(^7\):

- The ability to distinguish speech sounds from other sounds.
- The ability to organize Language into a system of structures.
- The knowledge about what was possible in any linguistic system.

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\(^7\) BROWN, 1987. Information provided by the Linguistics professor at Francisco Gavidia University.
• The ability to construct the simplest possible systems based on the linguistic data to which one was exposed.

This theory, just like the reinforce it has from other authors like McLaughlin, is very extensive and complex since it introduces advanced mathematical concepts to represent how the grammar structures work to generate sentences in any language.

It can be said that Noam Chomsky transformed linguistics with his many significant contributions to language study areas. His theories are based in the cognitive process every person has, to be able to develop his language acquisition. According to Chomsky, every human being carries a set of Universal Grammar rules that are developed later in life and adapted to the language that is acquired. His thesis about Linguistic structures (1957), shows how the syntactical structures can be changed infinite times to create an infinite number of sentences. No doubt his work is one of the most consulted all around the world where Linguistics is studied; this is because of his perception that all the languages have in common grammatical components that are set in our brain, which has the unique structural characteristics to contain a form of "natural language". This natural language is affected depending on the region the human being grows up, and even when the deeper structure of the language never changes, the surface structure is transformed in the different languages of the world.

In 1957, in his book Syntactic Structures, Chomsky states that utterances, words and sentences have two representation levels, an internal or deep structure and a surface structure. For Chomsky language is defined by syntactical structure (not by the use of the structure in communication) and syntactical structure is determined by innate properties of the human mind (not by the needs of communication).

For Chomsky, the ability to learn a language is only dependent on intelligence and motivation. Formal teaching of the first language is unnecessary: the child
may have to go to school to learn to read and write but he does not have to go to school to learn how to talk.

It will be unavoidable to mention Chomsky’s work, because of his contribution to linguistic fields, especially in syntax. He provided a new vision of the old linguistic conceptions, to organize his own logic of linguistic structures, which is nowadays a reference point for all the students and professionals in linguistic fields. It results interesting to notice that Grammar is not related at all to Semantics or Meaning. Then it is possible to have a perfect grammar structured sentence without any significance or logical meaning.

His theories are essential for the linguistic studies that students are taking in English Major at the Francisco Gavidia University, but teachers have to be careful in selecting the material to study, this is because students could be lost in psychological, mathematical and grammatical concepts that are too deep and need a progressive process to go over new scientific vocabulary and orientation of the teacher to clarify linguistic issues that are related to other scientific fields.

Even though Chomsky’s work will be mentioned all along this work, it is not the intention of the researchers to go deep down his theories, but to understand how Linguistics has been transformed by the different specialists, and how important is for students to know the authors and their contribution to Linguistics.

**MONITOR THEORY (Krashen)**

This theory is applied to foreign language acquisition and it has five hypotheses. The main idea is that the person will acquire a foreign language in a proper way only if the conditions are the appropriate ones. The way to provide the information has to be in a comprehensive way, no place to complex concepts in order to avoid confusion. The learner must be motivated and free of anxiety. Grammatical rules are applied only when the input or learning process has been the right one, then learning can serve as a monitor of human performance in a foreign language.
COGNITIVE THEORY (McLaughlin; Anderson; Shiffrin & Schneider; Ausubel)

Like Universal Grammar, from the cognitive theory the learning process is the result of a mental activity not as a response to external stimuli, but as an internal mental action. Humans act, create, construct, and plan. Therefore, human cognition must be analyzed to find out how strategies to produce language are applied.

2.2.8 The Teaching Learning Process

In every class at any University, takes place a tremendously complex process in which teachers have a relevant role, it is necessary to know and understand the factors that influence the way the students learn in class and how they interact and react depending on the different activities and strategies that are developed by teachers. One of the worries for teachers is how to find out if their interaction in the process is the appropriate and how to correct, improve, and vary their interaction with students?

There are many ways to check the progress in the day by day classes, surveys from students, recommendations made by supervisors or inspectors. These are ways to know from an external source what the teachers’ behavior is in class and how it is perceived by students. There must be a feedback from teachers’ perspective, a kind of introspection to obtain an impartial point of view, without feeling prejudice from the external source.

