Métodos, enfoques y técnicas de aprendizaje y enseñanza del inglés

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RESUMEN

Los métodos de enseñanza-aprendizaje son una de las facetas más fascinantes del estudio de una lengua extranjera. Este trabajo presenta un análisis documental donde se muestra que la enseñanza del inglés como lengua extranjera y como segunda lengua cuenta en la actualidad con un amplio mosaico de métodos que van desde la traducción gramatical hasta el enfoque comunicativo que hoy comparten docentes de diversas latitudes.

El análisis permite profundizar en el conocimiento de las corrientes lingüísticas, psicológicas y filosóficas que han influido en el surgimiento de los diferentes métodos hasta llegar al trabajo investigativo dentro del aula basado en el criterio fundamental de que la praxis pedagógica es tan rica como imponderable y la flexibilidad y la creatividad deben ser la base del trabajo metodológico en el aula.

PALABRAS CLAVE: métodos de enseñanza-aprendizaje, lengua extranjera, enfoque comunicativo, aspectos históricos.

Learning and Teaching English Methods, Approaches and Techniques

ABSTRACT

Teaching-learning methods are one of the most fascinating facets of studying a foreign language. This work presents a documentary analysis where it is shown that the teaching of English as a foreign language and as a second language currently has a wide mosaic of methods that range from grammar translation to the communicative approach that teachers in various latitudes share today.

The analysis allows to deepen the knowledge of the linguistic, psychological and philosophical currents that have influenced the emergence of the different methods until arriving at the investigative work within the classroom based on the fundamental criterion that the pedagogical praxis is as rich as it is imponderable and the flexibility and creativity should form the foundation of methodological work in the classroom.

KEYWORDS: methods, foreign language, communicative approach, historical aspects

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Métodos, abordagens e técnicas de aprendizagem e ensino de inglês

RESUMO

Os métodos de ensino-aprendizagem são uma das facetas mais fascinantes do estudo de uma língua estrangeira. Este trabalho apresenta uma análise documental onde se mostra que o ensino de inglês como língua estrangeira e como segunda língua conta atualmente com um amplo mosaico de métodos que vão desde a tradução gramatical até a abordagem comunicativa que professores de diferentes latitudes compartilham hoje.

A análise permite aprofundar o conhecimento das correntes linguísticas, psicológicas e filosóficas que influenciaram o surgimento dos diferentes métodos até chegar ao trabalho investigativo dentro da sala de aula com base no critério fundamental de que a práxis pedagógica é tão rica quanto imponderável e a flexibilidade e a criatividade deve ser a base do trabalho metodológico em sala de aula.

PALAVRAS-CHAVE: métodos de ensino-aprendizagem, língua estrangeira, abordagem comunicativa, aspectos históricos.

1. INTRODUCTION

The search for the "correct" method for some "universal" with which the English language should be taught has historically concerned not only pedagogues but also linguists and psychologists, among others, in a very particular way. Thanks to his efforts, the teaching of English has a long tradition that allows it to have a wide mosaic of methods that date back to the sixteenth century and in its beginnings, it has the method of grammar translation until reaching the communicative approach that we share today teachers in more than one higher education center in the country and in other parts of the world. Particularly important in this sense is the knowledge of the linguistic, psychological and even philosophical currents that have influenced the emergence of the different teaching methods until reaching the investigative work within the classroom to know where they are and where the teaching methods are directed of foreign languages.

The struggle of linguists, psychologists, pedagogues and teachers during these years of methodological research has allowed the conclusion that this "method" does not exist and possibly will never exist. It is worth asking, then, why approach the methods then? The answer lies in the rich roots of the profession. Entering this world through a diachronic study of the phenomenon is the objective we pursue with this essay. We therefore invite our readers to join us in this brief historical journey that begins in the 18th century and continues to this day.

This pioneer of language teaching methods, also known as the traditional method, was first described by Valentin Meidinger (1756-1822) considered as the creator of the method and whose work dealt with the teaching of French. On the other hand, Johann Christian Fick (1763- 1821) wrote the first course of its kind for the teaching of English. The text was published in Enlargen, southern Germany, following the model of Valentin Meidinger as the name of the work indicates: Praktische englische Sprachlehre für Deutsche beiderlei Geschlechts, nach der in Meidingers französöche Grammatik befolgten Methode (Practical English course for Germans from both sexes, following Meidinger's French grammar method).

The best known courses courses in this period correspond to Franz Ahn (1796-1865) and H.G. Ollendorf (1803-1865) whose texts dominated the European market, especially in Germany, France and England for almost half a century, that is to say from approximately 1840 to 1890, when the foundations of the method that would follow that of grammar-translation.

