A PROPOSAL TO RETHINK EVALUATION BY COMPETENCES IN THE STUDY OF SYNTAX AND ITS DEVELOPMENT IN SECONDARY EDUCATION

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Abstract

Traditionally, the study of syntax has been linked to a traditional (teaching and evaluation) methodology. This approach, surely, is one of the reasons why teaching syntax in the institutes is so complex. In short, this part of the language is usually quite boring for students, quite misunderstood (do not find it useful) and it's hard to learn.

However, in recent years, the methodology in the classrooms, at least from a theoretical point of view, is changing. Proof of this is the new application of an evaluation method in Catalonia, a region of Spain. In this educational system, from the 2018-2019 academic year, teachers are required to perform an assessment by competences.

This great change in the system, obviously, implies a change in the way of understanding teaching and learning. However, many teachers have not been prepared for this change. In addition, from the educational institutions themselves, proposals arise that, probably, are not entirely correct.

Therefore, taking advantage of this occasion, in addition to presenting an analysis of the advantages, disadvantages and changes that implies this evaluation proposal, comparing with the former evaluation method, a line of action is proposed that tries to be more useful and realistic to be applied, as a way of example, in the teaching of syntax in the subject of language in secondary school.

Keywords: Syntax, Competencies, Assessment, Linguistics.

1 INTRODUCTION

Syntax has always been essential and a must in the language subject in the secondary education. Its study has been present for many years. For this reason, there is the tendency to keep a classical philosophy of understanding syntax. Therefore, its teaching and its learning have not change at all. Although other aspects have been reconsidered and updated, syntactic knowledge has been limited to the monotonous analysis of sentences. It is also necessary to mention that the syntax has been chosen in this study because it is possibly one of the parts of the language subject that is closest to a competency approach. However, in reality, is not working like that.

This situation assumes that everything that surrounds the syntax has been anchored in a traditional methodology. Students, for example, generally perceive this aspect as something boring and useless. In addition, for many teachers, the fact of teaching syntax is something very repetitive and that students do not master well or do not even understand. One of the key points of this problem is presented by Bianchi [1], who assumes that it is very important for students to know why this is being studied and which links it has. Otherwise, it is not possible to see the meaning and takes place this situation. In short, if the syntax (or any other aspect) is presented as an imposition with some contents that must be memorized, there is a high probability of failure.

For many years, obviously, didactics and pedagogy have tried to innovate teaching processes. Some of them have been accepted in the different education systems and are already part of it. Nevertheless, there are other subjects that have accepted these changes well. In addition, in the case of the language subject, there are other sections that have a lower link with the past and that have been easier to innovate.

However, there is an opportunity to change this situation from the new changes in certain educational systems. For example, this is the case of the new evaluations in Catalonia, a region of Spain. In the academic year 2018-2019, the evaluation method has changed, as can be checked in the Departament d'ensenyament de la Generalitat de Catalunya's publication [2]. Since this year, teachers

have been asked to abandon a quantitative evaluation of content to focus on a more qualitative assessment and to certify competencies.

Theoretically, this implies a total change in the system, since it conditions the methodology of how it is being taught, something similar to the Sanmartí's recommendations [3]. However, this change is not real. There are two fundamental agents of this system who are not prepared for this change. The first one is the teachers, who have not been taught at any time how to do this kind of evaluation and teaching. This year in particular, despite the fact that evaluation by competencies has already started, is when some teachers are beginning to be trained (but not all of them, only a representative part). So, the result is that the teachers try to continue using the traditional evaluation and disguise it as competency assessment.

The second one is the textbooks, which have not evolved at all. Despite the fact that in recent years educational proposals have changed, textbooks seem to have only improved in their physical aspect, their appearance. The organization is the same and the contents are presented in the same way in general.

Therefore, it is convenient to do two fundamental tasks, which will be presented in this work. On the one hand, to analyse the problems presented by the current teaching method of syntax in the classroom (mainly from their textbooks, the material). Thus, it is possible to see the positive points and the points that do not work and must be improved. On the other hand, to try to propose a model that is more useful when teaching and evaluating by skills.