One way to identify what is wrong in teaching techniques is by knowing the different methods applied to self-inspect teachers’ performance in class. It is recommendable a reflection, which can be done before and after the class to evaluate decisions made during class, and discover factors that affected in a positive or negative way the teachers’ performance during class. In that sense, teachers must be aware of the different components that are playing a role in classes. For that purpose, it is useful to have a model or pattern to follow, when an exploration into the teaching techniques is made.
By following the teaching learning transactional model, teachers have a pattern that can serve as a guide when making reflections about the way the classes are developed, and permits to focus on each one of the aspects that affects the Teaching – Learning Process individually to integrate them in a connected process, not in isolated situations.

“Here transaction means the back and forth or to-and-from quality of the teaching/learning experience so that each element of the model is not treated as a discrete and disconnected piece”.

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**Teaching/Learning Transactional Model**

**Style**
- Do I actively promote a positive emotional climate?
- Do I exhibit passion for the teaching/learning process?
- Do students feel safe (physiologically and psychologically)?

**Mode**
- What instructional strategies do I use (expository, hands-on, interactive/collaborative)?
- Why use these strategies?

**Teacher**
- What educational theories or beliefs ground my perspective toward education?
- How is my life story “played out” in my classroom encounters?
- How is my “in-the-moment” awareness affecting my practices?

**Environment**
- What is my physical environment?
- How does the physical environment impact the teaching/learning transaction?
- What are the strengths and weaknesses of my environment?
- What is within my control to modify in the space?
- How does the time of day impact the teaching/learning transaction?

**Assessment**
- Are assessments directly tied to goals or objectives?
- What types of assessments are used?
- Why these assessments?
- How are assessments results used?
- How is assessment tied to overall goals of a program or accrediting body?

**Content**
- Have I understood and reflected on the tradition of my content and traditional approaches to my content and made informed decisions based on that knowledge and reflection?
- How does my content fit in with the educational programs of which it is part?
- How does my content create personal meaning in my students’ lives?
- How does my content area develop a global perspective or awareness in my students’ lives?

**Learner**
- What types of learners do I have in my classroom?
- What learning styles are represented in my learners?
- What are students’ expectations, motivations, and attitudes?
- What developmental characteristics of adult learning are represented in my students?

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*Source: International Journal of Teaching and Learning in Higher Education*

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Once the teachers discover and know what are the fields affected through the transactional model shown above, an action has to be taken to improve or correct the process and place it in the correct path. There can be applied the different teaching methods depending on the needs of the students and their reaction to the different approaches that are taught. The most appropriate method is selected according to the needs and characteristics of the students in class. Among these methods, there can be mentioned the following ones:

- Grammar-Translation Approach
- Direct Approach
- Audio-Lingual Method
- Community Language Learning
- The Silent Way
- Communicative Approach-Functional-Notional
- Total Physical Response
- Desuggestopedia
- Reading Approach

**GRAMMAR TRANSLATION APPROACH**

In this method, classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Grammar explanations are always provided; it gives instruction about the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is an early activity in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. In this method, the work of the teacher plays an important role, and his intervention is required from the beginning to the end of the class, to provide answer to questions and direct the exercises. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.
This method is used depending on the purposes of the class and the kind of students that are in it. This method has been applied for years especially in elementary schools.

DIRECT APPROACH
The classes are given using dialogues in a modern conversational style in the target language. Actions or pictures are first presented orally, but the mother tongue is not used to avoid translation. The open questions in the target language based on the dialogue or an anecdotal narrative are used to reinforce what students have learned, questions are answered in the target language. Grammar is taught in an inductive way, generalized from the practice and experienced with the target language. Verbs are used from the beginning, but conjugated only after having oral mastery of the target language. Literary texts are not analyzed grammatically. Culture is an important aspect of learning the language, therefore, is also taught.