2. THEORETICAL FRAMEWORK

This method, also known as 'traditional' arises as a necessity to facilitate the learning of new foreign languages for which the already traditionally known in the teaching of Greek and Latin was adapted to the circumstances of that time. Hence, the method maintained its fundamental essence: the teaching of grammar and translation and made the work of students and teachers viable who already knew the essentials of the method applied to Greek and Latin. However, the method was not a true copy of what was done with the teaching of classical languages. In fact, one of the most notable changes was the replacement of traditional texts by 'example sentences', in order to facilitate learning. Years later, this would become the most vulnerable point of the method and one of the aspects in which the attacks of back currents were targeted.

The grammar-translation method had the following fundamental characteristics: the isolated sentence constituted the basic unit of teaching, the translation of texts was the central objective, the language was considered as a set of rules that must be learned and memorized properly, the development of the skill of silent reading was essential, oral expression was not taken into account. As can be seen, there are a series of elements that, due to its absolute nature, mean that the method is not by itself a happy solution for learning foreign languages. It is true that reading ability is important in learning any foreign language, especially in a context where it is not possible to find native patterns,

it should also be privileged when working with the mother tongue, but the rest of the linguistic skills also require training. a space for their training and development. Much could be said about the limitations of the method, but the role it played at the time should not be overlooked. In the first half of the 19th century, reading a foreign language was much more useful and profitable than using it as a means of oral communication.

However, as will be seen later, techniques are still used today and principles emanating from this conception of the method are followed almost 200 years ago. As with artistic and literary movements, with philosophical currents and with everything that by its nature does not allow exact years to frame its beginning and end, teaching methods cannot so easily be pigeonholed into exact dates. It is difficult to determine exactly when one ends and another begins. However, already in the last decade of the 19th century, conditions on the European continent   demanded a change in the conception that until now had to teach languages. What air transport represents for the world today in terms of international relations and the need for communication, railways in Europe constituted in the last century.

As Howatt (1) points out, if the time had come to exploit the advantages of rail transport, it was therefore necessary to know the languages spoken at each end of the railroad.

And later he adds that as European emigration to the United States increased, the need to find a lingua franca grew even more. On the other hand, the industrialization of the second half of the nineteenth century created a new class within the population, a class that had no academic training and could not aspire to learn languages by traditional methods, since not having studied classical languages, they did not They had the methodological foundation that had allowed others to face learning the new European languages from a more comfortable position.

Hence, the ideas of the reformist movement - whose name is largely due to the reforms that had begun to occur in language teaching, especially in Europe in the second half of the nineteenth century, found an echo in what later took place in call the direct method.

2.1 Direct method

The reform movement had as its initiators the most diverse range of professionals: language teachers, academics, linguists, and among them the figures of Jean Joseph Jacotot (French, 1770-1840) stand out; C. Marcel (French, 1793-1896); F. Gouin (French, 1831-1896); Otto Jespersen (Danish, 1860-1943) and T. Prendergast (English, 1806-1886).

Various names arose to designate this phenomenon that was already emerging as a method, and each name tried to reveal the intrinsic characteristics of the method through it. Thus, the literature collects names such as reform method, natural method, psychological method, phonetic method, among others less frequent. Of all of them, "the term that has been used the most to describe the various characteristics of the new approaches to language teaching is the direct method." The origin of the term still remains a mystery. The logical explanation seems to be that the term arose in the same way as the contemporary communicative approach, that is, as a term that generically designates all language teaching methods that adopted the monolingual principle as the cornerstone of their postulates.

The fundamental aspects on which this method revolved were: priority to oral language, especially that which is spoken on a daily basis, use of the foreign language as a medium of instruction, emphasis on achieving proper pronunciation, hence the importance of phonetics, total abolition of the mother tongue and translation in class. Like the translation method, the direct method was very useful for the circumstances in which it had to be used. However, like his predecessor, he went to extremes that later earned him criticism and not a few detractors. For example, the fact of eliminating the use of the mother tongue completely constitutes a mistake that until recently has been suffered by generations of language teachers since all the emphasis was focused on the oral part of the language to the detriment of the written one.

Despite this, the direct method has been one of those that has most influenced the most current trends in language teaching and the primacy of oral language to the detriment of writing is still a strong trend in many teaching centers. This period, however, was more than just a time that gave rise to a teaching method. It was a time of fruitful academic production that served as the basis for future work in the field of linguistics applied to the teaching of foreign languages, as will be seen below.