2 METHODOLOGY

This paper presents three basic objectives and a methodology to be able to know well the data on how the syntax is presented in textbooks and how this positively or negatively influences the evaluation and a good learning process.

The essential objectives of this project are:

- To qualify the method proposed by textbooks and evaluate it.

- To detect which aspects of the organization, theory and practice negatively influence learning and the evaluation of syntax in secondary education.

- To rethink and to propose a new model of organization, theory and exercises of syntax that are related to the new philosophy of evaluation by competencies.

In order to achieve the proposed objectives, an investigation of a representative sample of 8 textbooks, all of them current and from the Autonomous Community of Catalonia (where this new innovation in evaluation is taking place), will be carried out. This analysis assumes the revision of about 2,300 pages. The textbooks, in addition, correspond to the second, third and fourth courses; since in the first course syntax is not taught in secondary education. In addition, it is also possible to see which textbooks are more innovative and which publishers do not present an in-depth syntax work.

The books we have analysed are the following:

- J. Belmonte Carmona, L. Bustamante Valbuena, L. Cicuéndez Carrillo *et al.*, *Lengua y Literatura: 3 ESO*. China: Santillana, 2010. [4]

- J. Belmonte Carmona, L. Bustamante Valbuena, L. Cicuéndez Carrillo *et al., Lengua y Literatura: 4 ESO*. China: Santillana, 2011. [5]

- E. Escribano Alemán and P. Rodríguez Delgado, *Lengua castellana y literatura: 3*. Spain: Vicens Vives, 2015. [6]

- E. Escribano Alemán and P. Rodríguez Delgado, *Lengua castellana y literatura: 2*. Spain: Vicens Vives, 2016. [7]

- E. Escribano Alemán and P. Rodríguez Delgado, *Lengua castellana y literatura: 4*. Spain: Vicens Vives, 2016. [8]

- D. Fernández, J. Huerto and L. Rodríguez, *Lengua castellana y literatura: 2 ESO*. Barcelona: Almadraba, 2012. [9]

- J. M. González Bernal, J. Portugal Pardo and B. González Lavado, *Lengua castellana y literatura: 3 ESO*. Madrid: Oxford University Press, 2015. [10]

- F. Martínez Cuadrado and L. M. Godoy Gómez, *Lengua castellana y literatura: 2 ESO*. Zaragoza: Baula, 2011. [11]

This review and the data will help to understand the relationship between the materials and the new innovations proposed. Then, these data will be processed. Finally, they will be used to elaborate an innovation propose from the new competency model whose basic points will be:

- Organization

- Theory

- Practice

- Evaluation

Therefore, the idea of this proposal is to take advantage of the change in the evaluation method to design and offer a way to teach the syntax more in line with these innovations. In addition, it will also be used to show a proposal for evaluation by syntax skills, since there is still none (because of the novelty) and the few examples offered by the Departament d'ensenyament de la Generalitat de Catalunya [12] are not too accurate. In this case, the institutions themselves have misunderstood what is the change of content by competencies. The examples they propose simply imply a quantitative change for a qualitative one regarding the grade obtained (it changes from a number to a word), but in reality, the evaluation procedure is exactly the same. In other words, they have simply changed the terminology but, in their examples, they continue to evaluate if the student has memorized syntactic concepts and is able to identify them in a sentence. And the syntax knowledge is something more than that.

3   RESULTS

Once the textbooks have been analysed, it has been possible to confirm the initial hypothesis that the textbooks, as they are conceived, do not favour a competency assessment and, therefore, have another philosophy, which is more classical. In fact, many teachers believe that the approach of textbooks is not enough and have decided to make complementary academic proposals. This is the case, for example, of Castellà Lidón [13], who basically tries to contribute his own experience in this field.

In particular, the biggest problems that have been detected in textbooks (and, therefore, in the prevailing methodology) are the ones that follow.

