

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



“ESSAY”

INDUCTIVE APPROACH IS A MORE EFFECTIVE AND BENEFICIAL WAY TO
PRESENT GRAMMAR TO YOUNG LEARNERS THAN DEDUCTIVE
APPROACH.

PRESENTED BY:

CRESPÍN GONZÁLEZ NATALI CONCEPCIÓN (CG04047)

ESCOBAR VILLANUEVA, JESSICA MARLENE (EV04005)

PICHINTE SERRANO, MARÍA LIDIA (PS04024)

TO OBTAIN THE DEGREE OF
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA L10411

ADVISOR: Mtl. PEDRO ANTONIO SALAZAR MURCIA

MAIN CAMPUS, JULY 2nd, 2010

TABLE OF CONTENTS

I- Introduction i
II- Objectives ii
III- Rationale iii
IV- Essay 4-15
V- Methodology 16-17
VI- Recommendations 18
VII- Bibliography 19-20
VIII- Webibliography 21

Authorities from the University of El Salvador

Ing. Rufino Antonio Quezada Sánchez
Rector

Arq. Miguel Angel Pérez Ramos
Academic Vicerrector

Mtro. Oscar Noé Navarrete Romero
Administrative Vice Rector

Lic. Douglas Vladimir Alfaro Sanchez
General Secretary of the University of El Salvador
Authorities from the School of Arts and sciences

Lic. José Raymundo Calderón Morán
Dean

Dr. Carlos Roberto Paz Manzano
Vice Dean

MsC. Julio Cesar Grande Rivera
Secretary from the School of Arts and sciences
Authorities from the Foreign Language Department

Mtl. Edgar Nicolás Ayala
Head of the Foreign language Department

Mtl. Edgar Nicolás Ayala
Coordinator of the Graduation Process

Mtl. Pedro Antonio Salazar Murcia
Advisor

INTRODUCTION

This bibliographical research is focused on two approaches to teaching grammar: the inductive approach (rule-discovery), which presents first multiples examples of the rule and learners have to discover the rules by themselves, and a deductive approach (rule-driven), which means that the grammar rules are first verbalized by the teacher and then the learners apply it through practice. Researchers argue that inductive approach is more effective and beneficial to present grammar to young learners according to the outcomes or results from the experts. In order to support the investigation the following bibliographical sources were consulted such as books, journals, articles, essays by different experts and an interview addressed to some English Grammar teachers from The Foreign Language Department of The University of El Salvador. This investigation contains: objectives, rationale, essay, methodology, bibliography and webibliography. The objectives in which the essay centres, in other words to argue the effectiveness and ineffectiveness of the two approaches mentioned above of the bibliographical research, one general and two specific. In Rationale it is described how, what for, and why about the essay; the methodology which explains the process how this bibliographical research was carried out and finally the bibliography and webibliography that show where the information was taken.

OBJECTIVES

General:

- To do a bibliographic research on the effectiveness of the inductive approach in the teaching of English grammar.

Specific:

- To analyze, principles and techniques applied in various methods and their effectiveness when teaching grammar.
- To argue the effectiveness of inductive approach and the ineffectiveness of deductive approach.

RATIONALE

Through years the way grammar is taught has been a controversial topic among experts and teachers. There is no doubt that in order to master a language, it is important to know the grammar rules. There are two ways to teach grammar; inductively and deductively. Each approach uses different techniques and principles, etc. Through this bibliographical investigation, researchers found valuable information from different experts that claim that inductive approach is more effective and beneficial to present grammar to young learners.

The way grammar is presented is crucial to learners, and the effectiveness on the approach to be applied, either implicit or explicit. Language teachers need to have knowledge on how to present grammar in a way pupils can be more benefited. Therefore, it is important to have both implicit and explicit knowledge of grammar.

This paper work may contribute as a valuable theory for future generations whose task is to teach grammar in a foreign language. In addition, as future language teachers, it will be helpful to know the most effective and beneficial approach to apply when teaching grammar.

Inductive approach is a more effective and beneficial way to present grammar to young learners than deductive approach.

Grammar teaching has always been one of the most controversial and less understood aspects of language teaching. But, what is grammar? There are different definitions of grammar and among others there are the following ones. It is a description of the rules that govern how sentences of language are formed (Thornbury, 1999). The Macmillan Dictionary defines grammar as, the set of rules that describe the structures of a language and control the way sentences are formed. Traditionally, two approaches to the teaching of grammar have been advocated by various methodologists and learning theorists: (1) an inductive approach, which presents first multiple examples of the rule and learners have to discover the rules by themselves, and (2) a deductive approach, which means that the grammar rules are first verbalized by the teacher and then the learners apply it through practice.