In the year 1899, The Practical Study of Languages by Henry Sweet (1845-1912) came to light, who is said to be the man who taught phonetics to Europe and the first to apply linguistics to language teaching. Years later Leonard Bloomfield (1887-1949), considered the father of North American linguistics, coincides with some of Sweet's postulates in his work An Outline Guide for the Practical Study of Foreign Languages (1942), a document that served as an action program to the structuralist approach in the 1940s and 1950s.

It is at this time, moreover, when the first steps were taken towards the formation of the IPA (International Phonetic Association), finally constituted in 1897 and made up of figures of the stature of Wilhelm Viëtor (1850-1918), Paul Édouard Passy (1859 -1940), Sweet and Jespersen, among others.

Meanwhile, in the new continent the situation of immigrants did not wait. More and more people were traveling from any country in Europe to settle in the United States and needed to learn the language of the host country in order to survive in an increasingly multilingual environment that required the use of a common language.

In these years the figures of Lambert Sauveur (1826-1907) and Maximilian Berlitz (1852-1921) stand out in the United States, of whom it is affirmed that without the first the direct method would not have taken place at the time it occurred and without the second, very few people would have been able to take advantage of it, since almost two hundred schools were opened in Europe and the United States.

The direct method welcomed the arrival of a new century but its existence was short although in countries like Germany, France and the United States it found great allies even at government levels. Later on, the author himself points out that in Great Britain, however, the policy was different. His emphasis on the oral component and many of its techniques and procedures was taken from the direct method, but translation and grammatical explanations were not taboo. Hence, in this region of the world it is known as a method of engagement or oral method.

The method, as has already been said, has significant achievements, among which stand out being the first method in which the work of teachers, linguists and academics is combined.

2.2 Reading Method

As a consequence of educational changes and the need for a faster way for students to learn a foreign language, the reading method emerged in the 1920s, with an eminently pragmatic approach. One of its predecessors, Michael West (1888-1973) carried out an exhaustive lexical-semantic work considered by many to be the most complete study carried out to date, which led him to important conclusions about the work with reading based, to a large extent, on his job as an English teacher in India.

On the other hand, Coleman (1929) in the United States concludes that the most practical way to teach English in that country was through reading, and his Coleman

Report (Coleman Report) had a decisive influence on the fact that reading became the medium. per excellence for the teaching of English in American schools and universities.

The method, in short, had the following essential characteristics:

the use of the mother tongue was resumed his approach was oral a distinction was made between intensive and extensive reading It was based on the understanding of texts.

Currently many universities, especially those in which technical careers prevail, still use the reading method to teach foreign languages. As happened almost a hundred years ago, today there are also those who are in favor and those who are against and the last word has not yet been said.

The period that followed was equally fruitful and productive, which in this case is due to the work of two greats: Harold Palmer (1877-1949) and Daniel Jones (1881-1967), who contributed with their respective works to establish the foundations of teaching English as an autonomous profession. Jones's An Outline of English Phonetics (1918) and the classic English Pronouncing Dictionary (1917) are reference works for those who study and teach the English language. For his part, Palmer with his Principles of Language Study (1921) designed a model for the psychology of language learning that in turn would serve as a support for the development of practical activities in the classroom.

Howatt (1), referring to Palmer's individual contribution to the teaching of the English language, said: "Overall, no one person did more for the emergence of the profession of teaching English in this century." However, as noted at the beginning, the search for new proposals was not long in coming either.

2.3 Audiolingual method

It should be noted that on the other side of the Atlantic, for the first time in history, a different language method was being developed from the previous ones that had originated in Europe. This method had its origins fundamentally in the United States and its antecedents in what was called the army method.

In this regard, Richards and Rodgers (2) point out that at the beginning of the Second World War the need arises for American soldiers to communicate in German, French, Italian, Japanese, etc. And as a result, the Army Specialized Training Program (ASTP) was established, which came to employ around 450 teachers who taught about 30 languages to an approximate number of 15,000 students with an intensive character of 10 hours a day, six days a week with an average of 20 to 30 hours of individual study and 15 hours of contact with native speakers. In the midst of these otherwise highly

favorable conditions, excellent results were obtained and the popularity of the method was immediate.

It can be said that the structuralist character from the linguistic and behavioral point of view from the psychological point of view, for which this method turned out to be the most attacked in our days, are the following:

The language is oral, not written.

A language is what native speakers say, not what someone thinks they should say.

The languages are different.

A language is a set of habits.

Teach the language, not about the language.

To these conceptions are added texts already mentioned above such as Outline Guide for the Practical Study of Foreign Languages (Bloomfield, 1942) and the works of a group of North American linguists among which Charles Fries of the University of Michigan stands out, where in 1941 America's first English Language Institute was founded. Fries' work, later continued by Lado, was based fundamentally on a contrastive analysis between the mother tongue and the foreign language and on the basis of this study the materials for teaching emerge.