3.1   Organization

This aspect is, surely, the most important point when teaching syntax. In addition, it is the one that has a closer relationship with the evaluation, as will be seen. If we apply a competency point of view to the organization of the textbook, we will see that it does not work. Textbooks (still today, at least those analysed) are based on concepts that must be studied. The only ability that appears in the syntax section, by how it is organized and presented, is to memorize its parts and then know how to identify them. There is no more originality. No more things are expected from the students.

First, it must be said that the teaching of syntax is divided into two main parts: simple sentence and complex sentence. This distribution is usually related to the two educational stages: simple ones are taught in Educación Secundaria Obligatoria (12 to 16 years old) and complex ones are taught in Bachillerato (16 to 18 years old). However, it should also be mentioned that there are some textbooks that already advance things of the complex sentence in the last year of Educación Secundaria Obligatoria.

The case that interests us, the first one, is distributed in three of the four courses. In the first course syntactic concepts do not usually appear and it is in the other three in which it appears. Normally, in the textbooks analysed, it is possible to see how the same concepts are usually taught in the three courses. The difference is that, gradually, they incorporate exceptions or more complex contexts.

This form of organization can also be seen in academic manuals such as, for example, in Lozano Jaén [14], who presents the syntax in the same way. However, we believe that this point is the first of the mistakes. The repetition of the same contents in three different years can cause two fundamental

problems. In the first place, that the object of study becomes boring and monotonous for the students (and for the teachers), since each year they must review exactly the same. In fact, it can be noted that books that have been analysed from the same publisher in different courses reuse definitions and present it in the same way. They also take advantage of the same structure to present the different concepts. So, the student has the feeling of being doing the same thing all the time. In the second place, as the publishers have chosen to distribute the same concept in different courses, the conceptual knowledge and the competency exercise that are developed are minimal. In other words, the intellectual challenge offered is very low because it is studied superficially.

In addition, there is another aspect as important as the previous one in the organization that should also be commented. The organization of the textbooks, that is, the units of the different books, in this case also helps to fragment teaching and learning. In all the textbooks reviewed, they distribute the different grammatical functions in different units. Therefore, they decide that in unit 6, for example, the direct object will be seen and in unit 7 it is an occasion for the indirect object. This fragmentation does not make much sense in some complements that would be more easily understood if they were explained by opposition, as we will see.

3.2 Theory

First of all, it must be recognized that the theory itself cannot be changed as such. Therefore, it can be thought that in this case there can be no differences between the different textbooks and, furthermore, no improvement can be proposed to adapt the procedures to innovation in the new evaluation. Nevertheless, the way in which you choose to present this theory can greatly influence what students are later asked to do. In addition, in the case of the syntax it should also be mentioned that there are different proposals to understand the syntactic analysis and, therefore, different parameters can be suggested.

The vast majority of textbooks analysed (the Santillana ones [4] [5], the Vicens Vives ones [6] [7] [8] and the Oxford one [10]) try to combine the classical definitions with some tools for syntactic analysis. The main problem, moreover, is that these publishers do not seek the interrelation of the criteria. Neither is intended that the student is a participant in learning or given an opportunity to participate. The student is considered as a passive subject that should receive this information and memorize it for an exam.

However, we can also find the two opposite poles: one in a positive way (Almadraba [9]) and the other one in a negative way (Baula [11]). This first proposal is much less authoritarian and invasive and is limited to offering tools to the student, without imposing unnecessary criteria or definitions. The second one is a much more traditional proposal. In addition, it provides practically no example, something that makes it difficult to understand. The definitions that are given in this second textbook are very abstract and do not consider the student at all.

If teachers are being asked to make a competency assessment of the students, the presentation of the theory should change from the textbooks. Clearly, you cannot use the same materials as when there was another type of evaluation. In this case, the main problem is that all the theory that is exposed is designed to cover only one skill of the student: if it is possible to identify that function in the sentence or not.

3.3 Practice

The importance of the exercises in the syntax section is basic. The practice is very important to be able to know well how the sentences work. In this case, we can also find three differentiated options. There is the same situation as with the theory.