The analysis of grammar became the model language teaching between the 17th and 19th centuries; and its emphasis was on learning grammar rules, translations and practice in writing sample sentences; this method came to be known as the grammar translation method. However, even as early as the mid-19th, theorists were beginning to question the principles behind the grammar-translation method. Changes were beginning to take place. There was a greater demand for ability to speak foreign languages, and various reformers began reconsidering the nature of language and of learning. But, in the late 1800s and early 1900s, linguists became interested in the problem of the best way to teach grammar so they proposed that grammar should be taught inductively (Thanasoulas, 2002, <http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>).

Since Grammar Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular

because it was more effective. Principles of Direct Method state that grammar should be taught inductively and there may never be an explicit grammar rule given. Also the Audio-Lingual Method which was developed in the United States during World War II; it was created to teach people foreign language rapidly for military purposes. Their Principles also claim that the rule necessary to use in target language should be figured out or induced from examples. These two methods mentioned above use inductive approach, grammar emphasis is very shallow (Larsen- Freeman, Diane, 1986).

According to the outcomes of this bibliographical study the inductive approach is more effective and beneficial one to teach grammar to young learners for the following reasons: Inductive approach is more effective since students are exposed to the four Micro skills at the same time they are learning grammar; Inductive approach means to acquire language as Audio-Lingual method states (Larsen- Freeman, Diane, 1986). It takes advantage of the age factor to teach grammar; also it allows students to get a communication "feel" ;(Linda, 1990). Inductive approach activates learners' imagination that aids their learning; it allows and encourages learners to work rules out by themselves. Discovery learning is important components of modern constructivist since students are induce to discover the grammar rules; this approach to present grammar is memorable itself and ensures greater memorability and motivation. This approach motivates learners and stimulates curiosity; some English grammar teachers from the Foreign Language Department who were interviewed state that the inductive approach is more effective and beneficial to present grammar because students develop their mental ability, autonomy, self-esteem etc. Inductive approach is supported by a recent research on learning at the Vanderbilt University (Prince & Felder, 2006). According to researchers' on experience on how teachers presented grammar in the English subject from 7th grade to high school in public schools in El Salvador.

On the other hand, the other approach used to teaching grammar as mentioned before is the deductive one, which means that the grammar rules are

first verbalized by the teacher and then the learners apply it through practice. One of the methods that use deductive approach with heavy grammar emphasis is The Grammar Translation Method. The grammar Translation method is not new. It has had different names, but it has been used by languages teachers for many years. At one time it was called Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. This method was used for the purpose of helping students read and appreciate foreign language literature. It was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway. But, Grammar Translation Method was not very effective in preparing students to use the target language communicatively (Larsen-Freeman, Diane, 1986). Some reasons are: this approach to present grammar does not provide students the opportunity to interact with others and to practice the target language during the class time. This approach encourages the belief that learning a language is simply a case of knowing the rules; explanation is seldom as memorable as other form of presentation, such as demonstration. Also this approach can be seen as dull, over-technical, and demotivating (thornbury, 2004).

Firstly, the Inductive approach is more effective since students are exposed to the four macro-skills at the same time they learn grammar. As principles of Audio-Lingual method state that the learning of a foreign language should be the same as the acquisition of the native language namely in a subconsciously way the way children learn their mother tongue. Learners do not need to memorize rules in order to use native language. The rules necessary to use the target language will be figured out or induced from samples. Language forms do not occur by themselves; they occur most naturally within a context. Language learning is a process of habit formation. Each language has a finite number of patterns which practice helps students to form habits that enables the students to use them. Another principle states that speech is more basic to language than the written form. The “natural order”, the order children follow when learning their native language-of skill acquisition is: Listening, speaking, reading, and writing (Larsen- Freeman, Diane, 1986).

As mentioned above, inductively teaching means to acquire language. It works with the natural language acquisition. This approach keeps the students exposed to a massive amount of input of the language, and grammar rules are absorbed subconsciously with little or no conscious focus (Linda, 1990).