Coupled with this development in the field of linguistics applied to the teaching of foreign languages was the rise of the English language on a global scale at such levels that in the first half of the twentieth century the teaching of English emerged as an autonomous profession and already from the In the 1920s, people began to speak of English as a second language, although, as Howatt (1) (1) points out, it was in the 1950s that a true distinction was made between English as a foreign language and English as a second language, precisely in the years when the English language began to stand out as the language of science and technology, of commerce and finance.

The audiolingual method, despite its impact, did not last long. And already in the second half of the 60's it begins to disappear. This method, however, was the first theory about the teaching of a foreign language that was derived from linguistics and psychology and not only that, but it demonstrated that the principles from scientific disciplines could be applied in a concrete and practical way in the design and preparation of teaching materials and daily practical activity.

In this regard Stern (3) points out that the method reflects the descriptive, structural and contrastive linguistics of the 50s and 60s while his psychology is that of Skinner, a behaviorist in that he interprets the learning of a language in terms of stimulus and response, conditioned operant and reinforcement.

The elements that characterized the method were: separation of the four skills: speaking, understanding, reading and writing, primacy of oral skills (speaking and understanding) over written skills, use of dialogue as the form of presentation par excellence, emphasis on mechanical training and memorization.

In an analysis from a diachronic perspective, one of the most objectionable elements of the method, in our opinion, is the way in which the creative potentialities of the student are limited, since the method reinforces the thesis that students should not write the versions from what they heard, they should not use those structures that had not yet been exercised, they should not learn words out of context. From which it follows that the marked emphasis on what cannot be done suffocates what the student can truly create.

As stated above, this method, unlike the previous ones, did not even come of age. However, some of its components are invaluable and give it a deserved place in the history of foreign language teaching.

Already in 1964 the method began to be the target of criticism and attacks and in 1970 the demands for a 'better' method were evident. In this sense, and frankly alluding to the army's method, Finnochiaro (4) and Brumfit (4) point out: "schoolchildren are not soldiers [...] language classes in secondary schools were certainly not as successful."

Before entering what has become a new stage in language teaching, it is necessary to briefly refer to two moments that in some cases were combined with the audiolingual method, in others followed closely and in others merged among them: it is about the audiovisual method and the situational method.

2.4 Audiovisual method

The first of them has an eminently European origin that some authors frame in a similar period to the audio-lingual one by stating that while the United States demonstrated an indestructible adherence to the audio-lingual method, in Europe the audiovisual was being used. (4) According to Stern (3), the audiovisual method arises in France at the Center for Research and Studies for the Diffusion of French (Center de Recherche et d'Etude pour la Diffusion du Français (CREDIF)). The initial version Voices and Images

of France (Voix et Images de France CREDIF, 1961) had subsequent adaptations and revisions in Great Britain, the United States and Canada. Unlike the audiolingual method, the audiovisual one emphasizes the social character of the language and in this regard it is pointed out: "Language is above all a means of communication between beings or between social groups." On the other hand, it coincides with the audiolingual as it also has a linguistic and psychological foundation.

The first is also structuralism, but the second is based on Gestalt, which advocates a non-analytical approach to learning as follows from its essential postulate: "perception itself shows a character of totality, a form, a 'gestalt' that it is destroyed when you try to analyze".

2.5 Situational method

The situational method, for its part, consisted of a British variant of structuralism but which, unlike audiolingual, 'situated' the structures of the language in a framework as close as possible to the true use. Sometimes it is difficult to frame the different courses that saw the light during these years in one and the other method. Some authors such as Howatt (1) consider Voices and Images of France as audiovisual courses with a situational approach. In the same category are The Turners (1969) and a very popular one in Cuba First Things First (1967) by L.G. Alexander both of British origin. Precisely, taking the name that gave rise to the method to extremes has been one of its greatest limitations.

That is to say, the method proclaims that everything that is dealt with in a class and even in a unit must be necessarily related to a single topic or topic and any deviation from it constitutes flagrante delicto, thus forcing the student to adhere strictly to the topic in question. question. Like audio-lingual and audiovisual, it emphasizes the mechanical repetition of what is heard on the tape. However, from a lexical-semantic point of view, the method is interesting and may even have positive effects. It has been shown that when groups of words belonging to the same topic or theme are taught, they can be semantically associated and the level of acquisition by students is higher, while when isolated words are taught it is more difficult to learn them.

The situational method was not limited to the 1960s. In the 1970s there were courses such as Access to English (1974) and others even with a functional rather than structural approach, such as the Strategies, Communicate and Approaches series that preserve a strong presence of the situational element in its conception but with which the record of didactic responses to the teaching of English language learning is not closed.