Firstly, the best proposal is Almadraba [9]. In this textbook the exercises correspond to different difficulties and seek that the student performs different activities, beyond just analyse. There is a willingness to try different skills. In addition, the exercises are much more demanding with the student and always try to make the student think or justify and make the problem more his own, which means that an active participation of the student in the process is sought.

Secondly, in that intermediate group, where there were the different books of Santillana [4] [5], Vicens Vives [6] [7] [8] and Oxford [10], there is a much more classical and traditional proposal. Most of the exercises involve a segmentation of a syntactic analysis that they offer separately and step by step. However, as they rely on fragmentation (in the units and in the exercises), they cannot work competencies in a real way and all the time they are fictions.

Thirdly, Baula's proposal [11] corresponds, as is logical, to very traditional exercises without any innovation. This textbook offers the same exercises as an old manual. The activities do not seek at any time that the student works different skills, but focuses only on the student can label the functions that are asked. In addition, here, clearly, the student does not have any importance and is a passive component of the system.

Therefore, we can say that, in general, the activities proposed in the textbooks do not help an evaluation of the skills. All focus on only one and, in addition, it is very basic. The activities consider that the student must be passive and everyone must be able to identify and define. There is very little place for creativity and for the real application of syntax to real life, which is one of the benefits that competency assessment is supposed to offer.

3.4 Evaluation

The evaluation, although it is not explicitly imposed by textbooks, in fact they are doing it. The approach of organization, theory and practice of the syntax that has been seen in this research forces the evaluation to go in the same direction, because you cannot evaluate something that has not been offered previously. Therefore, the first issue that must be highlighted is that it is not possible to change the evaluation of an educational system if the lessons are not organized in another way. Changes must take place in everything.

The evaluation that appears in the classrooms today is, in fact, the same as always. First, it must be said that the most common way to evaluate syntax is through a traditional exam. Normally, teachers discard doing it through other evaluation tools. This is, surely, one of the most repeated axioms. This tradition does not allow the use of new evaluation models with other tools and that allow valuing other skills related to syntax.

Also, in that exam, is always evaluated the same thing. It's offered a series of sentences that must be analysed by the student. The student must interpret it to give name to that element that the teacher shows him. Therefore, in the exams there is no place for the work of more skills, neither the creativity and the active role of the students. In addition, this form of evaluation also contributes to the boredom and the distance of the students to the object of study.

In fact, there are already some professionals who have shown some of these problems, in detail, from their own experience. In addition, as in the case of López Valero, Encabo Fernández and Jerez Martínez [15], there are already some complaints and proposals for the challenge of evaluation in this new century. Consequently, it is obvious that there is a willingness to change things within the field of education. Surely, the problem is based on the lack of resources and specific preparation of teachers who must face this series of changes without practically help from the administration. But this problem is much more complex to be discussed here briefly.

In conclusion, it can be said that it is intelligent to propose a change in the educational system from its evaluation, since, in this way, the other parts of the system must adapt to this new evaluation. However, the evaluation proposed by the Generalitat de Catalunya is not well implemented, since it is simply necessary to use the new terms and the evaluation system by columns based on different skills that must be worked on in the classroom. In addition, as a change, we add to the evaluation of the syntax in our case a social competency and a digital competency that are transversal to all the subjects. Consequently, it is very complicated to determine that a student is capable in these two new competencies if the student only analyses lists of sentences. The academic year has not ended yet and, therefore, the consequences of this important change cannot be seen. However, there is a very high probability that this change will be as it has been previous ones: it be assimilated to the traditional model with its terminology and new tools, in theory create to facilitate innovation, but the evaluation will be as always. Because of this situation, in this project we offer a possible response to this change of evaluation that allows an evaluation by real competencies and that teachers are able to adapt to it without problems, which is what we will see next.

4 PROPOSAL

Due to the situation mentioned above, where there is an educational imposition with a new innovation in education but there are not enough tools for the change to be in the whole system, this work will present, in the same parts reviewed, possible solutions to this problem. Obviously, because of the difficulties of means and time, it has not been possible to make an implementation to be able to see which degree of reception would have some of the points that will be proposed next. However, it is a

task that could be developed in the future. The task of checking the positive and negative points of the proposal will be made in a mid-term.