Inductive approach conforms more easily to the concept of interlanguage development in which learners make progress through possible stages of rule acquisition. This approach is applied in methods like Direct Method and Audio-Lingual Method . which tend to reply the conditions in which native language is acquired. For instance: in the Direct Method classes, the rules of the language are acquired by means of experience of understanding and repeating examples (Larsen- Freeman, Diane, 2000).

Inductive approach takes advantage of the age factor to teach grammar. Researchers who are in favor of an early start claim that young learners are at an advantage to acquire grammar as the brain is more adaptable than adults, and that acquisition of language is possible without self-consciousness at an early stage (Robertson & Jung, 2006). According to Cameron, (2001) there are some reasons that demonstrate the superiority of young learners in acquiring a second language; young learners are keen, enthusiastic, uninhibited, etc, so this way to present grammar is easier for them to acquire it. That is why inductive approach is particularly effective for young learners. It enables students to focus on use, not complex rules and terminology.

To understand better how language acquisition might occur, some language acquisition theorists as Ellis (1985), describes in his comprehensive review of language acquisition theory and research; he concludes that four macro-stages of linguistic development are probably universal:

Stage one: Interlanguage forms resemble those pidgin languages with more or less standard word order, regardless of the target language. Parts of the sentences are omitted, and learners use memorized chunks of discourse in their communication.

Stage two: Learners begin to use word order that is appropriate to the target language and to include most of the required sentence constituents in their speech. Language production in these first two stages is often quite inaccurate.

Stage three: Learners begin to use grammatical morphemes systematically and meaningfully.

Stage four: Learners acquire complex sentence structures such as embedded clause and relative constructions and use them with greater facility and precision.

On the contrary, deductive approach encourages the belief that learning a language is simply a case of knowing the rules. In the grammar translation method, all instructions are given deductively by using the learners' mother tongue, thus leaving little opportunity for them to hear or practice the target language. According to Thornbury (2004), especially young learners might not yet have sufficient metalanguage to understand the abstract grammar concepts involved as they may not have yet been taught about them in their mother tongue, and therefore, might lose their interest. Moreover, this kind of an approach to grammar as mentioned above can lead to a wrong conception that knowing the rules is all needed to learn a language. In a grammar translation method technique, students are given long lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation. According to Total Physical Response Method, students should not be made to memorize fixed routines.

Deductive approach does not influence intellectual development to young learners. Most of time students gain information and learn grammar points through experiencing. Deductive way does not give young learner the opportunity to have contact with grammar examples and exercises as much as in inductively teaching. Inductive approach gives students to practice, experience with the grammar world. According to Piaget (1997, http://www.psychology.heacademy.ac.uk/docs/pdf/p20040308_Piaget.pdf), a stimulus causes a reaction. This relation is not only one way but it is a reciprocal relation

that affects the whole grammar learning process. Applying this relation between Stimulus and Reaction, the stimulus are the examples given by the teacher in the grammar class; it gives students the opportunity to develop the intelligence when they try to find the rule on teacher examples. Student's reaction is learning; this leads to acquiring new information. The information is assimilated into prepared structures and induces further development of such structures.

Secondly, the inductive approach allows students to get a communication "feel" (Linda, 1990). This means that students focus on using the grammar points orally before getting overwhelmed by grammatical explanations. So, students do actually use the language for communicating and applying the grammar rules up to certain level. This approach encourages new learning styles based on more communication, since learners need to discuss language together (Thombury, 1999). Also, the natural communication can not be taught but emerges on its own and that grammar is automatically understood via interaction (Omaggio, 1993)

Inductive approach activates the learner's imagination that aids their learning as suggestopedia principle claims. Here, students are more actively involved in the learning process rather than being simply passive recipients. Since the teacher presents grammars by illustrating with different sources, students are attentive, involved and make mental effort which increases their cognitive depth degree. Suggestopedia principle claims: when students' attention is off the form of the language, and on the process of communicating, students will learn best. In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. This way of learning can be fun. Also, the teacher should use the form a little later so the students will hear it used correctly. So, the more confident students feel, the better they will learn (Larsen- Freeman, Diane, 1986).

In contrast, deductive approach to present grammar does not provide students the opportunity to interact with each other and to practice the target language during the class time; since deductively teaching illustrates teacher-centered or teacher fronted lesson. A principle of grammar translation method states that the teacher is the authority in the classroom. Communicative Language Learning principles claim that during certain task assign such as having students have a conversation teacher should work in a non-threatening way with what the learners have produced. The superior knowledge and the power of the teacher can be threatening. If the teacher does not remain in the front of the classroom, the threat is reduced and the students' learning is facilitated. Also this fosters interaction among students, rather than from students to teacher. Building a relationship with and among students is very important. The teacher should be sensitive to students' limitation and not overwhelm them with more than they can handle. A principle of Suggestopedia claims that: learning is facilitated in a relax comfortable environment (Larsen-Freeman, Diane, 1986).