2.6 Cognitive theory

Somewhat coupled with these methods comes the cognitive theory. Some consider it a method but due to its limited effect on foreign language teaching, the theory classification is more appropriate. Chomsky began to attack Bloomfield's structuralism and Skinner's behaviorism from 1959 and created transformational generative grammar that, as previously said, did not have a great impact on language teaching, although its great merit lies in the fact that it becomes an alternative theory of learning. , as its name indicates, cognitive, which, contrary to structuralism, places emphasis on the process of conscious learning of a foreign language and the rules that lead to the production of linguistic patterns on the basis of cognitive psychology and transformational grammar.

In a broad sense, Chomsky's contributions have served for linguists, psychologists, pedagogues, and teachers in general to revalue postulates and principles of language teaching that until now seemed untouchable. A proof of the little significance of this theory in language teaching is that no one theorist is known as the main exponent of the cognitive approach. Names like Carrol, Chastain, and Diller have contributed to, characterized, explained, and interpreted this approach, but such views have yet to be critically examined.

2.7 Humanistic approaches

In the 70s and mainly in the early years, a series of methods emerged in the teaching of languages that belonged to currents derived from humanistic psychology that, although they did not exert the same influence in our environment as previous methods, are worth mentioning.

They are the silent method (Silent Way, Gattegno 1972), the community language learning method (Community Language Learning, Curran 1976), the suggestopedia method (Suggestopedia, Lozanov 1979), the Dartmouth method (The Dartmouth Method , Russias 1971) and the natural method (Natural Method, Ternell 1977). According to Nunan (7), the best exponent of humanism in language teaching is undoubtedly Earl Stevick, who despite not having created his own method, has been in charge of recreating the works of Curran, Gattegno and Lozanov.

It should be noted that in the mid-1980s attempts were made to apply the suggestion-pediatric method in Cuba, mainly in some technical universities in the country, but for various reasons the method did not find enough followers, although currently at the University of Ciego de Avila (UNICA) studies are carried out around suggestopaedia and other methods related to it.

2.8 Communicative approach

It is possible that there were several reasons that have contributed to the fact that the methods briefly referred to in previous paragraphs have not received the attention and dedication of others. But it is that with the advent of a new approach in the early years of the 70's, the scholars of the matter turned all their efforts into the work of studying, describing and analyzing what has constituted a "scientific revolution" (2) in language teaching: the communicative approach.

The reference to this method requires making some clarifications regarding its own name, that is, why it is called an approach and not a method.

Since the end of the 1960s, innumerable efforts have been made to develop a broader framework that allows language teaching to be inserted in a more coherent and affordable way in the process, and that in turn, breaks with the narrowness and to some extent the fossilization that the concept of method has undergone in the sense in which it has been used here.

Much has been debated in this regard, and there are even those who point out the inadequacy of the term to refer to the theory of language teaching. In this sense, Mackey has noted that: Terms like 'the direct method', 'the simplification method', 'the natural method', 'the film method', 'the conversational method', 'the oral method', 'the linguistic method' can only be vague and Inadequate because they are limited to a single aspect of a complex topic, inferring that this single aspect is the only thing that matters.

From the 1960s onwards, what Stern (3) has called the "break with the concept of method" takes place, since this is considered a term incapable of covering all the edges that the teaching of languages includes, which already had greater demands although not essentially different from previous years. That is, there was still a need for people to communicate with each other, not only to read or translate as at the end of the last century, but now the demand for highly qualified professionals was greater, which is why there was an expansion of language courses In universities, Cuba, as will be seen later, was no exception, while the number of students from underdeveloped or developing countries who attended foreign universities to qualify increased.

On the other hand, the material conditions in the developed world were conducive for language teaching to flourish with new vigor, these were the years of the language laboratory, professional tape recorders, fixed-view projectors, transmitted light, television and later video equipment.

In short, the conditions were created for a revolution to take place in teaching methods that for more than a century had been used in language teaching. And so it is that the communicative approach arises in Great Britain as an alternative solution for students from underdeveloped countries who had studied English but their performance in the language was ineffective and therefore needed preparatory courses to study at the university. They were highly motivated students to perfect their skills in the use of the language, which was the propitious framework for the communicative approach to take effect as long as the teaching of the language was advocated as it is used, not its form, a fact that served as encourage the writing of books, courses and the design of materials with topics and activities of interest to students, not only because of their content but also because of their form and variety.

The activities in pairs, the games, the simulations and the work with authentic materials appear. All this in turn put the student in contact with real English and this was extended to the teaching of English in secondary schools and adult education centers.

