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GRAO EN INGLÉS: ESTUDOS LINGÜÍSTICOS E LITERARIOS

**AN APPROACH TO THE TEACHING OF GRAMMAR IN THE EFL
CLASSROOM: HISTORY, TEXTBOOKS AND TASKS PROPOSALS**

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Abstract

It is a fact that grammar is constantly present in our daily lives and in the academic field. This is the reason why, from a historical point of view, it has undergone an important evolution since Antiquity, with the Grammar-Translation Method, until it reaches the Communicative Approach of today. This paper examines the teaching of grammar in an EFL context and proposes a series of communicative activities in order to improve the acquisition process of grammar by increasing students' motivation. To carry out this general aim, four specific objectives are proposed: first, to review the historical evolution of the different approaches and methods of foreign languages teaching; secondly, to analyse what type of exercises are included in current textbooks and how grammar, particularly the topic of reported speech, is reflected; thirdly, to know the opinion of EFL students about the teaching of English grammar and, fourthly, to make a didactic proposal following the Task-Based Learning Approach based on the opinion of the students with the aim of increasing their motivation. To achieve these objectives, the methodology includes in the first place, a search of the main methods and approaches with their respective characteristics; in the second place, an analysis of four B2-C1 level textbooks currently used in EFL classes and, finally, an online questionnaire on 262 people disseminated through the following social media: Instagram, Twitter, Facebook, WhatsApp and LinkedIn. On the one hand, it was found that most of the grammar exercises in textbooks are mechanical; even in communicative books there are some exercises of this type in each unit. On the other hand, the majority of the respondents show more interest in grammar taught from a communicative rather than a mechanical perspective. Besides, it can be stated that the use of the Task-Based Approach with

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communicative and interactive activities has a more meaningful impact on the participation, motivation and desire to learn of students than textbooks.

Keywords: grammar teaching, EFL, Communicative Approach, Task-Based Learning Approach and teaching methods.

Introduction

Finding a method in the foreign language teaching process that improves students' knowledge and increases their motivation has been the purpose of many scholars in the course of time. This is why, throughout history, grammar has been taught through different and contrasting approaches and methods. Today, EFL is learned through the Communicative Approach mixed with other methods such as the Grammar-Translation Method or the Task-Based and the most popular tool used by teachers to teach a language which is the textbook.

In this respect, the general objective of this end-of-degree project is to reflect upon the teaching of grammar and make a didactic proposal that improves the process of acquiring grammar during EFL learning, as well as increasing students' motivation. To carry out this general objective, the following specific objectives will be set:

1. To review the different methods of foreign grammar teaching over the years
2. To analyse how grammar is explained in four current textbooks, as well as to study and differentiate the types of exercises that are included in them
3. To know, through a survey, the opinion of EFL students about the grammar in classrooms and to identify what activities motivate them more when learning English grammar
4. To propose a series of exercises based on the results obtained by the majority of the survey participants

Having said that, the project will be divided into five different parts. First, section one will show the evolution of the different approaches and methods, throughout history, and their respective and main characteristics will be reviewed. Secondly, in section two,

the opinions of several scholars on whether grammar should be taught or not in order to learn English will be introduced. In this section, there will also be a detailed study of four B2-C1 level textbooks used as tools in EFL classrooms (“Face2Face Upper-Intermediate”, “Framework”, “Gold Advanced” and “Advanced Language Practice”) in order to analyse how grammar is presented both in the most theoretical sections and in the activities, following the classification that Richards (2005) establishes. Additionally, an analysis of the specific topic of the reported speech will be included with the aim of contrasting it with the activities that will be proposed in the fourth section. Thirdly, in section three, the results of a survey will be shown. This survey was carried out in order to find out the opinion of English learners about how grammar is taught in the classroom and what kind of activities they think would help to motivate and improve the learning of English grammar. Fourthly, following the Task-Based Learning Approach, in section four, I will propose a series of activities on the grammatical topic of reported speech based on the results of the survey, to improve the development of students’ communicative skills at the same time they internalize grammar naturally and interactively, instead of practising grammar rules in isolated exercises, as often occurs with some textbooks. Finally, in the last section, the conclusions that I have reached at the end of this project will be discussed.

1. History of grammar teaching in EFL

1.1. English as a Foreign Language vs. English as a Second Language

According to the Cambridge Dictionary (2008), English as a Foreign Language (EFL) is the term used to describe the “teaching of English to students whose first language is not English.” This is not to be confused with English as a Second Language (ESL), which refers to “the teaching of English to speakers of other languages who live in a country where English is an official or important language.”

As Gunderson, D’Silva and Odo (2009) argue, “ESL is based on the premise that English is the language of the community and the school and that students have access to English models. EFL is usually learned in environments where the language of the community and the school is not English” (p.79). Thus, if a Spanish student is studying English in Spain, then they are learning EFL since they learn English in the academic field but use their mother tongue in their day-to-day life. The situation is different for a Spanish student learning English in the UK. In this case, they learn English to be able to communicate in an English environment.

Based on the previous definitions, it can be stated that ESL and EFL differ in their educational approaches. In ESL classes, students are exposed daily to an English-speaking culture; consequently, they are taught general English so that they feel comfortable and know how to communicate and understand well their classmates, teachers (even from other subjects), as well as learning English skills that will help them in their daily lives. Conversely, in most EFL classes, students do not use English outside the class and they learn it for a purely academic purpose; for this reason, EFL has usually

followed a traditional teaching pattern based on a “step-by-step learning of a number of grammatical structures in a graded order of difficulty”, with the aim that students use the language correctly. (Dunsmore, 2019)

1.2. Approaches and methods in foreign language grammar teaching

Over the years, the teaching of foreign languages has evolved due to the influence of the linguistic and psychological currents of the moment. The search for a unique or universal method to teach and learn languages has been a constant in the field of pedagogy. Before making a review of the different methodological changes in teaching throughout history, it seems necessary to clarify the difference between the terms method and approach. In the words of Imaniah (2017), “an approach is a theory about language learning or even a philosophy of how people learn in general. A method is an application of an approach in the context of language teaching [...] So, language teaching involves approaches that lead to methods.” (p.8). This implies that an approach can contain several methods that determine the general and specific objectives, the teaching materials, the type of activities, etc.

With this in mind, I will present below four of the most relevant approaches with their respective methods, following Celce-Murcia (2001) and Richards and Rodgers (1986), in an attempt to provide an overview of the teaching of grammar in the course of time.

1.2.1. Traditional Approach

The Grammar-Translation Method

This method, known as the first method in the teaching of foreign languages, emerged in the 19th century and was used until the second half of the 20th century. It should be noted that this method derives from the approach used to teach classical languages (Latin and Greek), studying lists of vocabulary and grammar rules to later use the knowledge that has been acquired in the translation of classical texts. The main features of the Grammar-Translation Method are:

- a) It is based on a detailed study of grammar rules, followed by the application of this knowledge to the task of translating sentences and texts both directly and inversely.
- b) Classes are based on reading and writing, rather than speaking and listening; thus, little attention is paid to pronunciation.
- c) The vocabulary that is studied is based on the reading of texts and is taught through bilingual word lists and memorization.
- d) Grammar is taught deductively; firstly, grammar rules are presented and studied and finally, they are practised through translation exercises.
- e) Students are expected to achieve a high level of translation as this is "the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century" (Howatt, 1984, p. 132).
- f) Instruction is given in the students' mother tongue, hence, the little communicative usage of the target language.

- g) While the teacher plays an active role in the classroom, teaching knowledge and correcting the mistakes made by students, the role of the latter is passive. Their duty in the class is to assimilate and accumulate knowledge, as well as to do the exercises proposed individually.

1.2.2. The Natural Approach

At the end of the 19th century, the Reform Movement emerged, rejecting the Grammar-Translation Method. As cited by Richards and Rodgers (1986), some linguists such as Henry Sweet, Wilhelm Viëtor and Paul Passy gave credibility to reformist ideas about new approaches to foreign languages teaching:

- a) Study of the spoken language
- b) Vocabulary should be presented in contextualized sentences and not in isolation.
- c) Grammar rules should be taught inductively.
- d) Rejection of translation. New meanings should be taught by establishing associations within the foreign language rather than establishing associations with the mother tongue.

These proposals were the basis for the creation of the Direct Method.

The Direct Method

This method was developed by Sauveur and Berlitz at the end of the 19th century as a reaction to the Traditional Approach. Its main features are:

- a) Classroom instruction is conducted in the target language.
- b) Grammar is learned inductively.
- c) Vocabulary and new meanings are taught through demonstration, objects or pictures.

- d) The teacher must be a native speaker or have native-like proficiency in the target language.
- e) Emphasis on pronunciation and grammar.
- f) Students participate actively by answering the teacher's questions.

1.2.3. The Structural Approach

This approach is based on the assumption that languages are a system of structures that can be learned by repetition. In this approach, the following methods can be highlighted:

The Audio-Lingual Method

This method appeared in the USA after the Second World War, intending to provide students with great oral and auditory skills of the foreign language. Its main premises are:

- a) As in the Direct Method, the target language is the language of the classroom and students must not use their mother tongue to communicate.
- b) Oral language prevails over written language. Reading and writing are introduced once a grammatical and lexical basis is established.
- c) At the beginning of the class, students listen to dialogues related to the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually or in a chorus, while the teacher pays attention to pronunciation, intonation and fluency.
- d) Grammar is acquired inductively.
- e) New meanings are introduced inside a context, not in isolation.