It is also important to mention that, as it cannot be otherwise, all the proposals that will be made have been influenced by the spirit of skill assessment. All aspects of teaching and learning must be in harmony, so not only we want to offer a way of perform a competency evaluation of the syntax, probably the most interesting part of this work, but also is important to give ideas for a good organization, theory and practice based on the evaluation by competencies.

4.1 Organization

The aspect of the organization is surely the one that has more relation with the evaluation. This point is the most difficult to change and the one that has lasted longer during the time. Therefore, innovations in this field are much more difficult than in any other. However, with the help of the proposals that will be made in the evaluation in this project, an innovation can be proposed in a reorganization of the syntax.

What we propose is quite simple but it can be useful to know the state of maturity and competency of the students, something that we believe that with the current organization cannot be done, since there are not working skills. The idea is to apply a scale of competency values, even if it is very basic and classical, such as, for example, Bloom's case.

If this taxonomy is taken as a model, for example the version updated by Anderson and Krathwohl [16], the main competencies that students should know in a degree of ascending difficulty can be ordered. Therefore, rather than repeating the same content each year and asking every single year for the same skill (identify), it would be interesting carrying out different activities based on this classification. In other words, the second-year students should work on the most basic competencies of this scale and the fourth-year students should work on the last levels. In addition, this change would achieve one of the premises of secondary education and is that all of it is a continuum in which all skills must be achieved by the end of the period.

In addition to this organization in courses, the textbooks themselves should also present another organization. In fact, currently there are some proposals a bit different, such as in the case of the Santillana publishing house with a new project called "Open Book". This idea takes much more into account the learning of the competencies and facilitates to the maximum to the professor his capacity of organization. That is, there is no strict design of the topics and contents. However, this proposal is not well implemented yet and does not have a correct development or success in the classroom.

Although we should go towards a greater release of textbooks, we can offer a much more practical proposal in the short term and that we believe would give good results when students understand better how syntax works. The idea would be based on not breaking down the syntax so much and distributing it on different topics and trying to explain it in a joint, related and opposing way. A clear example of this practice is the proposal of Cifuentes Honrubia [17], who assumes that is much more interesting to teach the predicative, the attribute and the modal adjuncts at the same time than separately.

The conclusion of how an innovation in the organization can facilitate the implementation of a skills assessment is that the organization must be much more flexible but, at the same time, hierarchical in its composition. In other words, we must determine which competencies should be worked on in each course, subject and group (helping us with any taxonomy) and, subsequently, design a progression that makes the students work from the beginning with all the components of the simple sentence, by example, through different competencies, increasingly complex (but grounded in previous competitions that must have already acquired). This ensures that the learning curve cannot be broken or stagnated and that the progressive and complex study of syntax makes much more sense.

4.2 Theory

Consequently with the other sections, the innovation in the theory that we propose must share the same philosophy. First, it is important to reflect to what extent a classical definition is useful for students to know the syntax. We do not believe at all that definitions help us in this task. Although it has been seen that most books present classic definitions of the different elements, we believe that it does not contribute anything special. In addition to eliminating the definitions, what we propose is to offer a series of objective and easily verifiable criteria so that the students apply and, thus, they can recognize any syntactic element. With this choice we try to achieve two things. First, avoid the

temptation that some textbooks and teachers have in basing syntactic learning on questions that should be asked to the verb. This practice, in addition to not being 100% valid, is offering the student semantic criteria to understand the syntax, which ends up, normally, in a confusion when the student must face sentences with the subject postponed, for example. Secondly, if you offer some verification tools to the student and what he has to do is apply them, we will be contributing in a good way so that you can work different skills through these tools. In other words, we are making the student become much more active and, therefore, can go further with the different skills he can demonstrate with the syntax.

