

Modelo didáctico para la enseñanza de la gramática en preuniversitario

Didactic model for teaching grammar in pre-university

Mario Alejandro Martínez Méndez**Juan Ferrer Gardona****Beatriz Méndez Díaz**

Central University Marta Abreu, Las Villas, Cuba

Email (s):

mmmendez@uclv.cu.

Received: January 12 2019**Accepted:** September 20 2019

Resumen: El presente artículo parte de la problemática relacionada con la enseñanza descriptiva de la gramática. Tiene como objetivo proponer un modelo didáctico que contribuya al perfeccionamiento de la enseñanza de la gramática en preuniversitario en función de la comprensión, el análisis, y la construcción textual. Para el desarrollo de la investigación se utilizaron métodos teóricos y empíricos. Se brindan las dimensiones de qué y cómo enseñar gramática. Se asume para ello la teoría de la lingüística del discurso, la nueva gramática de la Real Academia Española, y el enfoque cognitivo, comunicativo y sociocultural.

Palabras claves: Modelo didáctico; Didáctica de la Gramática; Enseñanza preuniversitaria; Funcionalidad textual

Abstract: This article starts from the problem related to the descriptive teaching of grammar. It aims to propose a didactic model that contributes to the improvement of grammar teaching in pre-university based on comprehension, analysis, and textual construction. Theoretical and empirical methods were used for the development of the research. The dimensions of what and how to teach grammar are provided. The theory of speech linguistics, the new grammar of the Spanish Royal Academy, and the cognitive, communicative and sociocultural approach are assumed for this.

Keywords: Didactic model; Grammar didactics; Pre-university education; Textual functionality

Introduction

In the current Cuban school, the development of communicative skills is not always worked in correspondence with grammar content, so the student does not get to put the grammar analysis based on the understanding and construction of texts.

This problem rules out the true social, cultural, and human nature of language teaching. Advances in language sciences allow an approach that responds to the social, cultural and human nature of language and literature teaching to be put into practice today. The cognitive, communicative and sociocultural approach that "... responds to this aspiration,

by revealing the link between cognitive and communicative processes that express the unity of noesis and semiosis, that is, of thought and language, and their dependence on sociocultural context where these processes take place” (Roméu, 2007, p. 4). This approach requires the development of cognitive, communicative and sociocultural competence.

Related to grammatical content, it is necessary that teachers of pre-university education realize the value of this approach that is put in function of the development of communication skills. In addition, it is vitally important that a scientific attitude be assumed when studying the teaching of these contents.

Consequently, a didactic model is proposed that contributes to the improvement of grammar teaching in pre-university based on comprehension, analysis, and textual construction.

Development

The didactic model we propose considers that good learning precedes development. Fundamental ideas of great theoretical and methodological importance are considered for its conception in the teaching-learning process of grammar.

For the development of a grammar of discourse, the conceptions of textual linguistics whose discourse is studied are assumed. The study of the emission of sentence sequences, the semantic relations between them, and the analysis of how the ordering of these sentences may be due to contextual factors such as the communicative situation, the communicative intention, the stylistic characteristics of the text, the textual functions, they are principles of textual linguistics. In addition, he is interested in the study of semantic properties, and attends to the discourse analysis that makes possible the integration of discourse with cognition and society.

The cognitive, communicative and sociocultural approach is inserted as a didactic application of textual linguistics. In it the functional methodological components of the Literature and Language class are interrelated: understanding, analysis and construction; which allows the development of an efficient communicator. The didactic model defends the criteria that the student must know the grammatical theory and use them in different contexts in order to understand and produce meanings.

Model Conception

For its conception, the need for a redesign in grammar teaching that allows the development of cognitive, communicative and sociocultural competence in students was considered. You cannot guarantee a developer learning if you continue in school with a descriptive teaching of the language, where the student does not analyze the importance of word classes and other grammatical structures to solve any type of communicative situation in a given context.

Working with comprehension, analysis, and textual construction is a synthesis process that integrates the traditional components of the subject that were worked separately. This didactic procedure is based on the relationship between cognition, discourse, and society. This could be understood by relieving the dialectical unity between thought and language, so it was necessary not to analyze linguistic structures separately, apart from communication.