The Situational Method

It was dominant in Britain during the 1940s, 1950s and 1960s. The main activity of the classroom is based on the practice of orality through situations for the students; thus, it can be asserted that the principles of this method are:

- a) The oral language is predominant over the written one. Only the target language can be used in the classroom.
- b) Grammatical structures are graded from simple to complex.
- c) New meanings or structures are not explained. They are introduced situationally and the students are expected to deduce the meaning through the situation in which it is presented. According to Billows (1961), “if we give the meaning of a new word, either by translation into the home language or by an equivalent in the same language, as soon as we introduce it, we weaken the impression which the word makes on the mind.” (p.28).

1.2.3. Humanistic Approach

This approach, which emerged in the 1970s, includes methods based on non-linguistic aspects such as the characteristics, capacities, motivations and interests of the students with the aim of awakening their involvement in learning. It is characterized by the following aspects:

- a) The main focus is psychology rather than linguistics; hence, its main objective is that students feel comfortable and supported by the teacher and classmates, increasing their self-confidence.
- b) Students are expected to work more in pairs and small groups than individually.

- c) The teacher plays an advisory role and must be proficient in both the target language and the native language of the students since, in the beginning, translation can be used so that the learners may feel more comfortable.

Some methods inside this approach are:

The Total Physical Response

This method was developed by James Asher in 1960, and it establishes that the comprehension of English precedes students' ability to communicate orally. Moreover, it focuses on children's behaviours when learning their mother tongue: they need time to listen until they can finally speak. The main features are:

- a) Language is learned through physical and motor activity.
- b) While the teacher's role is to decide what to teach and how to organize the lesson, the students' role is to listen to the teacher and do what they have been told.
- c) Unlike the Structural Approach, this method focuses on content and meaning rather than form.

The Silent Way

This method was created in the 1970s by Caleb Gattegno. It is based on the teacher's silence as a teaching method and it is characterized by:

- a) The aim of promoting the autonomy and responsibility of the students; thus, the students are forced to reflect on what they have learned.
- b) Students should be proficient in the fields of grammar, spelling, reading, writing and speaking.
- c) The teacher's role is to guide students through gestures or written materials.

Suggestopedia

Lozanov was the one who started this method in 1978. It is based on the fact that if the students are relaxed, they will retain more knowledge, as well as the fear of learning a new language will disappear. From this principle, it can be indicated that:

- a) The environment, posters decorations with grammar information and vocabulary, the lighting and the music are as important as the contents.
- b) Isolated vocabulary prevails over contextualized vocabulary.
- c) The teacher's role is to create a friendly environment in the class and guide the students in their learning.

Community Language Learning

This method was developed by Charles A. Curran in the 1970s. It is a learning system based on group work; thus, increasing cooperation and the individual responsibility of the students. Among its main features are:

- a) This method being part of the Humanistic Approach, students' feelings and emotions are important factors together with linguistic knowledge.
- b) The teacher is in charge of recording students' conversations, transcribing them and correcting their pronunciation, whereas students carry out listening and speaking exercises and text analysis.
- c) The teacher's role is to act as an advisor and provide help to students when they need it.
- d) Firstly, the information is presented in the student's mother tongue and then in the foreign language.

1.2.4. The Communicative Approach

From the 1980s to the 21st century, the skills of speaking, listening, reading and writing are covered and practised because the objective of this approach is that students can maintain a real conversation in the foreign language. Within this approach, the following method is presented:

The Communicative Method

The previously exposed methodologies did not achieve, individually, the acquisition of the four skills: speaking, listening and reading and writing. In this context, the communicative method appeared, covering all the areas of communication through exercises, texts, listening to dialogues, etc. Its main features can be summarized as:

- a) It exposes communication based on real-life situations; therefore, this method includes some aspects of the Situational Approach, using grammar and colloquial lexicon.
- b) Grammatical and lexical aspects are included in the communicative process.
- c) Students will develop expressive skills through speaking and writing, and interpretative skills through reading and listening.

In line with the information above, it can be stated that there is not a single approach or method for EFL teaching; however, the Communicative Approach is the one used today, but combined with other methods such as the Grammar-Translation Method, which has evolved including language use; the Cognitive Approach, in which the four skills are put into practice equally, thus acquiring great importance; the Task-Based, consisting of carrying out a series of meaningful tasks in which students must express themselves in the target language to achieve a result, thus improving their communication skills, and Focus on form, characterized by “drawing student's

attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (Long, 1998, p.40).

After having reviewed a good number of approaches and methods, in the following section, different textbooks will be analysed to ascertain how grammar is introduced in EFL classes. Before the actual analysis, several informed opinions of linguists will be presented in order to reflect on the need (or not) to teach grammar in isolation in the classroom and on how to introduce grammatical competence.

2. The presence of grammar in the EFL classroom

2.1. Overview

As claimed by the Common European Framework (CEF), grammatical competence “is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences (as opposed to memorizing and reproducing them as fixed formulae)” (2001, p.112-113). This process “involves a selection, ordering and step-by-step presentation and drilling of new material, starting with short sentences consisting of a single clause with its constituent phrases represented by single words and finishing with multiclausal complex sentences.” (p.151).

It can be assured that, over the years, there has been, and still is, a debate about the teaching of grammar within the foreign language learning processes. On the one hand, some linguists support the idea that grammar should be avoided in the language acquisition process because language is acquired through natural communicative contexts as the first language. According to Krashen (2013), “language classes should not introduce grammatical rules even along the ‘natural order’: the syllabus should not be based on any grammatical order. Rather, students will acquire the language in a natural order as a result of getting comprehensible input” (p.4).

On the other hand, some linguists think that grammar plays an essential role when learning a foreign language. For instance, Richards (2002) points out that grammar is important to speak both fluently and accurately so that there are no grammatical deficiencies in communication. He explains that “what has been observed in language classrooms during fluency work is communication marked by low levels of linguistic accuracy” (p.38). Additionally, Long and Robinson (1998) argue that learning grammar helps students to acquire the foreign language faster, to obtain higher levels and better

results. Concerning these statements, and agreeing that grammar should be part of the language acquisition process, Ellis (2006) affirms that, according to previous studies on language acquisition, “teaching grammar is beneficial but that to be effective grammar has to be taught in a way that is compatible with the natural processes of acquisition” (p.85). Moreover, grammar should be taught taking into account several factors such as the age of students, their level and objectives.

Related to the grammar instruction in class, Brown (2007) indicates that, by using appropriate techniques, grammar is an essential factor in the language acquisition process. The author maintains that these grammar learning techniques should be “embedded in meaningful, communicative contexts; contribute positively to communicative goals, promote accuracy within fluent, communicative language; do not overwhelm students with linguistic terminology and be as lively and intrinsically motivating as possible” (p.363). Furthermore, Brown proposes some grammar techniques such as charts for “clarifying grammatical relationships” (p.368), the use of authentic objects to “stimulate students to practice conversation rules and other discourse constraints” (p.370), using maps and drawings to “illustrate certain grammatical structures” (p.372), establishing dialogues for “introducing and practicing grammatical points” (p.373) and using written texts to “illustrate a grammatical category” (p.373).

2.2. Analysis of textbooks

Considering the previously mentioned, it can be stated that teachers have many techniques and activities to introduce grammar in class; however, some linguists claim that textbooks have been and still are, currently, the main teaching tool in EFL classes. According to the Common European Framework, “teachers are generally called upon to respect any official guidelines, use textbooks and course materials (which they may or

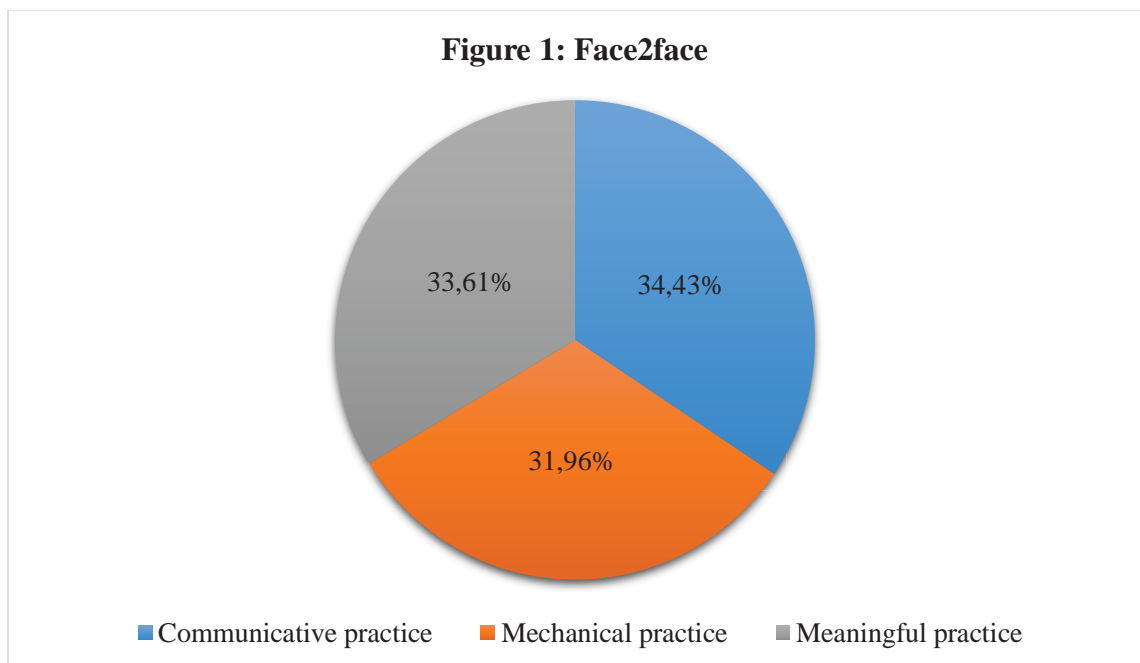
may not be in a position to analyse, evaluate, select and supplement)” (p.141). Richards and Rodgers (1986) assert that textbooks contain “tightly organized lessons planned around different grammatical structures” graded from simple to complex. (p.39). Moreover, Richards (2005) presents three types of language practice activities in English textbooks. Firstly, the mechanical practice, involving activities such as repetition drills and substitution drills in order to practice grammatical rules. Secondly, the meaningful practice, consisting of activities in which students have to make meaningful choices; for example, “to practice the use of prepositions to describe locations of places, students might be given a street map [...] they are also given a list of prepositions and they then have to answer questions such as ‘Where is the book shop?’” (p.16). Finally, the communicative practice which includes activities where language is used in authentic contexts and where “real information is exchanged” (p.16).