Thirdly, inductive teaching allows and encourages learners to work or discover rules out by themselves. As constructivist states, grammar can be taught inductively. This theory view of learning and discovery learning claims that the most important principle of educational psychology is that teachers cannot simply give students knowledge. Students must construct knowledge in their own mind. According to Thornbury (1999) having the students design their own exercise is a particularly important task, since this helps them to engage with the rule at a productive, not merely receptive level. The teacher can facilitate this process by teaching in ways that make information meaningful and relevant to students, by giving students opportunities to discover or apply ideas themselves, and by teaching students to be aware of and consciously use their own strategies for learning. Teachers can give students ladder that leads to higher understanding, yet the students themselves must climb these ladders.

Discovery learning is an important component of modern constructivist approaches that have a long history in education innovation. In discovery learning (Slaving, 1997), students are encouraged to learn largely on their own through active involvement with concepts and principles, and teachers encourage students to have experiences and conduct experiments that permit them to discover principles for themselves. The facts that students work things out prepare them for greater self-reliance; as a result, it leads them to achieve a range of autonomy. The capacity to discern patterns and regularities would seem to be an invaluable tool for self-directed learning in natural occurring input (Thornbury, 1999). Also, as mentioned above, inductive approach encourages students to develop their own mental strategies working problems-solving assignments, which is part of the autonomy development process (Prince & Felder, 2006).

Opposed, explanation is seldom as memorable as other forms of presentation, such as demonstration. Deductive approach presents grammar by means of long and elaborate explanations. All grammar rules are presented with their exceptions and irregularities explained in grammatical terms. Teachers, who engage in lengthy explanation quite often, monopolize class time and bore the students who already understand the concepts, and confuse the rest (Omaggio, 1993). Besides, Robert Lado (1986). <http://revolution.allbest.ru/languages/00020522.0htm/> He accents that many teachers make the mistake of trying to explain everything at length, while the class listens passively. Long explanations without active practice are a waste of time, and even with practice learners are inefficient. So, therefore most the class time should be devoted to practicing. In addition Omaggio (1993) states that when presenting grammar, a sound rule of thumb is: the shorter the better, such as when learning how to drive a car or operate a computer, a little prior teaching seems to be more effective than a lot, the more the instructor piles on instruction, the more confused the trainee is likely to become. The same would seem to apply in language teaching: be economical.

Furthermore, inductive approach to present grammar is memorable itself and ensures greater memorability and motivation since demonstration is a form of presentation that requires students to be attentive, involve and therefore students make mental effort. It also increases the cognitive depth degree. This greater cognitive degree results in ensuring greater memorability. Besides that, the fact that students are actively involved in the learning process, entails that consequently students are not only more attentive but also motivated. The level of memorability will vary depending on the kind of grammar practice done in class (Thornbury, 1999).

Inductive teaching motivates learners because it stimulates curiosity, and at the same time encourages students to explore ideas by their own. This approach follows the principles established in motivational research that declare the motives or purposes for learning must come from the learners, not from the teacher (Anderson, 1963). www.joe.org/1963-1-a2.pdf Learners are motivated from what they do, not necessarily from what they are told to do. According to Thornbury, (1999) by personalizing the exercise, it is more memorable, and certainly more interesting for other students to do. Besides, students learn most completely from some form of personal experience, as organized individual perceptions into meaningful patterns of knowledge.

On the other hand, according to Thornbury, (1999) deductive approach can be seen as dull, over-technical, and demotivating. Teachers tend to teaching at a level of complexity equal to their own present insight and understanding. As said before, students might not have yet sufficient metalanguage to understand the abstract grammar concepts, so this may mean little to students. Also teachers forget that students are busy enough just getting the language itself that the added load of complex rules and terms is too much to bear (Linda, 1990). If too much summarizing is done, a student may be seriously handicapped in terms of richness of experience. Thus, lacking in experience may find it hard to understand general principles it may therefore

demotivate learners. Simply telling students that they will need certain knowledge and skill some day is not a particular effective motivator (Prince & Felder, 2006).