Principles of the teaching model for grammar teaching

Didactics, being considered a branch of pedagogy, can not do without the general pedagogy that gives its general principles and theoretical foundations, which are particularized and operationalized in this science in particular. In order to determine the principles of the didactic model for the teaching of grammar in pre-university education, the principles of general pedagogy, general didactics, and the teaching of Spanish and Literature are analyzed.

From the scientific character

For the teaching of the grammar class based on the cognitive, communicative and sociocultural approach, it is necessary that the content be in correspondence with the most advanced grammatical theory, as well as contemporary linguistic currents. By assuming a descriptive approach to grammar teaching, the principle of scientific character of language and literature teaching is violated.

From the systemic character

This principle responds to the systemic nature of the language, which encourages the logical linkage of linguistic postulates. The teaching of this discipline is based on the teaching of the constructive levels of discourse. The study of the noun phrase, the verbal phrase, the functions performed in the nominal phrase within the verbal phrase, the constructive function of these syntactic groups to form major constructions (sentences), and the different types of sentences are continued.

The link between theory and practice

This principle starts from considering that knowledge must not only explain the world, but also point out the ways for its transformation. The language teacher must provide the student with the necessary tools so that he, with his grammatical knowledge, is able to resolve through this discipline any type of communicative situation in different communication contexts.

From affordability

For the conception of the didactic model for the teaching of grammar, grammatical content is required to be affordable and understandable for the pre-university student according to their individual characteristics. Based on this principle, the model does not assume current grammatical nomenclatures that may contribute to the student's conflict with the grammatical nomenclatures that he possesses as prior knowledge.

From the solidity of knowledge

The teacher must consider the constant struggle against forgetting as a normal psychic process. The principles of systemic character and the link between theory and practice are of vital importance for the achievement of solid knowledge. The student must be systematically placed in different communicative situations so that through the theoretical knowledge that he has of grammar he is able to solve them. The teaching of grammar allows each time a new grammar structure is taught to analyze how previous content works in it.

As an essential principle of the didactic model for teaching grammar in pre-university, it is defined to ensure that the grammatical knowledge acquired is sensitized and internalized by students, and that these are able to reach a level in learning that they can work in a way

Independent.

Conception of the teacher

It is based on the conceptions of the historical-cultural approach by defining it as an expert who teaches in an essentially interactive situation promoting areas of near development.

Related to the **knowledge system**, the teacher is responsible for:

- Master the grammatical contents belonging to the language system and the textual functionality of each of them to contribute to the communicative intention of the speaker and the understanding of the receiver, the updated grammatical theory, the constructive levels of the speech, the textuality criteria, the interdisciplinary nature of the texts, the theoretical-methodological foundations of the method of discursive-functional analysis, the theoretical-methodological foundations of the cognitive, communicative and sociocultural approach.

Related to the **system of habits and skills**, the teacher is responsible for:

- Define the semantic, syntactic, and pragmatic dimensions.
- Characterize the grammatical contents from a semantic, syntactic, and pragmatic classification.
- Analyze the textual functionality of grammatical categories in different types of text.
- Apply the components of comprehension and construction in the grammar classes, prioritizing the grammar analysis component.
- Perform grammatical exercises based on comprehension and construction subordinated to grammatical analysis where the use of grammatical contents for the achievement of communicative intention and purpose is evidenced, where the use of grammatical contents to achieve global coherence is evidenced in the text, where the analytical thinking of the student is encouraged to recognize the grammatical categories.

Conceive grammar exercises where different communicative situations are solved.

Related to teaching methods, the teacher must:

- Master and apply the binary classification of teaching methods (degree of participation and prominence of subjects in the teaching-learning process)
- Select the teaching methods according to the objectives of the class, the diagnosis of the students, the type of class, the predominant teaching function and the nature of the content.
- Develop a system of questions that guide the process of inducing knowledge interactively with students.
- Promote interactive methods that guarantee the independent work of the student and the leading role of the student in the teaching-learning process.
- Starting from the implementation of the reproductive methods until reaching the productive ones, promoting zones of near development.
- Use productive methods for the student to apply theoretical knowledge to solve different problem situations that are presented in the communication.
- Offer levels of help so that the student knows his possible errors and rectifies them.
- For the determination of the methods, the internal aspect of them is taken into account. Productive methods are used to promote the leading development of students. For this, the problem methods are used, in which contradictions are created in the communicative process, that is, problems in which the student must select, within the class, different forms according to the characteristics of the receiver, the place, the moment, the situation. The teacher is in charge of formulating the problem and the solution can emerge from his response, from the conversation, or from the independent work of the students. In addition, the independent work method is used, which will be based on the principle of solidity of knowledge. Related to the **teaching means**, the teacher must:
- Select different types of texts that favor grammatical analysis to establish the relationship between discourse and real communication contexts.

- Use the teaching means according to the development of communication skills: films, films, recordings, software, dictionaries, encyclopedias, etc.

The media can be very varied, and support the selected methods. They range from the selection of texts belonging to different types, to the use of videos, movies, conversation recordings, software, radio programs, and dictionaries.

For the development of the teaching-learning process of grammar in pre-university according to the cognitive, communicative and sociocultural approach, it is necessary to select exhaustively the texts that allow the determination of the functional variations of the grammatical structures in them according to their typology.

Related to the **forms of organization**, the teacher must:

- Select the form of organization according to the content.
- Employ strategies in the organization to guarantee the active role of the student and interaction by guiding the characterization of the discursive structures and the means used to signify.

Related to the evaluation, the teacher must:

- Establish at different moments of the process the quality with which the objectives within the subject are being met.
- Determine the corrections that need to be introduced to bring the results closer and closer to the requirements of the objectives.
- Evaluate the activity of the student at different moments of the class, the relationship between instruction and education in the process, the grammatical contents from a semantic, syntactic and pragmatic classification, the textual functionality of the grammatical categories in different types of text, the use of grammar content based on comprehension, and construction with an emphasis on analysis.

Student conception

Based on the knowledge system, the student must be able to change their ways of acting from work with the semantic, syntactic and pragmatic dimensions of the different grammatical structures, and to self-evaluate the use they make of their grammatical knowledge to lead to out the communicative process.

Update of the teaching model for teaching grammar content. What to teach?

The nomenclature in grammar is varied. Several professors refer to the different lexical-syntactic classes of words and other grammatical structures in different ways. Even within the literature and language classes in pre-university education in our country, some teachers work in their classes with different grammatical terms to refer to the same phenomenon.

It is necessary to establish the relationship between the grammar theory of the grammar of discourse with the cognitive, communicative and sociocultural approach. A descriptive teaching of grammar is maintained where grammar structures are semantically, formally and syntactically characterized. The didactic approach and grammatical theory assumed in this research characterize the word classes and other grammatical structures from semantics, syntax, and pragmatics.

This characterization arises from the semantic, syntactic and pragmatic dimension of discourse. The semantic dimension refers to the meanings of linguistic structures and considers that it takes its meaning according to the context where it is used depending on the knowledge of the recipient. Syntactic deals with grammatical structures and the relationships that are established between them to form larger constructions in the discursive sequence. The pragmatic dimension deals with the conditions in which the communication takes place, as well as the communicative intention and the communicative purpose.

This pragmatic characterization allows us to analyze the use of lexical-syntactic classes of words in different types of discourse. When the student is able to use these grammatical elements to solve any type of communicative situation in a given context, based on the theory of speech grammar, we can determine that he does not see grammar as a memorial subject.

For the updating of nomenclature and grammar content, the terminology used by the New Grammar of the Spanish language of the Royal Spanish Academy and the texts of Contemporary Spanish Grammar in three volumes are taken into account.