Based on this classification of activities, four English textbooks (covering B2 and C1 levels) will be analysed in order to determine what type of activities are carried out in each of the textbooks and how grammar is introduced in them at these levels, where most students are already acquainted with the basics but still have to consolidate some structures and learn the most advanced ones. Before focusing on the analysis, it should be noted that the first three units of each textbook were selected as representative information because all the units include the same number of exercises and sections. Moreover, these four books were chosen because they are all still used in EFL intermediate and advanced classes.

2.2.3. Face2face

“Face2face Upper-Intermediate” (Redston & Cunningham, 2007) is a communicative book for B2 level. After carefully examining the units, it can be stated

that all of them present sections related to the skills of writing, speaking, listening and reading, as well as including Richard's types of language practice activities. For instance, 34.43% of the exercises are communicative practice such as speaking in small groups, discussing questions or writing letters. The mechanical practice corresponds to 31.96% of the exercises, including composing sentences in isolation, matching or filling the gaps; therefore, the remaining 33.61% belongs to the meaningful practice which contains read and answer questions, listen and choose the correct option, fill in the gaps in context or multiple-choice questions.



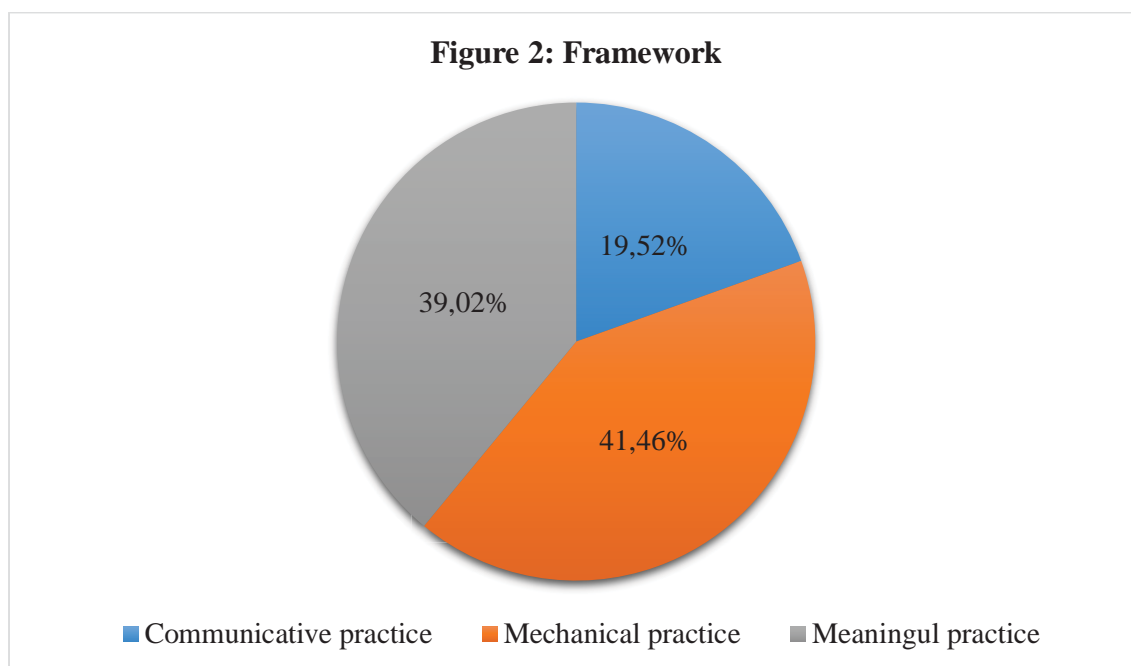
At first glance, the practice of grammar seems to stand out in mechanical practice; nevertheless, once the three units have been examined, it can be assured that grammar is taught and practised from a meaningful point of view in exercises such as answering questions in texts, choosing the correct option or answering questions after having listened to a conversation, in which grammatical structures are needed to successfully perform such activities. Furthermore, from the communicative perspective, grammar is

integrated into exercises that ask to give opinions or write personal texts in which the grammatical issues that have been studied in that unit have to be used.

In the last pages of “Face2face Upper-Intermediate”, there is a section called “Language Summary”, in which one can find all the grammatical explanations of the proposed exercises. According to “Face2face Upper-Intermediate teacher’s book” the teacher gives students some minutes to make notes, answer questions on their own and then work in pairs and take turns telling each other their respective answers to the questions. Once the students have finished the activities, the teacher will correct them for the whole class, explaining, in turn, the grammar rules and possible errors or doubts.

2.2.4. Framework

The “Framework” (Holley & Metcalf, 2005) I analysed is a workbook for upper-intermediate levels, in which the three kinds of practices of Richard are carried out with a slight difference to the previous book. In this case, there is a limited communicative practice that covers 19.52% of the total activities. The workbook contains a CD with interactive activities where students can practise the grammar and vocabulary included in each unit. Furthermore, 41.46% of the activities are part of the mechanical practice, in which grammar is practised in isolated sentences in exercises such as rewriting sentences or putting words in order. The meaningful practice occupies 39.02% of the total activities, containing exercises of reading and answering, listening and marking the correct option or complete with the corresponding verb forms in a context.



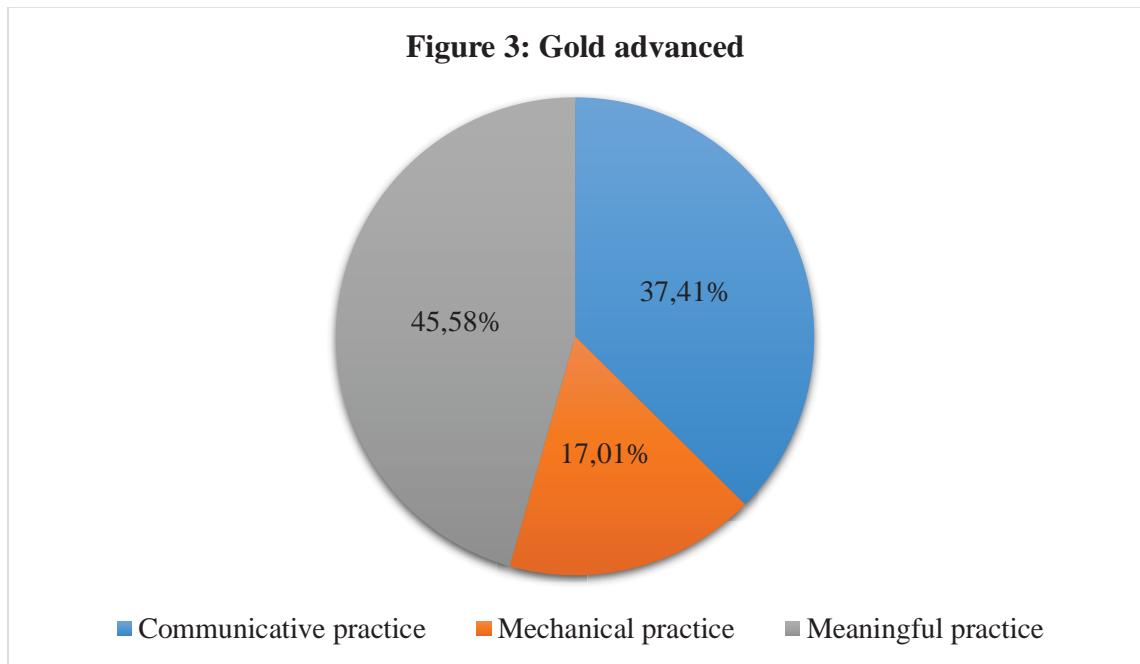
An interesting point to note about “Framework” is that, as in the previous book, grammar is integrated into most of the activities, regardless of the type. However, this book focuses more on the mechanical practice, in which grammar is practised without a context, than on the communicative and meaningful practice, in which, apart from doing oral, writing, listening and reading exercises, the acquired grammatical knowledge is also used.