AUDIO-LINGUAL METHOD
Mimicry, memorization of set phrases and over-learning are some of the tools of this method, which is based on the principle that language learning is habit formation. The new material is presented in the form of a dialogue, like in the direct method. The Grammar structures are sequenced and taught one at a time using repetitive drills. There is little or no grammatical explanations provided to the class; the vocabulary is learned in context, and grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Instruction is determined by contrasts between source language and foreign language. Language laboratories, tapes and visual aids are used permanently. There is a pre-reading period at the beginning of the course. Precise native-like pronunciation is encouraged during class. The Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors.
COMMUNITY LANGUAGE LEARNING

It is based upon counseling techniques and adapted to the anxiety as well as the personal and language problems that a person encounters in the learning of foreign languages. For that reason, the learner is not seen as a student but as a client. The instructors of the language are not considered teachers but language counselors.

This method focuses on the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to help him linguistically. Then slowly the teacher-counselor tries to enable him to arrive at his own independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship.

THE SILENT WAY

To apply this method it is necessary to use a set of colored rods and verbal instructions in order to:

- Avoid the use of the mother tongue.
- Create simple linguistic situations which remain under the complete control of the teacher.
- Give to students the responsibility for the good pronunciation during the descriptions of the objects shown or the actions performed.
- Let the teacher concentrate on what the students say and how they are saying it.
- Generate a game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- Establish almost from the beginning, a difference from the voice of the teacher using the foreign language to a number of voices using it. This reduces imitation and encourages personal production of the sounds.
COMMUNICATIVE APPROACH-FUNCTIONAL-NOTIONAL
The method stresses a way of organizing a language syllabus. The objective of the class is to teach students to communicate in situations they are involved. The Notions and the different ways of expressing an idea are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors:

a. The functions
b. The elements in the situation, and
c. The topic being discussed.

A situation can be expressed in variations of language such as the use of dialects, the formality or informality of the language, and the way of expression.

TOTAL PHYSICAL RESPONSE
This method combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this leads to a high degree of motivation. It is necessary to take into account the following to develop the method:

- Understanding the spoken language before developing the skills of speaking.
- Imperatives are used to transfer or communicate information.
- The student is not forced to speak; he begins to do it when he feels comfortable and confident in understanding and producing the utterances.

DESUGGESTOPEDIA
This method is based on the idea of disappearing students’ fear to making mistakes. This fear could cause little or any participation in class. That is why
there must be a confident environment, from the voice of the teacher to the
room where the class is developed. Paintings, landscapes and color is used in
the decoration of the classroom, as well as instrumental music, all these to
create a relaxing feeling in the students.

It is important for students to choose different names or identities, and this is
what make them feel more comfortable, the sensation of being in a different
place and as another person to feel an enjoyable and funny way to learn the
language.

READING APPROACH
This approach is appropriate for practical and academic reasons. The approach
is for people who do not travel abroad, for whom reading is one of the usable
skills in a foreign language.

The priority in studying the target language is first, reading ability, and second,
current and/or historical knowledge of the country where the target language is
spoken. Minimal attention is paid to pronunciation or gaining conversational
skills in the target language. From the beginning, a great amount of reading is
done in the foreign language, both in and out of class. The vocabulary of the
early reading passages and texts is strictly controlled for difficulty. Vocabulary is
expanded as quickly as possible, since the acquisition of vocabulary is
considered more important than grammatical skill. Translation reappears in this
approach as a respectable classroom procedure related to comprehension of
the written text.

To take advantage of this last method, a textbook could be a good source to
involve students in Linguistics matters, not only English language, but also
issues related to any language, and this can increase the knowledge about the
history of languages and the ways these languages are acquired in every
culture, the transformation that they experience and the best way to teach them.
<table>
<thead>
<tr>
<th>METHOD</th>
<th>PRINCIPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar-Translation Approach</td>
<td>The purpose is to be able to read literature and translate one language into another. Students write the answers to reading comprehension questions and teacher decides if an answer is correct or not.</td>
</tr>
<tr>
<td>Direct Approach</td>
<td>The teacher uses target language to ask students if they have a question, and answer students’ questions by drawing on the board or giving examples.</td>
</tr>
<tr>
<td>Audio-Lingual Method</td>
<td>The teacher is a model for students regarding pronunciation and usage of the foreign language, which is learned by a habit formation due to repetition.</td>
</tr>
<tr>
<td>Community Language Learning</td>
<td>Language is learned for communication meanings. It is important to build a relationship with and among students. Students learn in an easier way when they know the limits of an activity.</td>
</tr>
<tr>
<td>The Silent Way</td>
<td>Teacher builds students’ learning parting from their previous knowledge, so he gives them only what is necessary to improve their education.</td>
</tr>
<tr>
<td>Communicative Approach</td>
<td>The foreign language is not only the learning objective, but also is the principal mean of communication in class.</td>
</tr>
</tbody>
</table>
| Communicative Approach-Functional-Notional | Students can learn one part of the language by the movements of the body, and they will begin to speak when they are ready to do it.  
Students can learn through observing actions as well as by performing the actions themselves. |
| Total Physical Response        | The teacher gives the students the impression that learning will be easy and enjoyable. Students choose new names and identities.             |
| Desuggestopedi a               | The objective is to get reading ability and facilitate the understanding in scientific research matters. Translation is a necessary tool.         |
Didactic resources in language teaching