The systematization in the didactic model

The didactic model starts from the conception of the language as a "... system that has a certain hierarchical organization that receives the name of language levels" (Toledo, 2012, p: 6), this is used as an instrument to communicate the thought, so it has a systemic, semiotic, communicative, cognitive and social character. One of the fundamental aspects mentioned by the structuralism is to determine the language as a system where all its terms are solidary (they require each other). This is organized in planes and levels that are defined as the hierarchical structuring of the linguistic system. Figueroa (1982) explains the structure of the language system by referring to the levels that conform to the plane of expression by saying:

... By linguistic levels, we understand the hierarchical structuring of the linguistic system, by virtue of which, certain types of units (signical or subsignic) are combined "syntagmatically –tectonically, we prefer to say- with each other, in order to build a unit of order, hierarchy "or" rank "superior; that is, of a higher constructive or technical level. (p.66)

As the fundamental function of the linguistic system is to guarantee communication between members of society, it is necessary not to see the teaching of the grammar of the communication process in a given society. The systematization within the model can be seen in the order that grammatical contents are taught by grades and by units in the pre-university. In this way the student evidences the relationships that are established in the language to form major constructions in a coherent way, since a system is constituted by a set of hierarchically organized elements, in which interdependence and subordination relationships are established.

Textual functionality

The present investigation assumes the criterion of text posed by Dominguez (2010):

... unity, which is defined as the result of the linguistic activity of man (so it has a social character), in which the speaker's action produces a message in a specific context, with an unquestionably specific communicative intention, which gives the closure semantic-communicative so that the text is autonomous. (p.39)

This concept lays the foundation for a textual analysis to require a multidisciplinary work where pragmatics, logic, philosophy, and linguistics are integrated.

The text has a structured and system-like character when all its parts are interrelated. This consists of two planes: content (semantic macrostructure), and form (formal macrostructure). These two planes make up the superstructure. The formal macrostructure that includes, among others, the phrase and sentences, is interrelated with the concepts and propositions to contribute to the understanding and construction of the different types of texts. It is decisive to take into account the planes of the text so that the speaker achieves textuality. This textuality is defined as a "... set of characteristics that a discourse must gather to be considered text" (Domínguez, 2010, p: 51).

Grammar contributes to the formal coherence or cohesion of the text, which is defined as a set of linguistic elements whose functions are to reveal their mutual relations. This feature guarantees the grammaticality of a text. In addition, it is the result of the relationships established between the elements that compose it: words, phrases and sentences. Consistency and cohesion cannot be separated since "... a coherent text can only be expressed through good cohesion. The cohesion of a text is given by the communicative strategies of an issuer: in generativist terms, the deep structure, with logical subject and predicate, keeps the primary communicative intention" (Domínguez, 2010, p: 54).

Cohesion occurs in appropriate linguistic means. They are recurrence, substitution, ellipsis, transorational markers, order of the elements, and cataphoric and anaphoric effects. These cohesive means guarantee the achievement of the unitary character of the texts; So linguistic competence becomes discursive competence. It can be affirmed, then, that in order to construct texts it is necessary to know the possibilities of the language for the adequate

selection of the linguistic means according to the achievement of the intention and communicative purpose.

For the textual classification the criterion of classifying them according to the elocutive form (dialogues, narratives, descriptive, expository and argumentative), and the style (colloquial, official, publicist, scientific and literary) is assumed.

In the narrative texts there must be a subject of the narrative that can be individual or collective, agent or patient according to the type of narrator. The verb in this type of text is in the past tense because events have already occurred, although the present in texts such as sports narratives may predominate. The co-preterite explains the narrative complication that disturbs the initial state and advances the plot. The modality varies according to the communicative intention of the issuer.

Narrative action determines the words that predominate in the text; These words are expressive of actions (verbs). The rhythm that the narrator prints determines the sentence structures that are used. The slow rhythm determines the use of complex (subordinate) sentences. The rapidity of the rhythm is propitiated by the use of juxtaposed and coordinated sentences. The grammatical person in verbs and pronouns is very important because of the relationship they mark with respect to the narrative fact. The first person refers to the narrator-protagonist. In the case of the third person refers to the characters involved in the narration. The second person corresponds to the narrator.

In the descriptive texts the predominant verbs are those that indicate qualities and parts (copulative, that indicate possession, customs and actions). In them, affirmative statements predominate. The qualifying adjectives, prepositional complements, subordinate sentences specific and explanatory adjectives, adverbs as circumstantial complements of mode predominate. Conjunctions predominate as and when introducing comparisons and qualities in comparative constructions and adjective subordinates. In this textual typology, express subjects, nominal phrases (noun + adjective), predicative complements, attributive and predicative sentences also abound.