In this book, there are no grammar explanations, only exercises related to specific grammar and vocabulary topics. However, at the end of unit three, there are some tips to improve students’ speaking, reading, writing and listening that can be explained by the teacher.

2.2.5. Gold advanced

“Gold advanced” (Burgess & Thomas, 2014) is a textbook used in universities for advanced levels. In 2015, specifications for the preparation of the Cambridge ESOL through exercises that encompass the four communicative skills were included. To begin with, the communicative practice involves 37.41%, including a high number of authentic

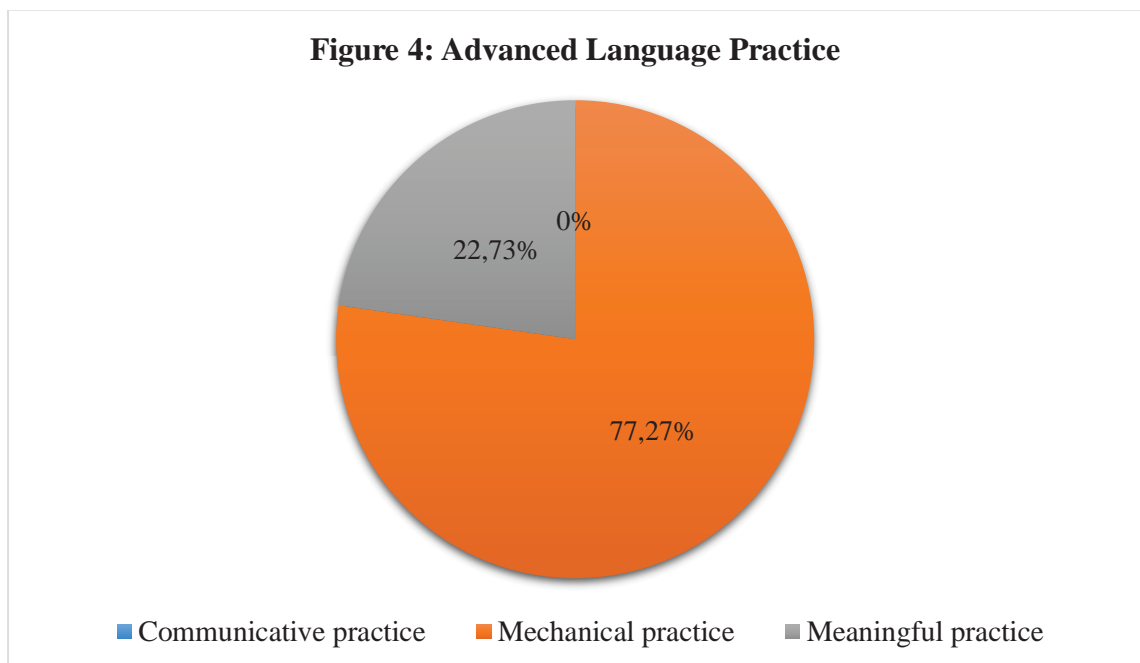
conversational and written exercises, in which grammar is introduced as in the previous books. With respect to mechanical practice, “Gold advanced” shows the lowest percentage of traditional grammar activities with 17.01%. In fact, this book tends to be meaningful in all the units with 45.58%, containing exercises of making choices in order to complete stories, reading and answering, etc.



Although in the middle of each unit there are various language tips such as “some adjectives can be used as nouns to refer to all the people who have a particular characteristic. They are used with the definite article and are followed by a plural verb: the rich, the poor, the Chinese, etc.” (p.19), complete grammar explanations are at the end of the book in a section called “Grammar Reference.” Additionally, students work in pairs or small groups to explain their answers to an activity to their classmates. Regarding grammar explanations, teachers can offer choices for students’ learning: on the one hand, if some students would like to review the passive voice in detail, the teacher will work through the Grammar Reference. On the other hand, students who think that they are familiar enough with the passive voice can work on some activities on their own.

2.2.6. Advanced Language Practice

“Advanced Language Practice” (Vince, 2003) is a textbook for advanced levels. However, it shows a variation compared to the books mentioned above: it is a non-communicative book since the percentage of the communicative practice is 0%. The mechanical practice covers 77.27% of the total activities and only 22.73% corresponds to meaningful practice. Therefore, this book is grammar-oriented, focusing only on isolated grammar without integrating it into communicative activities, thus developing and improving the four communication skills.



In this case, grammar explanations are at the beginning of each unit before the proposed activities; therefore, it can be stated that the teacher explains the grammar rules to the students before carrying out the exercises or that students, while doing the activities by themselves or in pairs, can make use of the grammatical information for reference when needed in case of doubts.

2.2.7. Reported speech within these books

In this section, I will analyse what type of exercises on reported speech are included in each of the previous textbooks and how the grammar of this particular topic is presented.

Firstly, on “Face2face Upper-Intermediate”, at the end of the book, on page 140, grammar explanations about different aspects related to reported speech are found: reported questions, verb changes from direct speech to reported speech and reported imperatives and requests. It must be said that, in unit eleven, there are valuable communicative activities in which students have to interact with each other by asking questions and then, in pairs, tell each other the questions they have been asked and the answers they have given, using reported speech. There are also some meaningful activities in which students have to listen and answer questions or listen and tick the reported sentences when they hear them. Of course, finally, there are exercises of the mechanical type in which students have to correct errors in isolated reported sentences.

Secondly, “Framework”, as mentioned above, is a workbook which does not contain grammar explanations. In relation to the activities, there are some communicative exercises in which students interact using reported speech; there are also some activities of the meaningful type in which students are asked to listen to a conversation and mark the correct option but quite a few of them are mechanical exercises in which students have to change isolated sentences from direct speech to reported speech, or vice versa.

Thirdly, on “Gold Advanced”, as in “Face2face Upper-Intermediate”, at the end of the book there is a final section in which the grammatical aspects are explained: time and place changes, verb changes and reported questions. It is worth noting that, in unit eight, reported speech is practised through communicative activities in which students interact with each other, such as “work in pairs and plan an itinerary for a visitor to your

city or region. Then swap partners and give your recommendation to another student, who should then report what you said to his/her partner.” (p.79). There are also meaningful activities such as “read the travel tips and complete the reported statements” (p.79). Finally, interestingly enough, it would be important to highlight that there are no mechanical activities about this topic.

Finally, on “Advanced Language Practice”, the grammar about reported speech includes the same information as the previous books with the only difference that, in this book, the explanation is at the beginning of the unit. Reported speech appears mostly in mechanical activities in which students have to rewrite isolated sentences or underline the correct word or phrase, although, they appear sometimes in more meaningful exercises focused on reading and completing a text with reporting verbs.

To conclude, it can be affirmed that grammar has an important role in all of these books. Grammar is inside each exercise whether in a communicative, mechanical or meaningful way. These three categories of activities are necessary and important for the complete development of grammar and because of that, books such as “Framework” and “Advanced Language Practice” should include more communicative exercises since the main objective of textbooks is to reinforce and improve the communicative skills of languages while learning and practising grammar at the same time. Although “Face2face” and “Gold advanced” are a good example of communicative textbooks where students can practice grammar in authentic contexts, textbooks do not seem to be completely tailored to the real needs and goals of students; for that reason, in the following section, a survey will be conducted to analyse how people prefer to be taught grammar before I proceed to propose a series of activities to improve the grammatical competence on reported speech of EFL students.

3. Survey

One of the main objectives of this end-of-degree presentation is to analyse how English grammar is taught and, more specifically, what types of grammar tasks or activities are usually carried out in EFL classes. In order to find out the perspective of students of English as a Foreign Language with respect to the value of grammar and its teaching, I decided to ask for their opinion.

3.2. Methodology

The methodology used to carry out the survey will be explained in the following subsections of this paper.

3.2.3. Type of survey

To the end of identifying people's opinion, a survey was elaborated and distributed, in line with an exploratory-descriptive and quantitative methodology. The purpose of exploratory surveys is, on the one hand, to have a first approach to the subject studied, identifying its general features, determining if there is or not a specific problem, establishing alternative measures that can be taken and studying the relevant variables in order to obtain information for the statistical calculations used in the subsequent parts of the research. On the other hand, the purpose of descriptive surveys is to accurately describe the characteristics of the observed phenomenon with percentages or averages. (Romo, 1998, p.6).