What are didactic resources? Are they necessary to the Teaching-Learning Process? Which of them it is more suitable for language teaching? Didactic resources are all the things that help the teacher to reach the objectives in class. They also can be comprehended as sources of aid or support to improve students’ learning. For using any didactic resource, the teacher must take into account students’ necessities and background. Some common didactic resources are:

- Textbooks
- Charts
- Video tapes and DVD
- Audio CD and cassettes
- Flashcards
- Tape recorder
- Internet

These are just a few resources that are usually used in foreign language classes and, for the researching team purpose, it will be analyzed some reasons about how a textbook could be efficient for language teaching.

2.2.9 Why a textbook?

Textbooks provide a guide for teaching and thus, for students’ learning during classes. In this way, is easier for the teacher to conduct learning and facilitate the necessary information of a specific subject. Accordingly, textbooks must be based on the curriculum to be covered in classes. Only with this characteristic, the textbook will be suitable and appropriate for both teachers and students’ necessities.
As an article from Doshisha University states:

“…textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.”

Also, the use of a guideline for language teaching makes easier for teachers the preparation of classes. It gives a support to teacher’s instruction and a base for lessons’ content. For a textbook to be useful, it is important that it reaches some requirements related to subject content, teaching methods and students’ previous knowledge or/and level.

“Since the end of 1970s, there has been a movement to make learners rather than teachers the center of language learning. According to this approach to teaching, learners are more important than teachers, materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not.

In other words, learners should be the center of instruction and learning. The curriculum is a statement of the goals of learning, the methods of learning, etc. The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials.”

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<table>
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<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It provides a well-formed structured syllabus for the class.</td>
<td>• It is not adequate to students’ necessities.</td>
</tr>
<tr>
<td>• It supplies integrated and standard information for the development of the class.</td>
<td>• It may alter content information to reach a specific approach or theory.</td>
</tr>
<tr>
<td>• It is efficient, because permits teachers to instruct rather than producing material.</td>
<td>• It could create a deficiency on teachers’ performance regarding their own resources of information and creativity during classes.</td>
</tr>
<tr>
<td>• It provides efficient language usage.</td>
<td>• It is expensive.</td>
</tr>
<tr>
<td>• It improves teachers’ experience regarding specific topics.</td>
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**TEXTBOOK’S CHARACTERISTICS**

**Language**
An English textbook must content accurate, current, and Standard English. In view of the fact that students’ terminology is limited, the vocabulary in textbooks should be controlled while giving explanations of technical terms on the textbook’s glossary.

**Information on Culture**
Cultural information applied in English textbooks should be updated and trustful. It should not be partial and should consider background cultures of English.

**From Learners’ Perspective**
A textbook must be designed according to learners’ necessities. Such necessities may be their English proficiency level, background and previous knowledge about the subject. For this reason, English textbooks’ content should be effective, easy to understand, realistic and attractive for students.
• **Difficulty.** A textbook should be a little higher difficult than students current level. In this way, they will improve their vocabulary and understanding of the subject.

• **Instructional matters.** An English textbook must have clear instructions about what is expected from the teachers and the students to do in classes, following a guideline for using the book. These instructions should also be flexible, because it is known that every group of class has their own necessities or strengths and weaknesses; so at the end, the teacher will decide how the information will be imparted.