Moreover, some teachers from the Foreign Language Department of the University of El Salvador that have been teaching English grammar courses were interviewed as, Lic. Matthew Alvarado, Odir Mendizábal and Lic. Homero Llanes. According to their own experience to teaching grammar, they state that the inductive way to present grammar is more beneficial than deductive approach. One of the teachers said that in the past, teachers used to teach grammar deductively where the 70% percent were teachers –centered and the rest students-centered, but nowadays students are the ones who are in charge of the class most of the time. Teachers believe the best and more appropriate way to present grammar is by presenting examples, first because in this way the instructors are being logical in the teaching-learning process. They move from the simplest to the complex. Students learn more easily with examples than complex theory. The teachers already mentioned prefer to apply the inductive approach when teaching grammar due to the following benefits: students develop their mental ability, students' autonomy, students' self-esteem, it is time saver, and students get motivated. As a result, these teachers believe that inductive approach is more effective and beneficial to present grammar.

In addition, inductive approach is supported by a recent research on learning. A recent research about inductively teaching at the Vanderbilt University Learning Technology Center, found that students are learning successfully by using this approach. They even named inductive approach as the STAR legacy module. Its effectiveness has been repeatedly demonstrated empirically. Thus, inductive approach to teaching and learning has much in its favor. As mentioned before, it is supported by a research on learning currently available, compatible with the currently most widely accepted theories of leaning such as cognitive and social constructivism; and promotive of the

problem-solving skills and attitudes to learning that most instructors would say they desire for their students (Prince & Felder, 2006).

Finally, in El Salvador, English subject is implemented from seventh grade to high school in public schools. According to researchers' experience about how teachers present grammar in schools as mentioned above, most of the time, teachers start presenting the grammar point first by explaining even in Spanish; leaving little time to practice the target language orally. So here in El Salvador teachers use more the traditional way to present grammar namely the grammar- translation method. In high school, teachers assign songs and long readings to students to be translated into Spanish. The text books that teachers use do not have CD's for listening and teachers rarely bring extra material to illustrate the class. Thus, students do not have much chance to hear or listen and speak the target language, as if teachers would present grammar inductively where learners have the opportunity to interact each other. This way to present grammar is more beneficial to learners because at the same time they learn grammar they are communicating in the target language.

When these students graduate from high school, they can hardly pronounce some basic words in English due to the lack of oral practice. Five years of taking English subject is enough for those students to sustain a conversation in the target language. It is hard for those students when they choose to study a major in English at the university; for instance, "Licenciatura en Idioma Inglés", where the first day of class teachers talk to students only in English. Some of these students do not understand at all what the teacher says. They ask to their partner who understands what the teacher says. These students make a double effort to keep up and try to understand and communicate in the target language in the class, even though they might know grammar.

In sum, the inductive approach is more effective and beneficial to teach grammar as a foreign language to young learners than the deductive approach since students are exposed to the four macro-skills, at the same time they learn grammar. Namely, it is the best way to expose students to grammar rules; thus the rules are absorbed subconsciously in a similar way that language is acquired. Besides that, young learners are at an advantage to acquire grammar as the brain is more adaptable than adults, and that acquisition of language is possible without self-consciousness. It also, ensures greater memorability and, motivation as well it leads students to reach autonomy. According to Thornbury (2004), especially young learners might not yet have sufficient metalanguage to understand the abstract grammar concepts involved as they may not have yet been taught about them in their mother tongue, and therefore, might lose their interest. Finally, due to all these benefits and effectiveness found from the experts, this verifies and supports that inductive approach is more effective and beneficial to teach grammar as a foreign language to young learners than the deductive one.

METHODOLOGY

In order to conduct this bibliographical research; researchers followed six steps from the book “Literature Review” that helped to arrive successfully to the end.

Step one Select a Topic, a successful research topic is the result of an interest in a practical problem. The topic provides the entry point to the academic discussion. The selection of the research topic began with the presentation of a list of topics provided by professors who were in charge of the graduation process, and students’ own interest topic of research. After choosing the topic, next step was followed. Step two, Search the Literature; literature research is strategic data collection. It involves three stages of previewing, selecting, and organizing literature for possible inclusion in the literature review. There are three techniques that helped researchers in conducting the research: Scanning, skimming, and mapping in order to do the bibliographic entry cards, from books, articles, theses, etc.