3.2.4. Design

Firstly, the survey has been designed in Spanish and Galician, so that respondents might have the option of choosing the language in which they wish to answer the questions. Secondly, the survey, carried out in April 2021, was disseminated through the

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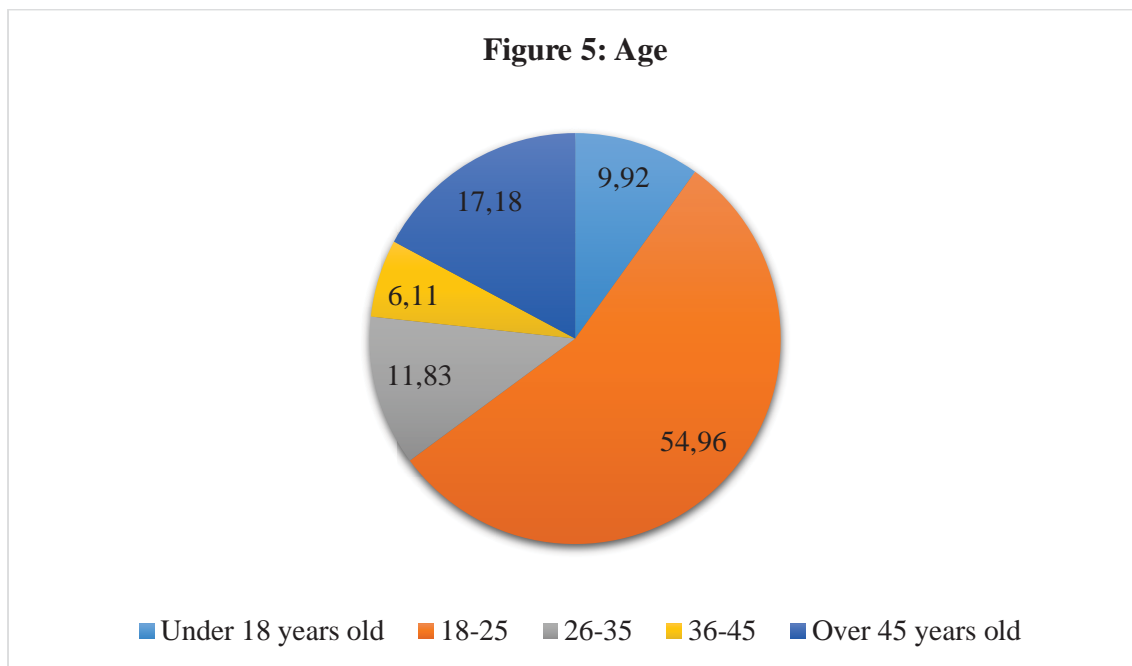
following social networks: Instagram, Facebook, Twitter, WhatsApp and LinkedIn. An online questionnaire

(https://docs.google.com/forms/d/e/1FAIpQLSfqSuzZBpyxC4bIiBoRMsu9UEfUWpSGR6ozM7Rzonu9QKNLtw/viewform?usp=sf_link) of sixteen questions was applied, with the aforementioned aim of analysing people's opinions about the way in which grammar is taught in EFL classrooms and possible alternatives. Finally, it should be noted that a pre-test was performed on four subjects to validate the survey and thus, eliminating interpretation biases in its design.

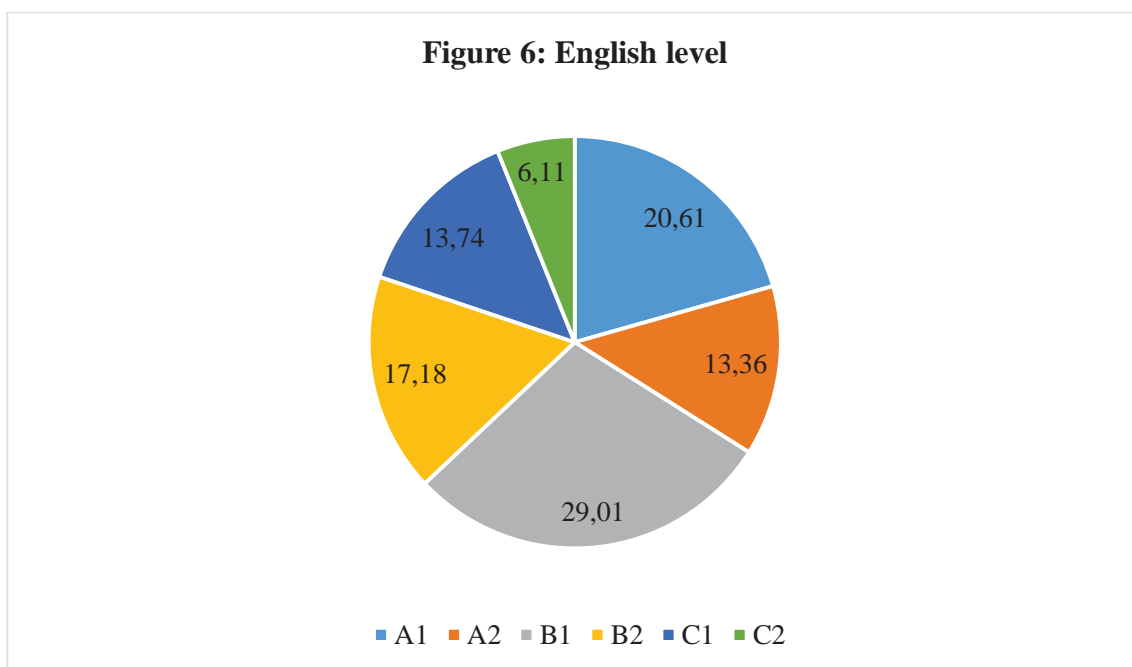
3.2.5. Sample description

Since the main objective of this research is to know the general feeling that people have about the teaching of English grammar, the study population (universe) is infinite, since it is made up of all those people who study or have studied English; that is, the opinion of all the respondents who wish to fill out the survey will be taken into account for the analysis of results. The sample size of this study consists of 262 cases. Regarding the sampling error, the margin of error obtained by the randomness of the sample is less than 6% and a confidence level of 95%.

Once the sample elements have been defined, the main characteristic of the respondents will be described. Therefore, before analysing the results, the distribution of the sample elements in reference to age should be taken into consideration. This is shown in Figure 5 below.



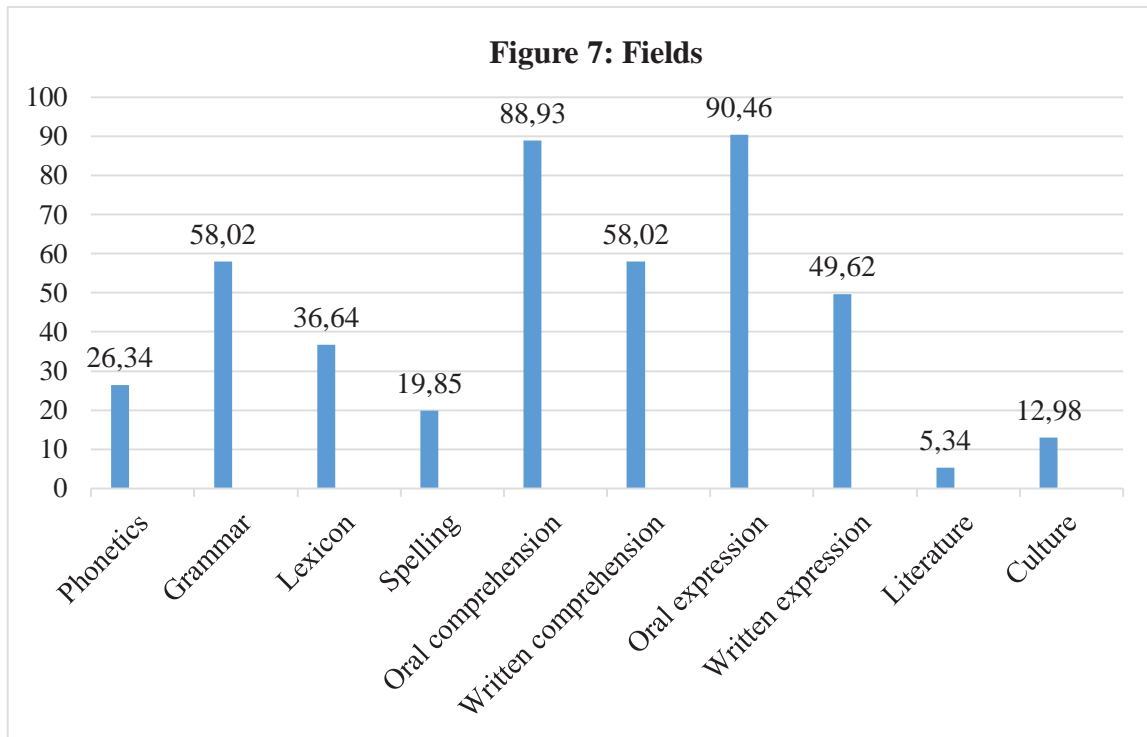
From this graph, it can be seen how most of the people who participated in the survey fall within the age range of 18-25 years old. It is also worth mentioning that of the total of 262 people, only 39.31% are English students. In addition, another factor that has been taken into account is the English level of the participants as shown in Figure 6.



As can be seen above, 66.04% of the participants have a level equal or higher than intermediate. After considering this general information, the results of the survey were analysed and the results will be shown in section 3.2 below.

3.3. Results

As already mentioned, 262 responses were obtained in the survey. Firstly, respondents were instructed to mark those fields that they considered important for learning English.