• **Textbooks should have support for learning.** This could be reflected on glossary of new terms, exercises per lesson, pictures, references, etc. Teachers have to learn how to find these features and how to take advantage of these issues.

As it has seen in this chapter, Linguistics is composed by other disciplines. Every one of the integrated disciplines is complex, and extensive, and they have their own fields of study. A brief explanation about each field has been mentioned to show an example of the amount of knowledge the students have to acquire, and understand during one semester. Students are not only learning one issue called Linguistics, but they are studying different fields to achieve an entire and understandable concept that, if applied in the appropriate situation, would help them in a foreign language acquisition process. During the study of the language acquisition it is necessary to go over the brain functions, to study the way these functions are joined, according to the knowledge acquired by humans whether natural or through a formal method, to send commands to the linguistic apparatus and generate speech. Linguistics implies many sciences; therefore, it would be helpful for students, as well as for teachers, to have a sort of outline that can be presented in a textbook adapted to their needs.

After having a general idea of the way speech is produced, it is possible to have a sight of the scientists that have contributed to the enrichment of the research
and have rewritten the way the acquisition of language has been seen. It is important to know the theories the scientists developed to explain, sometimes under the basis of the scientific analysis, and sometimes under the light of speculation, the mystery of the production of speech. These theories need to be approached in a careful way, in order to make students to know that foreign languages can be learned always that someone count on the appropriate resources to learn.

When the acquisition of a foreign language is not natural, but it takes place in a formal class, then it is important to take into account that language learning process is different from other subjects at any university, and even more, it changes from one university to another. Normally, subjects are designed for students to be adapted to them; on the contrary, language learning and the related subjects are designed to be adapted to students’ needs in the environment they interact, even when they have no contact with the foreign language out of class. Then, to know and satisfy the students needs about their learning process is a priority for teachers, since they are the ones who have to find out the ways to adapt the subject plan to the students.

In that respect, teachers have to apply different methods to achieve the subject objectives. In this chapter were shown some of the methods or approaches applied in the Teaching – Learning Process. Depending on the methods, and the characteristics of the class, students can whether improve their way to learn a foreign language by following the teachers’ directions, or also develop the capacity of self – learning by having the facility of a textbook.

In the way the objectives of a foreign language class change, the methods, strategies and resources will change too. In that sense, sometimes it results impossible to apply an Audio – Lingual Method or a Silent Way Approach where the objectives of the subject are different from learning vocabulary or develop fluency, objectives change when the students’ foreign language level improves too. And the methods during the Teaching – Learning Process have to be adapted to the changing level of the students. The resources needed are different; students would need sources of information, not visual aids for certain
subjects, the reading approach, that could not be useful in certain subjects, can be seriously considered in subjects like Linguistics Introduction.

In Francisco Gavidia University, the lack of resources to face the level improvement of students could be a barrier for teachers too. The creation of a textbook could provide to students and teachers the tools to give the next step forward in the career.

The feedback can be reinforced through the textbook emphasizing important issues that are part of the objectives. A textbook can also serve as the guiding text for the subject study plan. It can provide an outline, which could avoid missing points or getting lost due to the quantity of material that has to be covered, specifically in Linguistics Introduction. On the other hand, textbooks have the facility of adaptation to the needs of students and teachers, which is why they can be used in low levels as well as in upper levels.

Finally, the researchers believe that a textbook which follows the Study Plan given by the University, and is conveniently adapted to the needs of the students and teachers, after having the appropriate direct feedback from the ones who have experienced the lack of this resource through interviews and surveys, could be a useful tool for the English major students.
2.3 Conceptual Framework

**Acoustic Phonetics:** The branch of phonetics dealing with the transmission of speech sounds to the ear and with the physical properties of sounds as their frequency, duration and intensity.

**Acoustics:** The branch of physics that deals with sounds and sound waves.

**Adjective:** Part of the speech, typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else.

**Adverb:** Part of the speech, typically serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial, and in English also serving to connect and to express comment on clause content.