The fundamental merit of the communicative approach lies in seeing the language as a means of communication for which it is necessary for students to be able to express themselves fluently and appropriately outside the classroom. In other words, it is the communicative competence described by Hymes (1970) of which linguistic or structural competence is only a part.

Its roots go back to a course, Scope Stage 1, started in 1966, completed in 1969 and funded by the Council of Schools with the aim of teaching English to immigrant children in Great Britain. The next two levels, Stage 2 and 3, were published in 1972. In this regard, Howatt (1) pointed out: "They make Scope the first attempt to sketch a sociolinguistic model for teaching a language and not a purely linguistic one."

This brought as a consequence that three fundamental aspects were observed; namely, a) the registry analysis that was valid for the cases of technical English but shed very little light on the functional use of the language; b) the analysis of the discourse, much more promising and comprehensive, and c) the analysis of the language that is spoken, much more appropriate since it was based on the speakers themselves.

The courses and texts that have emerged since then have one or another aspect and in many cases a mixture of them. General English (GI) courses, for example, are basically structured following the last variant, while English courses for specific purposes (IFE) and for academic purposes follow the first two.

It is impossible to pretend to enclose the approach in a linguistic and / or psychological theory as had been done with previous methods. It is possible that the very fact of breaking with the denomination of method contributes but it is advisable to make a brief account of what happened during those first years.

At the end of the 60s and until the beginning of the 70s, the times of generative-transformational grammar vs structuralism were still running, as structuralism vs traditional grammar had been not many years ago.

As a consequence of the little influence of cognitive theory on language teaching, many theorists went so far as to argue that linguistics had been misapplied. The disappointment of some scholars was such that publications took place, that although they did not totally reject the role of linguistics in the teaching of foreign languages, they did question its postulates as the basis of learning a language.

Such is the case of the failure of the discipline of linguistics in language teaching (Johnson 1969) and on the irrelevance of transformational grammar to second language pedagogy (Lamendella 1969). Johnson goes so far as to affirm "what is needed in the field of language teaching is not applied linguistics but applied psychologies".

The author himself refers to a totally opposite aspect of recognizing the role of linguistics and quotes. Corder when he says: there cannot be a systematic increase in language teaching without reference to the knowledge of the language that linguistics gives us.

It is a fact that linguistics, like other sciences, plays an important role in the teaching of foreign languages. This is not intended to give linguistics a more relevant role than it already has and it is not the intention to minimize that of psychology in this field, but it is convenient to underline that the contributions of psycholinguistics are highly productive and fruitful and that those. These are two sciences that have made an essential contribution to the development of language teaching.

During these 70s, however, the work of academics and scholars of the process did not focus precisely on the teaching of the language, but on learning it. The scientific production of these years includes the works of Pit Corder, Selinker and Krashen based on the process of learning a second language, taking as a point of reference the acquisition of the mother tongue.

In addition to all the efforts of theorists and academics to try to explain the phenomenon of learning a foreign language, the greatest contribution of the period in every sense, learning and teaching, comes from the teachers (practitioners) and professors who with

their daily work of teaching and research nurtured the world of teaching learning a foreign language with techniques, procedures, innovations and experiments that greatly enriched the process.

Scholars such as Oller, Wilkins (8), Van Ek, Candlin, Allen, and Widdowson combined their language skills with classroom practice. This fusion of linguistic theory and practical education created favorable conditions for a highly productive work in the field of foreign language teaching that gave rise to a new linguistic orientation, this time aimed at discursive analysis, semantics, the theory of the act of the speaks, sociolinguistics and pragmatics.

One of the most influential works of the period is the Notional Syllabuses (8) where they establish three types of notional categories:

Semantic-grammatical categories such as past, future, etc.

Categories of modality such as possibility, necessity, obligation, etc. and the

Categories of communicative functions such as asking questions, requests, expressing agreement, disagreement, etc.

A year earlier Van Ek merged the first and second and names them general notions and adds the category of specific notions that represents the meaning of words and separates the functions of the language. All this is inserted in what is known as the Threshold Level, a publication of the European Council and the approach has survived to this day as a functional notional approach.

The idea in terms of communicative approach is that far from teaching and practicing in the classroom, as has been done, "how to ask questions", for example, "how to order things in a store," etc. In this way, notions (linguistic and even paralinguistic elements: interrogative words, auxiliary words, intonation, etc.) are mixed with functions (purposes to use those linguistic elements, purposes to be pursued. In this case, ask for an item in a store).

Already at the end of the 70s all the courses that were going out to the international market had the functional element in their design. In a general sense, the grammatical structures and other issues were maintained, but the treatment that was suggested was different and that is how it was stated in the statements of the units.