In the dialogue texts, the modality used marks a colloquial rhythm that is richer than that used in the written code. Repetition is a widely used resource in these types of texts. Ellipses, unfinished phrases, conversational markers, interrogative sentences, etc., also predominate. In this type of text, conjunctions do not only function as liaison elements, they also "... express mental transitions and connections through which they relate the sentence in which they find the general meaning of what has been said ..." (Dominguez, 2010, p: 136)

In the expository texts the present indicative predominates, and the third person. The declarative sentences are also used repeatedly as they convey the objectivity of the speaker. Adjectives have a specific function (qualifying adjectives, specific adjective sentences) and not evaluative. In addition, subordinate sentences abound, and the repetition of words and synonyms, hyponyms and hyperonyms that strengthen the information. The subject + nominal predicate and subject + verbal predicate forms are used to generate synthesis and analysis of the conceptual representations.

In the argumentative texts, verbs related to causality, consequence and argumentative are presented. Linguistic resources denote permanence and objectivity: indicative mode, definite articles, impersonal constructions. Imperfect times are also used. The subjunctive mode is managed to imagine a fact in an uncertain way.

By playing a fundamental role in pre-university education, the scientific and aesthetic-literary texts are explicitly addressed in the model. From the lexical point of view, it can be determined that the scientific text presents an abundance of technicalities, using a particular terminology, typical of the branch of knowledge. In this type of text, verbal forms predominate in the present tense in the indicative and subjunctive way that allows updating information and reinforcing its true character. The noun predominates to be responsible for naming reality and go to the essence of the message. The use of adjectives is discrete and their function is to set the stable qualities of objects; They do not give rise to subjective interpretations.

In the scientific text, the noun phrases of substantive structure + prepositional complement are frequent. The paragraphs they present are brief, so that they do not hinder the reading of

the message. The sentences have a simple structure, so the information is structured in subject + verb + complements. Impersonal prayers predominate to seek greater objectivity in the message, this enables the abundance of the use of the third person.

The aesthetic-literary text supposes a linguistic overorganization. When presenting a textual polyphony, its denotative and connotative meaning must be taken into account for its analysis. This text can present each of the elocutive forms mentioned above, so the use of grammatical structures will be given by the need presented by the writer to achieve a coherent and coherent text. It should be noted that the object of study of the literature is not the same as that of grammar, so it is not advisable to carry out grammatical analysis in classes for literary analysis.

Discursive-functional analysis method How to teach?

The discourse analysis enables the integrated analysis of text structure, cognitive processes, and society. This analysis focuses on three main approaches:

- Responsible for concentrating on the speech itself.
- Responsible for studying speech and communication as cognition.
- Responsible for focusing on social structure and culture.

This type of analysis enables the characterization of text and conversation structures, the use made of them in their relationship with social meanings and contexts (Roméu, 2003). The discursive-functional approach deals with the relationship between discourse and grammar and this "... originates from recurring patterns in discourse, and these patterns continually shape it" (Cummig, 2000, p: 171).

The functional discursive approach aims to describe and explain. The descriptive objective is met when "... the grammar resources available to a language and that allow the same meaning to be expressed differently" are analyzed (Roméu, 2003, p. 37). To support the result, it is necessary to analyze the questions: what grammatical structure is it? What is its function and how can it alternate with others? Why did the author use this and not others? The explanatory objective is responsible for enabling a reflection on the topicalized element,

coherence, relevance among other phenomena of discursive syntax. An essential aspect that meets this objective is the communicative intention of the issuer taking into account what it means and the social context where the communicative act is carried out.

The explanations of this method revolve around the triangle of discourse that reveals the interdisciplinary, multidisciplinary, and transdisciplinary nature of the method of discursive-functional analysis by relating different disciplines such as grammar, cognitive psychology, semantics, sociolinguistics and pragmatics.

Conclusions

The teaching of grammar needs didactic methods that provide the student with pragmatic instruments that contribute to their social work. The cognitive, communicative, and sociocultural approach applied to grammar teaching enables, to some extent, the motivation for this discipline. The proposed didactic model aims to improve the teaching of the grammar component in pre-university based on understanding, analysis, and construction, and thus establish the border between the teaching of grammar and literature without completely separating them.

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