**Allomorphs:** They are variants of a morpheme.

**Allophones:** The distinct pronunciations of a phoneme with the same meaning.

**Antonyms:** Words that are related by their opposite meaning.

**Articulatory Phonetics:** Studies how a person distinguishes the sounds he hears.

**Assessment:** The action or an instance of assessing.

**Assimilation:** Set of rules that describe when a sound becomes similar or it is affected by a neighboring sound.
Audio-Lingual Method: Teaching method based on the principle that language learning is habit formation, using Mimicry, memorization of set phrases and over-learning as some of the tools for teaching purposes.

Auditory Phonetics: Studies how the sounds are produced by the vocal tract.

Behavior: Measured responses to stimuli.

Behaviorism: The theory or doctrine that human or animal psychology can be accurately studied only through the examination and analysis of objectively observable and quantifiable behavioral events, in contrast with subjective mental states.

Bound morphemes (or affixes): They are morphemes that have to be together with other morphemes to form a lexeme or give to a word a different meaning.

Broca’s area: Part of the brain that is in charge of producing coherent speech.

Cognitive theory: Explains that the learning process is the result of a mental activity not as a response to external stimuli, but as an internal mental action.

Colored Rods: They are straight slender wood sticks or shapes that are used for didactic purposes.

Communicative Approach-Functional-Notional: Teaching method that stresses a way of organizing a language syllabus.

Community Language Learning: Teaching method based upon counseling techniques and adapted to the anxiety as well as the personal and language problems that a person encounters in the learning of foreign languages.

Conjunctions: An uninflected linguistic form that joins together sentences, clauses, phrases, or words.
**Connectionism:** This theory is based in the research that has been made about how human brain functions, the way the information is processed through the synapses and how the information is gathered to form a response that will be materialized in an activity, corporal action or in speech.

**Counseling Techniques:** Strategies applied to provide professional guidance of the individual by utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes.

**Culture:** The customary beliefs, social forms, and material traits of a racial, religious, or social group; *also:* the characteristic features of everyday existence (as diversions or a way of life) shared by people in a place or time.

**Curriculum:** Sometimes called syllabus, it is the standard program in which the teacher relies to give the subjects’ instruction to students. It functions as a guide for teachers, of the many topics they have to analyze with students on a specific subject.

**Decompositional perspective:** Holds that the meaning of words can be analyzed by defining meaning atoms or particles, which establish a language of thought.

**Derivational morphemes:** They are added to a word to generate another word.

**Desuggestopedia:** Teaching method based on the idea of disappearing students’ fear to making mistakes.

**Didactic resources:** All the things that help the teacher to reach the objectives in class.

**Didactics:** The art or science of teaching.
**Direct Approach:** Teaching technique in which the classes are given using dialogues in a modern conversational style in the target language.

**Dissimilation:** This happens when two similar neighboring sounds become less similar.

**Drill:** To fix something in the mind or habit pattern of by repetitive instruction, to impart or communicate by repetition.

**Elision:** This is when, in certain contexts or because of a particular pronunciation and fast speech, a sound is left off the word.

**Empiricist Perspective:** It maintains that human experience is more important than any specific innate capacity and is the main responsible for language learning.

**Feedback:** The transmission of evaluative or corrective information about an action, event, or process to the original or controlling source.

**Free morphemes:** Morphemes that can stand alone and express a complete meaning.

**Geography:** The topographical features of a given region.

**Grammar:** The study of the way the sentences of a language are constructed.

**Grammar-Translation Approach:** A method, classes are taught in the students' mother tongue, with little active use of the target language.

**Homonyms:** Words that sound and sometimes are written alike but have different meanings.

**Imperative:** Expressive of a command, entreaty, or exhortation.
**Inductive:** Leading on an issue in a progressive and technical way.

**Inflection:** One element of syntax, which deals with how the end of a word might change to tell a listener or reader something about the role that a word is playing.

**Inflectional morphemes:** They modify a word's tense, number, aspect, and other grammatical information.

**Insertion or addition:** A sound that is not presented in the normal spelling of a word is added because of talking rapidly.

**IPA:** International Phonetic Alphabet

**Language Skills:** The ability to use one's knowledge effectively and readily in execution or performance of producing or learning language, using listening, reading, writing, and speaking correctly.