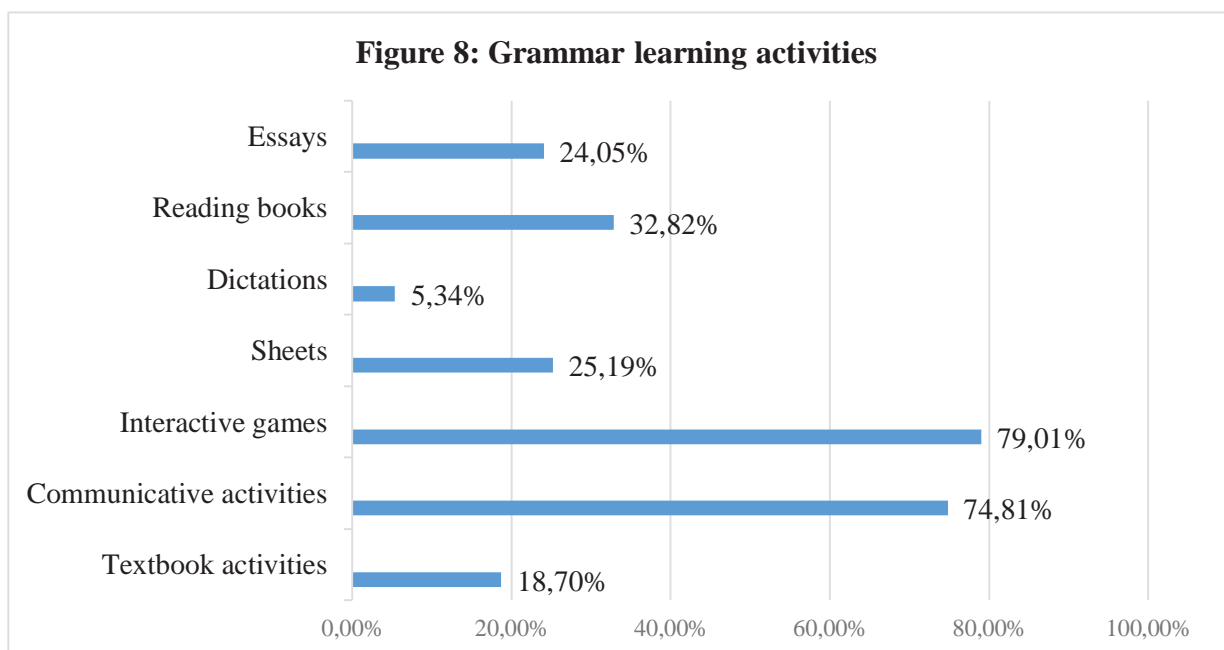


As can be observed in figure 7, the fields that stand out are oral expression (90.46%), oral comprehension (88.93%), grammar (58.02%), written comprehension (58.02%) and written expression (49.62%).

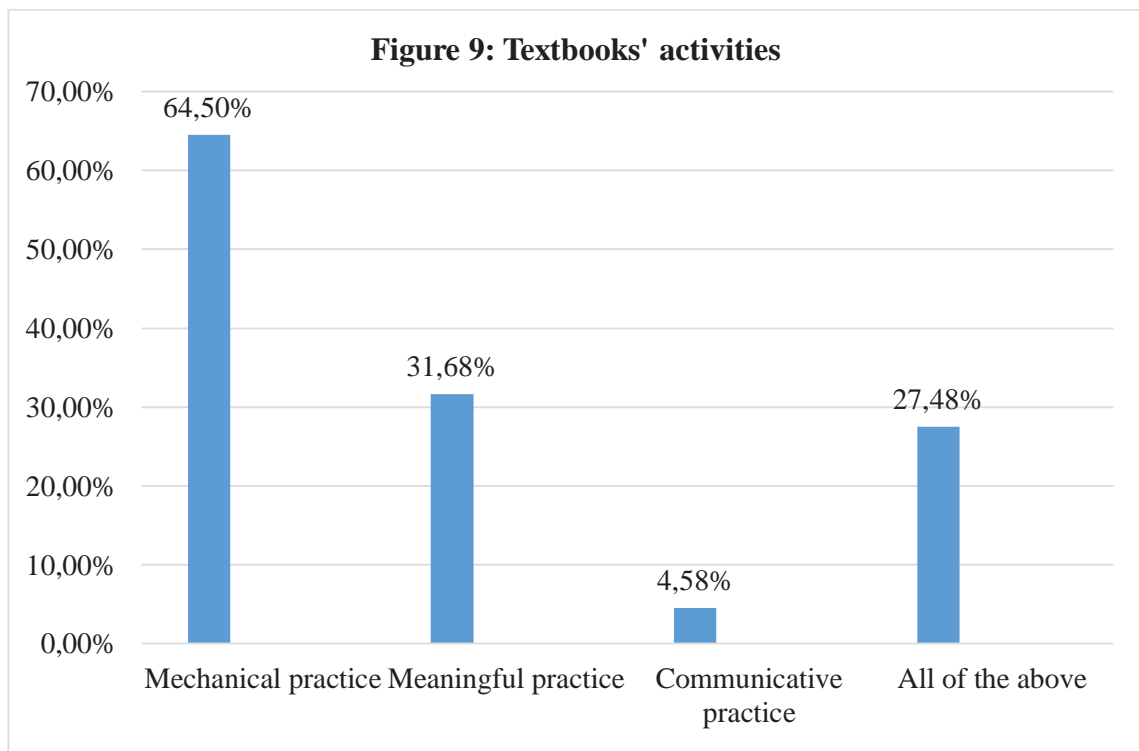
In order to study the importance that people give to grammar, the question of whether they believe that grammar is fundamental to learning English was posed. The

results were clear and concise since 77.1% believe that grammar is necessary to learn English, while 22.9% think that it is not. The latter were asked why they think that grammar is not essential, with the possibility of ticking more than one option. The most chosen option (51.67%) was that remembering grammar rules can be useful in writing, since there is time to think but, in orality, the speech has to be spontaneous. Another very chosen option (43.33%) was that languages have to be learnt naturally; that is, by imitating expressions or words and not by grammar rules.

It is important to note that for 77.86% of the respondents, grammar is a set of phonological, morphological, syntactic and semantic rules that speakers possess to be able to understand and interpret written or oral messages of a language determined, while for 11.45% grammar is a mere set of rules that govern a language that has to be learnt by heart and for the 10.69% it is the art of speaking and writing correctly in a language. It can also be extracted from the survey that the method that most respondents prefer for learning English grammar is inductive (52.29%) compared to deductive, preferred by the remaining 47.71%.



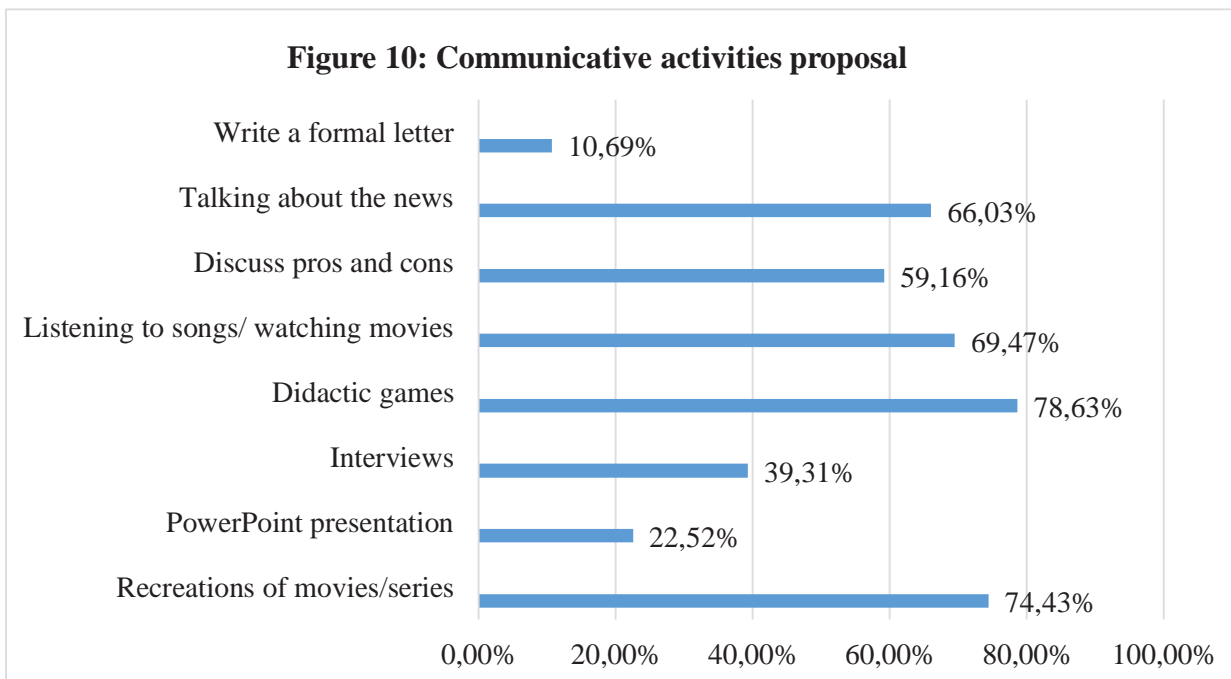
In relation to how they prefer to learn grammar in English class, among all the activities proposed, the interactive games that include the grammatical content that is being discussed in class stand out with 79.01 %. Additionally, communicative activities such as listening or real dialogues have been chosen by 74.81%, while the activities proposed in the textbooks have only been chosen by 18.70%. Referring to the latter, 89.31% of those surveyed believe that textbooks are not a sufficient tool to learn grammar.