To support the argument. Step three, Develop the Argument. In this step researchers looked for the relevant and credible data to provide strong evidence to present the claim. The evidence that supported the claims are the various studies cited. Also, in order to gather richer and deeper information about the research topic researches did an interview. The interview was addressed to some English grammar teachers from the Foreign Language Department of the University of El Salvador. Step four, Survey the Literature. The literature survey gathers the prior knowledge about the subject. Surveying was done in three stages, assemble the collected data, synthesize the information and analyze the patterns of the data.

Step five, Critique the Literature. A literature critique interprets the current understanding about the topic of research and determines how this knowledge answers the research question. This process was done in order to do the thesis statement. The next and the last step that was followed is step six, Write the Review. Now researchers have completed the research and developed a research case. The background information is organized, interpreted, analyzed, and developed arguments and done some exploratory writing. Finally, writing requires the creation of a series of drafts to correct mistakes, typos, etc. until the final composition emerges. Therefore, two drafts were presented before the final composition to the advisor.

RECOMMENDATIONS

Based on this investigation which may be helpful for both teachers and students, the researchers, recommend the following:

FOR TEACHERS

1. Teachers should teach a students-centered class.
2. Teacher should avoid long and elaborate explanations to prevent student`s confusing and bored.
3. Teachers have to create an environment where English grammar occurs naturally during the class.
4. Teachers should develop activities in which students can use their imagination and intelligence.
5. Teachers should encourage students to develop new learning styles.
6. Teachers should avoid classes on which teachers are the center of the class (teacher-centered).

FOR STUDENTS

1. Students should take advantage of this approach since it makes them responsible for their own learning, and also this activates their imagination that aids their learning.
2. Students should take into account just knowing rules do not mean a student manages the grammar of the language.

BIBLIOGRAPHY

- Cameron L., (2001) Language Teaching Research.
- Ellis, R. Understanding Second Language Acquisition (1985) Oxford University Press, England.
- Larsen-Freeman, Dianne, (1986): Techniques and Principles in Language Teaching, Oxford University Press.
- Larsen-Freeman, Dianne, (2000). Techniques and Principles in Language Teaching (2nd Edition), New York: Oxford University Press.
- Omaggio, A. (1993). Teaching Language in Context. United States: Heinle and Heinle.
- Prince, M. & Felder, R., (2006). Inductive Teaching and Learning Methods: Definition, Comparison, and Research Bases.
- Richards, Jack & Rodgers, Theodore, (1986). Approaches and Methods in Language Teaching. New York: Cambridge University Press.
- Robertson, R, & Jung, J., (2006). Task –based Learning in the Asian Context. The Asian EFL Journal Quarterly.
- Slavin, Robert, E. (1997). Educational Psychology: theory and practice 5th ed. Printed in the United States of America.
- Taylor, Linda, (1990). Teaching and learning vocabulary Prentice Hall, New York. Series: Prentice Hall International Language Teaching.

- Thornbury, S. (1999). How to Teach Grammar. England: Person Education

- Thornbury, S. (2004). How to teach grammar. Hallow: Pearson Education.

WEBBLIOGRAPHY

- Dimitrios Thanasoulas. (2002). "The changing winds and shifting sands of the history of English Language Teaching"
<http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>
- Ernest W. Anderson. (1963). An approach to effective teaching.
www.joe.org/joe/1963-1-a2.pdf
- Fernando López. (2005). "Reflexiones sobre la gramática en el aula de ELE at Instituto Cervantes de Mánchester"
http://www.cervantes-muenchen.de/es/05_lehrerfortb/Actas04-05/4-FernandoLopez.pdf
- M.Sc. Carlos Aballí Moliner. (1997). "Breve aproximación a la enseñanza de la asignatura Inglés como idioma extranjero en la curricula:Metodos y Enfoques".
<http://www.bibliociencias.cu/gsd/collect/libros/index/assoc/HASH4041.dir/doc.pdf>
- NCLRC. (2004). "The essentials for language teaching"
<http://www.nclrc.org/essentials/grammar/stratgram.htm>
- Nina Pajunen. (2007). "The two approaches to grammar teaching"
http://jyx.jyu.fi/dspace/bitstream/.../Pajunen_Nina_kandi.app.puuttuu.pdf
- Piaget (1997), The psychology intelligence
http://www.psychology.heacademy.ac.uk/docs/pdf/p20040308_Piaget.pdf
- Roberto Lado. (1986). Methods and principles.
http://revolution.allbest.ru/languages/00020522_0.htm/