**Language Syllabus:** A summary outline of a discourse, treatise, or course of study or of examination requirements about any language.

**Language:** A body of words and their system for their use common to a people of the same community or nation, the same geographical area or the same cultural tradition. Communication using a system of vocal sounds, written symbols, signs, or gestures in conventional ways with conventional meanings.

**Lexeme:** It is the base form of a word, from which more words can be derived.

**Lexicon:** The vocabulary comprehended in the usage of a language with its own characteristics.

**Linguist:** A person whose specialty is Linguistics.
**Linguistics:** The study of language, including phonetics, phonology, morphology, syntax, semantics, pragmatics and historical linguistics.

**Mimicry:** To imitate closely.

**Minimal Pairs:** These are words that differ in only one phoneme from their pronunciation and, because of this, they have different meanings too.

**Monitor theory:** Explains that the way to provide the information has to be in a comprehensive way, no place to complex concepts in order to avoid confusion. The main idea is that the person that is going to acquire a foreign language in a proper way only if the conditions are the appropriate ones.

**Morpheme:** The minimal study unit of morphology. It characterizes every semantic content or grammatical function within words.

**Morphology:** The patterns of word formation in a particular language.

**Neurolinguistics:** Studies how language functions in brain.

**Noun:** A class of words that typically can be combined with determiners to serve as the subject of a verb, can be interpreted as singular or plural, can be replaced with a pronoun, and refer to an entity, quality, state, action, or concept.

**Performance:** The linguistic behavior of an individual.

**Phone:** The minimal study unit of phonetics. It represents the physical and perceptual properties of sounds.

**Phoneme:** The minimal study unit of phonology. It denotes the mental representation of sounds in human beings.

**Phonetics:** The study of speech sounds and their production, transmission, reception analysis, classification and transcription.
**Phonology:** The study of the distribution and patterning of speech sounds in a language and of the tacit rules governing pronunciation.

**Pragmatic Competence:** The ability a person has of understanding another speaker’s intentional meaning during communicative process.

**Pragmatics:** A branch of Linguistics dealing with Language in its situational context, including the knowledge and beliefs of the speaker and the relationship and interaction between the speaker and listener.

**Preposition:** A function word that combines with a noun phrase to form a phrase which usually expresses a modification or predication.

**Pronoun:** Any of a small set of words in a language that are used as substitutes for nouns or noun phrases and whose referents are named or understood in the context.

**Rationalist perspective:** It says that humans have a natural capacity to learn and develop languages, because they are genetically programmed to do so.

**Reading Approach:** Teaching technique that has as a priority in studying the target language is first, reading ability, and second, current and/or historical knowledge of the country where the target language is spoken.

**Semantics:** A branch of Linguistics dealing with the study of meaning, including the ways meaning is structured in language and changes in meaning and form over time.

**Skill:** The ability to do something well arising from talent, training, or practice, special competence in performance.

**Speech:** The faculty or power of speaking; ability to express one’s thoughts and emotions by uttering sounds.
**Synapse:** A region where nerve impulses are transmitted across a small gap from an axon terminal to an adjacent structure, as another axon.

**Synonyms:** Words that are written differently but have the same or sometimes similar meaning.

**Syntax:** The study of the patterns of formation of sentences and phrases from words and of the rules for the formation of grammatical sentences in language.

**Target Language:** The language to be learned.

**Teaching Learning Process:** It is the process that implies the relation between a teacher and his students in a reciprocal way. Also, it implies the way in which learning is given as well as received.

**Teaching Learning Transactional Model:** A pattern that can serve as a guide when making reflections about the way the classes are developed.

**The Silent Way:** A method where is necessary to use a set of colored rods and verbal instructions.

**Total Physical Response:** A method combines information and skills through the use of the kinesthetic sensory system.

**Universal grammar:** According to Chomsky, it is the innate ability of humans to be able to develop his language acquisition due to a set of grammar rules that are developed later in life and adapted to the language that is acquired.

**Verb:** A word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb.
**Visual Aids:** Didactical material prepared for teaching purposes in a class.

**Vocal Tract:** It is the physical cavity that has the function of producing or articulating utterances with means of communication.

**Wernicke’s area:** Part of the brain that analyze spoken language.