Moreover, 64.5% of those surveyed affirm that the type of activities that most predominate in textbooks are mechanical activities, where grammar is studied in isolation, including activities such as: ordering sentences, filling in blanks, etc. Meaningful activities follow with 31.68%. In this type of activity, students have to make meaningful choices in exercises such as: reading a text and answering questions. Lastly,

4.58% indicate that the predominant activities are the communicative ones in which the language is used in real contexts in exercises such as: speaking or discussing current affairs, writing a letter, etc. Finally, 27.48% state that in textbooks all the previous activities are predominant. Following this question, people asserted that the types of activities that most motivate or motivated them to learn English grammar are, in the first place, communicative activities (72.52%); in second place, meaningful practice (25.19%) and in third place, mechanical practice (9.54%). Furthermore, 17.56% stated that none of these types of activities motivated them to learn grammar.

Consequently, 96.95% say that textbooks should include more communicative and less mechanical practice and 98.85% consider that teachers should propose more communicative activities to learn grammar instead of focusing on textbooks and isolated exercises. Those who answered “yes” to the previous questions were told to mark some communicative activities that they would propose for learning English grammar.



As can be observed in figure 10, the most notable communicative activities are didactic games in which all communication skills (reading, writing, speaking and listening) are practised (78.63%), recreations of movies/series or real situations such as eating in a restaurant or going to a job interview (74.43%), listening to songs and watching films to later comment on them in class (69.47%), talking about the news or current affairs (66.03%) and discussing pros and cons of a certain topic (59.16%).

In conclusion, it can be asserted that textbooks are the most commonly used material in the field of education and, in particular, in EFL classes; however, the general opinion of people shows the lack of conformity that exists with textbooks and the activities, mainly mechanical, that are proposed. For this reason, the following section will present different didactic proposals for the teaching of English grammar, so that students feel motivated by carrying out communicative activities.

4. Teaching proposal

4.1. Background

Throughout this section, a sequence of activities will be presented according to the results obtained in the previous survey. This proposal, focused on EFL students at level B2 although, if desired, could be adapted to other levels, has been designed with the aim of developing their communicative skills while internalizing different grammatical aspects. It consists of the following general objectives:

- i. To develop students' self-confidence
- ii. To be able to use the target language inside and outside the classroom with grammatically correct structures
- iii. To develop a certain autonomy and reflect on grammatical aspects of language and on the knowledge acquired
- iv. To encourage interaction with other students in group or pair work
- v. To be able to critically analyse the videos or images shown in class from a correct grammatical point of view
- vi. To express personal opinions orally and in writing, respect the opinions of other classmates and understand that there can be different cultural perspectives
- vii. To write coherent, well-written and grammatically correct texts appropriate to their level
- viii. To comprehend the target language in a written or oral way through original texts
- ix. To understand that English is a tool used to communicate with people of different origins and cultures and thus avoid any kind of discrimination and develop personal growth

Furthermore, the CEF states that a B2 level student generally:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (p.24).

From an overall oral production perspective, a B2 level student:

Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. (p.58).

From an overall written production perspective, a B2 level student “can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.” (p.61).

From an overall listening comprehension perspective, a B2 level student:

Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow

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extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (p.66).

From an overall reading comprehension perspective, a B2 level student:

Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (p.69).

From an overall spoken interaction perspective, a B2 level student:

Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. B2 Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (p.74).

Finally, from a monitoring and repair perspective, a B2 level student “can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of ‘favourite mistakes’ and consciously monitor speech for it/them.” (p.65).

For the elaboration of this didactic proposal, the Task-based Learning Approach (TBL) has been followed. This approach is part of the Communicative Approach and

consists of students using the target language as a vehicle, spontaneously and fluently, to solve a problem or perform a task in contextualized, real-life situations. Hence, students explore the language and discover what grammatical aspects they need to learn and use in order to complete the task in question. Jane Willis (1996) states that this model follows three stages. Firstly, a pre-task stage in which the teacher introduces the theme, useful words or phrases, the objectives and the instructions of the task. Moreover, students are given preparation time before doing the task. Secondly, the task cycle in which students are asked to do the task in pairs or small groups while the teacher walks, monitors and encourages them. Students can prepare a brief report in order to tell the class what they have done in the task and their conclusions. Once they have presented their report to the whole class, the teacher gives them some feedback on the content. In the words of Jane Willis, “this component gives learners practice in public, prestige use of language and increases other student’s exposure to spoken or written language.” (p.5.).

However, the majority of EFL textbooks offer the PPP model, which stands for presentation, practice, production. Firstly, the teacher presents individual language items contained into a grammatical syllabus; secondly, students practise that item in written or oral exercises (filling the gaps, matching sentences, etc.) and finally, learners produce the target language in a communicative task. The problem with this model is that it may not satisfy the linguistic needs of the students and they “will often produce the language but overuse the target structure so that it sounds completely unnatural” (Bowen, n.d.). According to Willis & Willis (2007), it can be assured that TBL has numerous advantages over the PPP model:

- i. Learning is more personal and free than in PPP since students can focus on their own experiences and they do not have to concentrate only on a particular item, they have to use all their language resources.
- ii. Students internalize and remember better what they have learnt because learning starts from their own linguistic needs and not from the units of a textbook.
- iii. In TBL, mistakes or errors are considered a natural part of the language learning process, while in PPP, they are seen from a more negative perspective.
- iv. By learning relevant aspects to them, students are more motivated to complete tasks.

With this in mind, I will now propose a series of communicative activities, related to those obtained by the majority in the results of the survey, focused on one of the most common grammatical issues in B2 level textbooks: reported speech. Through this methodology, the first, and the most important goal is to achieve students' motivation while teaching the content, in this case, reported speech, by taking into account students' interests in an interactive form, so that all of them can participate, learn and have fun at the same time. The second goal is to make students interact with each other in English, using and practising reported speech while developing their communication skills. At the beginning of the class, the teacher will briefly review some guidelines on reported speech and will explain the methodology and the rules of each activity. While the students carry out the tasks in small groups or pairs, the role of the teacher will be to listen to how students express themselves and how they use reported speech and then write on the blackboard either mistakes or interesting details that students have said, to later discuss it with the whole class.

4.2. Reported speech on task-based written activities

Of the communicative activities proposed in the survey, this section includes talking about the news or current affairs (66.03%). For the first activity, the students will form small groups or pairs and the teacher will ask them to look for and read any current and contentious news or event they like or find interesting and relevant. Afterwards, each student will have to write, briefly, on a piece of paper their opinion about the topic and give this paper to one of their classmates, so that each member of the group will have the paper with the opinion of another student. Finally, each student will have to convert the opinion of their partner to an indirect style and present it in front of the class. In fact, according to Abraham Panavelil (2015), TBL “is learner-centred and is a strong communicative approach where students spend their time fruitfully and creatively.” (p.117). Therefore, students will be more motivated and engaged to the subject if the topics to be covered or discussed are interesting for them.

Similarly, another possible activity would be to discuss the pros and cons of a certain topic (59.16%). The teacher will propose to read a text on a controversial topic. Some groups will have to think about the pros of the subject and other groups will think about the cons. The members of each group will have a few minutes to discuss and write what arguments they will present. Once the teacher pairs the groups to discuss the pros and cons, each student will have to refute what a classmate from the opposite group has written, using reported speech.

4.3. Reported speech on songs and films

Listening to songs and watching films (69.47% in the survey) are good interactive activities to develop students’ communicative skills, practising at the same time the unit to be covered: reported speech. To this end, on the one hand, the teacher will play a song

that contains examples of reported speech, for example: “Apologize” by OneRepublic. The teacher will instruct the students to write the examples of reported speech they hear in the song, which they will be able to listen to twice. At the end of the second listening, the exercise will be corrected on the blackboard so that everyone can correct their mistakes. Then, in pairs, they will have to change the sentences in reported speech into direct speech and, finally, share and compare the results with other partners. On the other hand, the teacher will show students a part of a movie in class. In pairs, they will have to discuss which is their favourite character, their favourite scene and why. Then, they will have to tell the whole class what their classmate has told them, using reported speech.

4.4. Role plays and storytelling

Role-plays, which have obtained 74.43% of the answers in the survey, are useful activities to include in a task-based lesson. The advantage of role-plays is that they represent real-life situations such as a joint job interview between two applicants and the boss, two friends gossiping about something someone else has told them or a hotel receptionist talking to a client. Therefore, the students will be offered activities of the type: students A and B will play the role of two tourists who want to visit the city’s museum but they do not know how to get there. Student A sees a local citizen and asks him/her for the shortest route. Then student A goes back to student B and tells him/her what student C has said. These tasks are particularly relevant and useful if students aim to travel or work in an English-speaking country. Another possible activity would be to form groups of three students and give them a piece of paper with a written role to each one. Students A and B could be two friends who are angry and do not talk to each other, and student C, a friend of theirs, acts as a mediator by telling student A what student B says and vice versa so that he/she has to use reported speech. For instance, exercises of mediation are included in the CEF as activities that “make communication possible

between persons who are unable, for whatever reason, to communicate with each other directly.” (p.14).

Willis & Willis (2007), explain that some useful tasks could involve sorting and ordering. This could entail describing a sequence of steps of a particular process such as “make a recipe, describing the steps and the ingredients in order to make your favourite dessert.” Based on this, my proposal would be that, in small groups, students will have to briefly write a recipe. Finally, they will perform a short dialogue in front of the class. Student A will be a cooking apprentice who listens to a cook’s instructions to make dessert. Then, student A tells student B (another cooking apprentice) how the cook (student C) ordered them to make dessert.