Two of these texts should be mentioned due to the impact they have had on the teaching of English in our country. The Kernel series, whose first text, Kernel One, dates back to

1978 and was introduced in the CEMS in 1985. This series was maintained until the recently completed 2000-2001 school year, when it was completely replaced by a new text and the Spectrum series dating from 1982 and began to be used in the Tourism Schools approximately from 1986 and not much later in the Higher Pedagogical Institutes.

In a brief way, a good distance has been traveled in the way of doing the teaching of languages, and English in particular, throughout a little more than two centuries.

In the opinion of the author of this work, everything that is done in order to enrich the teaching of languages is valid, especially if it entails an approach to flexibility and creativity, two maxims that not only work in language teaching but in any type of teaching and that the student will always thank.

3. METHODOLOGY

Conceptual research is defined as a methodology in which research is carried out through observation and analysis of information already present on a given topic. Conceptual research does not involve conducting practical experiments. It is related to abstract concepts or ideas.

The first step is the development of a database that is the production of the conceptual schema. Several conceptual schemes were built, each one to represent the different views that users have of the information. Each of these visions usually

corresponding to the different functional areas of the company, such as production, sales, human resources, etc. These views of information, called views, can be identified in various ways. One option is to examine data flow diagrams, which may have been previously produced, to identify each of the definitions.

The researcher's theoretical commitment to the work he or she is doing not only influences the choice of a topic and the approach to the problem, but also affects the selection of research procedures, of the underlying theories that explain the topic of interest, and the specific way in which it analyzes and disseminates its results. In other words, the researcher is one more variable in the research design, and his particular sociocultural background affects his adherence to the normative order of science, or his interpretation of it.

Therefore, when carrying out his study, the researcher incorporates and makes initial formulations of the research problem, which he must support with empirical evidence that best supports the existing theoretical perspective(s). You will have to develop a

research project based on a conceptual framework, related to the topic in question, which refers to the explanations given for the research problem of interest, the most appropriate procedures to answer your questions, as well as the strength of the evidence obtained in terms of the methodological instrumentation (design, measurement and statistical analysis of the data obtained). The objective of this work is to make a journey that allows the researcher to respond to his concerns based on the most appropriate research procedure for the subject of his interest, to ensure the quality of his work. If it is accepted that the researcher is one more variable in the design of his study, any research that is carried out will manifest certain discrepancies between the "ideal" and "real" norms that give rise to a variety of problems, which can have theoretical implications of great scope in the development of any science. This directs the researcher to worry about developing the best possible conceptual framework, which bases and supports the design of the research to be carried out. To move forward, he has to state the research problem.

The research problem proposes a relationship between two or more variables, in a clear, unambiguous way, that can be subjected to empirical testing (verification or verification) through scientific procedures, in a time and place, and with specific subjects.

To establish it, several questions must be answered: Is there research related to what you want to do? A review of the existing literature is carried out, and it is found out if the concern has already been answered or not. This review allows, in the first place, to point out the justification for carrying out the study in question, because there may be little information on the subject, it may be poorly structured, confusing, ambiguous, or definitively non-existent. The research problem must be convenient, have social relevance, practical implications, theoretical or methodological value.

It includes the research question (topic, variables and subjects), the objectives pursued (clear, derived from the problem, consistent with the justification, viable, and feasible to be measured) and the justification of the study (why and for what purpose was it carried out). conducts the study: responds to an institutional or scientific or statistical need - prevalence, incidence, among others).

4. RESULTS

Data analysis is also influenced by the qualitative, quantitative or mixed perspective adopted by the researcher, by the type of research questions that are intended to be answered, as well as by the number and types of relationships that are established between the variables considered.

If the approach is qualitative, it will be necessary to establish the data collection and analysis method to be used: 1) Ethnography: the study of an intact group in its natural environment, over a relatively long period to collect mainly observational data. 2) Critical ethnography: the researcher chooses between conceptual alternatives and value judgments to confront research, politics and other forms of human activity. 3) Grounded Theory:

The researcher attempts to derive a theory using multiple stages of data collection and refinement and interrelation of information categories, constantly comparing data with emerging categories, and theoretical sampling of different groups to maximize information similarities and differences. 4) Case Study: Explores a single entity or phenomenon ("the case") over time and activity (a program, event, process, or social group), collecting detailed information using a variety of data over a period of time. e) Phenomenological study: human experiences are examined through detailed descriptions of the people studied, in a small number, but in an extensive and prolonged manner.