Concerning storytelling, “if learners are going to take part in social interactions with speakers of English, it is important they feel comfortable talking about their own experiences, or embarking on a story, so they need plenty of practice in class.” (p.105), thus, students will be proposed to do tasks such as tell a personal story or a childhood anecdote in pairs and then change partners and retell the story that the other partner has told using reported speech, write down the most frightening experience, exchange it and rewrite the story of another classmate in indirect style, etc.

4.5. Didactic games

Learning grammar through didactic or educational games has obtained a result of 78.63%. In this section, the following tasks could be included: firstly, the teacher will create cards with interrogative, negative and affirmative sentences. Each student will have one card. They will have to walk around the class for three minutes and tell other students what is said on their cards. In the last seven minutes, all the students will have to tell the teacher what other students have told them, using reported speech.

Secondly, the game “things in common”, in which students will have to find as many similarities as possible that they have with a partner, is a useful and fun way to practice reported speech since, in the final phase of the game, students will tell the whole class the common things they have found, using reported speech. Each common statement explained using the reported speech correctly will be equivalent to one point, and the couple with the most points will win the game.

Thirdly, the teacher will prepare a Kahoot, an online platform that allows the creation of questionnaires in the form of a contest, with students being the contestants, with the aim of reinforcing learning in a fun way, motivating the students. In this case, the questions will be related to changes of sentences from direct style to indirect style and vice versa and how verb tenses and time units change when moving to reported speech. The game can be played individually or in small groups and the person or group with the most points will win the contest.

The next proposed activity is “the chain game”, in which students will be seated creating a circle. The teacher will begin by telling something to the first student in a direct speech. Then, this student will tell the classmate that is next to him/her what the teacher has said using reported speech, and so on until the message arrives to the last student.

The last proposed exercise consists of a board game. The teacher will divide the students into small groups and will distribute a board for each group. The board will contain several squares with a sentence written in a direct style, in affirmative, negative or interrogative form. Each player will have to transform the sentence of the square in which they have fallen to the indirect style. If the sentence is correct, the player will continue to roll; otherwise, it will be the next player’s turn. To know if the students have

made the change from direct to indirect style correctly, they will have to check it on the solution cards.

To conclude this section, it should be noted that the proposed activities following a Task-Based model, help to develop the communicative skills of the students in a natural, motivating and fluent way. At the same time, they will enable them to learn how to use reported speech, internalizing its rules by practising and applying them to daily life situations in which they are useful; this way, the traditional method normally used in textbooks is improved and the learning approach is more effective and meaningful.

5. Conclusion

As has been shown, the methodology used to acquire foreign languages has evolved over time, from the Traditional Approach, in which the teaching of grammar was based on the learning of grammar rules and their application in exercises of translation, to today's Communicative Approach, in which students develop their linguistic skills while internalizing grammatical aspects. However, analysing current textbooks, it has been found that, even in communicative books, grammar is practised in isolation in some of the exercises and tasks proposed.

In addition, the survey conducted to find out the perception of language learners in relation to grammar has shown that the majority of participants thought activities of the mechanical type, in which grammar is studied without a meaningful context, were predominant in the textbooks they used. And it is precisely for this reason that many respondents show some dissatisfaction with textbooks and expressed their preference for interactive activities where all the skills are put into practice. Despite the fact that in the textbooks I examined there are communicative activities where the students practise reported speech, the truth is that quite a few of the exercises are mechanical. With all this in mind, I decided to develop a series of didactic proposals focusing on the teaching of reported speech from a communicative perspective, on the basis of the Task-Based Learning Approach in which students carry out activities related to real-life situations or topics that interest them, using the language as a vehicle.

Through this approach, students practise their communicative skills, since the activities are carried out in pairs or small groups, something that helps to foster the ability to interact with each other, as well as to create a good environment in the class.

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Additionally, recreational activities and dealing with topics of their interest will make them engage in learning.

In view of all the aspects that have been studied in this paper, it can be concluded that even though textbooks increasingly include more activities of the communicative type, more materials that stimulate students should be used in classrooms. Therefore, the Task-Based Learning Approach is a good way to satisfy students' needs, capture their attention and motivate them to learn not only aspects of the academic fields, but also of real-life.

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Appendix

Encuesta sobre la enseñanza de la gramática inglesa en el aula

1. Indique en qué lengua prefiere realizar la encuesta
 - a. Castellano
 - b. Gallego
2. Indique su rango de edad
 - a. Menor de 18
 - b. De 18 a 25
 - c. De 26 a 35
 - d. De 36 a 45
 - e. De 45 en adelante
3. ¿Es usted estudiante de inglés?
 - a. Sí
 - b. No
4. Indique su nivel de inglés
 - a. A1 (básico)
 - b. A2 (elemental)
 - c. B1 (intermedio)
 - d. B2 (intermedio-alto)
 - e. C1 (avanzado)
 - f. C2 (profesional)
5. ¿Cuáles de estos campos considera usted que son más importantes a la hora de aprender inglés como lengua extranjera?
 - a. Fonética
 - b. Gramática
 - c. Léxico
 - d. Ortografía
 - e. Comprensión oral
 - f. Comprensión escrita
 - g. Expresión oral
 - h. Expresión escrita
 - i. Literatura
 - j. Cultura
6. ¿Cree usted que la gramática tiene un papel esencial a la hora de aprender inglés como lengua extranjera?
 - a. Sí
 - b. No

7. En caso de haber marcado “no”, indique por qué piensa que la gramática no es esencial para aprender inglés. (Puede marcar más de una opción).
- Es una práctica monótona que no motiva al alumnado.
 - Aprender reglas y estructuras gramaticales no ayuda a adquirir fluidez a la hora de hablar en inglés.
 - Las lenguas han de aprenderse de manera natural; es decir, por medio de la imitación de expresiones o palabras y no por reglas gramaticales.
 - La gramática debería enseñarse una vez sepamos comunicarnos en inglés.
 - Recordar reglas gramaticales puede ser útil en la escritura, ya que disponemos de tiempo para pensar, pero, en la oralidad, el discurso debe ser espontáneo.
8. ¿Qué significa para usted la gramática? (Marque la respuesta correcta según su criterio).
- Un mero conjunto de normas que rigen un idioma.
 - El arte de hablar y escribir de manera correcta en una lengua.
 - Un conjunto de reglas fonológicas, morfológicas, sintácticas y semánticas que los hablantes poseen para poder comprender e interpretar mensajes escritos u auditivos de una lengua determinada.
9. ¿Con qué método se siente más cómodo/a para aprender la gramática del inglés como lengua extranjera?
- Deductivo, poniendo en práctica las reglas gramaticales previamente explicadas por el profesorado.
 - Inductivo, deduciendo las reglas a partir de ejemplos, comprobando posibles hipótesis con los compañeros y compañeras, etc.

10. ¿De qué manera prefiere aprender gramática en el aula? (Puede marcar más de una opción).
- a. Mediante las actividades propuestas en los libros de texto.
 - b. Mediante actividades comunicativas como escuchas o diálogos reales.
 - c. Mediante juegos interactivos que incluyan el contenido gramatical que se esté tratando en el aula.
 - d. Mediante fichas proporcionadas por el profesorado.
 - e. Mediante la realización de dictados.
 - f. Mediante libros de lectura.
 - g. Mediante redacciones.
11. ¿Cree que los libros de texto son una herramienta suficiente para aprender gramática inglesa?
- a. Sí
 - b. No
12. En su experiencia como estudiante, ¿qué tipo de actividades predominaban en los libros de texto? (Puede marcar más de una opción).
- a. Actividades mecánicas, donde la gramática se estudia de manera aislada, incluyendo en este apartado actividades del tipo: ordenar, reescribir y crear oraciones, rellenar huecos en blanco con la forma verbal correcta, etc.
 - b. Actividades significativas, en donde el alumnado debe hacer elecciones significativas en ejercicios del tipo: leer un texto y responder preguntas, escuchar y elegir la opción correcta, etc.
 - c. Actividades comunicativas en las que la lengua se usa en contextos reales, por ejemplo: hablar y opinar en pequeños grupos de un tema determinado, escribir una carta, etc.

d. Todas las anteriores.

13. ¿Cuáles de los tipos de actividades anteriores le motivan/motivaron al aprender gramática inglesa? (Marque aquellas opciones que considere oportunas según su criterio).

a. Mecánicas b. Significativas c. Comunicativas d. Ninguna

14. ¿Cree que los libros de texto deberían incluir menos actividades mecánicas y más actividades del tipo comunicativo?

a. Sí b. No

15. ¿Considera que el profesorado debería proponer más actividades comunicativas para aprender gramática en lugar de centrarse en los libros de texto y en ejercicios aislados?

a. Sí b. No

16. ¿Cuáles de las siguientes actividades comunicativas propondría usted para enseñar gramática en un aula de inglés como lengua extranjera? (Puede marcar más de una opción).

a. Recreaciones de películas/series o de situaciones reales como comer en un restaurante, comprar un billete de tren, etc.

b. Presentación PowerPoint o Prezi de algún tema de interés.

c. Realización de entrevistas.

d. Juegos didácticos en los que se practiquen todas las destrezas comunicativas (leer, escribir, hablar y escuchar).

e. Escuchar canciones y ver películas para después comentarlas en clase.

f. Debatir pros/contras de un tema determinado.

g. Hablar de las noticias/temas de actualidad.

h. Escribir una carta formal.