In quantitative studies, data analysis almost always refers to the statistical analyzes that are carried out to determine whether or not hypotheses are accepted. The hypotheses postulate the existence of relationships between the variables, which are reflected, in general terms, through correlations between variables or differences between groups, or prediction of one variable from another or others, all determined through statistical processes. In this case, the choice of the statistical test(s) depends on several criteria: a) the level of measurement of the variables (nominal, ordinal, interval or ratio), b) the theoretical distribution of the data (normal or not), which leads to the use of parametric or non-parametric statistics, c) the number of comparison groups: two or more, d) the existence of an interaction effect between the independent variables or not, on the dependent variable, e) the dependent variable is one-dimensional or multidimensional, in the second case multivariate statistical models will be required, f) predict one variable from others, through various types of multiple regressions, g) if the goal is to develop an explanatory model, structural equation modeling is required, for example.

5. DISCUSSION

From the foregoing, it follows that the conceptual or theoretical framework must have several characteristics: a) share with the reader the results of other studies, which are related to the current one, b) relate the present study to the broader dialogue that is taking place. carried out in the literature on the subject, filling gaps and expanding

previous studies, c) provide a framework to establish the importance of this study, as well as its results, with others previously collected.

As is known, there are as many ways to learn a foreign language as there are languages in this world. The problem is more complex than mere disquisitions between learning and / or acquisition, conscious or subconscious assimilation. There are a number of factors that affect the learning of a language: age, conditions, circumstances, aptitudes, environment, interest, need, etc. even a very important one is whether the language being learned is a second language or a foreign language, so it would be very risky to generalize or pretend to make opinions on it because paraphrasing Nunan (7) the method that is incapable of teaching anything to Nunan (7) is yet to be created. no one.

In addition to all the efforts of theorists and academics in the search for a teaching-learning method of a foreign language, the greatest contribution will always be that which comes from the teachers who with their daily work of teaching and research have nourished the world of teaching learning a foreign language with techniques, procedures, innovations and experiments that have greatly enriched the process.

It only remains to call the attention of teachers, methodologists and other personnel linked in one way or another with teaching, to something that is fundamental. The teaching method is materialized in the classroom, and it becomes the teacher's best ally if it obeys the interests and needs of the students and meets the objectives that are intended to be achieved; It does not matter if it is fashionable or not.

We sincerely believe that pedagogical praxis is as rich as it is imponderable, and that once the foundation of a didactic task is grasped, the variants imposed by reality must be admitted.

6. CONCLUSSION

It is recommended to establish a certain order in the bibliographic search that is carried out. Start with articles from international and national research journals, start with each one separately, then summarize the topics reviewed, presented in order from the most recent to the oldest. After reviewing books or texts, start with monographs that summarize the literature in question, then books on the specific topic, by one or several authors. Then, review the documents resulting from meetings or conferences on specific topics, consult the abstracts of the Dissertation Abstracts International (doctoral thesis), computerized databases: National Science Foundation's Internet Resource Guide, ERiC, Social Science Citation Index, Psyclit and others.

As it is very difficult to determine how much literature has to be reviewed to build the theoretical or conceptual framework, the following suggestions are made. It must contain different sections about the literature related to the main independent and dependent variables and studies that relate them in some way (cause-effect, association, mediators, modulators, among others). For example: introduction, topic 1 (independent variable; if there are several, consider different sections), topics 2 (dependent variable; if there are several, different sections are also distinguished), topic 3 (relationships between the independent and dependent variables), and finally, a summary of what was previously indicated. A bibliographic review is also carried out on the methodological procedures (type of approach: characteristics of the samples and selection procedures, of the measurement instruments, the research designs, qualitative-quantitative or mixed, one, two or k samples, and statistical analyzes or of another type, most used or recommended), which also allows having a section referring to these issues, to ensure that there is a complete theoretical-methodological foundation and support, which supports the research or study that is intended to be carried out. cape cape

Once you have an object of study, a paradigm, a general format for it and a review of the literature, you proceed to write the introduction to the study. Regardless of the selected paradigm, the problem that leads to the research must be established, locating the problem within the broader literature, discussing the deficiencies of said literature, focused on a particular audience, noting the importance of the problem in question. This introduction provides the existing information on the proposed research, its purpose is to establish a conceptual framework for the research and thus be able to understand how it relates to previous existing research. It must be able to create interest in the topic, establish the problem that leads to its study (themes or areas not studied, specific statistical treatment, new or not used, significant implications), frame the present study within the context of the existing literature, related to the topic and address it to a certain audience.

 The purpose must be established very clearly: identify the study variables (indicating their temporal order, independent, intervening -mediator, moderator or stranger- and dependent), and their level of measurement. All of the above is intended to ensure that the researcher can answer the questions, objectives and hypotheses that he intends to achieve and test through the study that he wants to carry out.

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