In addition, obviously, we understand that it is much more useful to teach the different elements by contrast and not isolated, so again it is relevant the advice of Cifuentes Honrubia [17], although it could be applied to all other syntactic elements. Specifically, we can propose some tools that have worked well in other fields and that in syntax could help a better competency learning. For example, a very common resource in linguistics, especially in phonology, is the minimal pair. Therefore, we can create "minimal syntactic pairs" that would differ only by a small change but that would imply a great change in the sentence and its syntax. In this way, the students can fix their attention and try to reason (which is interesting, not just give a name) what is happening between these two phrases. This way of teaching the oppositions is very clear. There must also be a constant relationship between theory and practice. Therefore, although they should be updated, there are interesting proposals such as that of Gómez Torrego [18], who mixes theory and practice in his explanations, and we must mention them as a good starting point.

In short, we believe that the theory in the case of syntax should not be in any case neither object of study nor any final goal. Simply, the theory must be the key to be able to base all the applications that we can do in syntax and, therefore, to be the base of the knowledge that the student must have.

4.3   Practice

Although it was said that the change from the traditional evaluation to one that promotes competencies, the exercises should be the tool that allows working properly in competencies and then be able to evaluate them. That is to say, the exercises must be competent if an evaluation like that is later proposed. If you do not do that, it does not make any sense because you would be working with two totally different philosophies.

However, our proposal does not want to forget the traditional labelling of syntactic functions, which we also believe is necessary. The idea happens, in fact, because this classical analysis is, simply, the starting point and most basic of the syntactic competencies. Based on these basic analyses, the syntax will be reinforced and complemented with other activities that seek the work of totally different competencies. For this reason, it is essential to mention the contribution of Bosque y Gallego [19]. In this research the authors offer a series of ideas to be able to innovate in the grammar exercises that we will try to adapt to our proposal, which is only about syntax and it's more specific.

One of the exercises that we propose and can adapt is what we have called an "inverse analysis". This consists of presenting a syntactic analysis and that the student must create a sentence as an example that fits in that analysis. Although for the student it may seem easier at first, it is a more demanding activity and requires different skills, untrained until now.

Another example could be something that we have been able to appreciate in some textbook of the investigated ones (Almadraba's [9]). We have found, as a positive point, proposals for syntactic analysis through real texts, which may be of interest to the student. With this choice you can get different things. On the one hand, the student may be more interested and see a context to study the syntax. On the other hand, the student can see what relationship and appearance has the syntax in life. Trying to give meaning and incidence to the syntax is a very coherent step to relate it to the competencies.

Finally, we can also mention other activities, perhaps not useful for the initial course, which serve to practice different skills such as explaining to the rest of the class or to a partner part of the analysis or the fact that the teacher already presents the analysis done but that the student must justify the reason.

4.4   Evaluation

As our work aims to present a proposal that can work well with a competency assessment, it is obvious that the evaluation should take advantage of everything that we have mentioned in this paper.

In fact, as from this year it is not an option to choose if an evaluation of this type is made or not, because it is imposed. However, many teachers do not really know how to do it. The most common mistake teachers make when assessing competencies is to believe that they are simply being asked to break down the content of the only competency they work with. The result is that instead of marking different competencies they offer a list of the different parts of the sentence and indicate if the student is able to recognize it or not. And that's all they do. Therefore, some ideas that can serve as help to teachers who must evaluate the syntax will be presented below, since there are not many proposals on how to do it.

Many of the problems that a teacher can deal with when faced with this type of innovation are normal and many of them have been explained by Sanmartí [20], a researcher who has been instrumental in initiating this type of innovation in Catalonia. The aspect that most interests in our proposal is the fact of diversifying the different tests to evaluate. In other words, if the teacher wants to work on different competencies, he will also need different tools and different types of evaluation to be able to do so. It is very complicated to evaluate many competencies with a single evaluation system. Therefore, we must recommend that the syntax has to be evaluated through hetero-evaluations, co-evaluations and self-evaluations.

Even if there are preferences for a traditional evaluation, with a classical examination, some small changes can also be incorporated that make the evaluation competency. On the one hand, we must pay attention to the exercises that have been done (proposed from an innovative perspective) and, therefore, an examination can also include those same activities. On the other hand, the quantitative perception that exists in the syntax must be changed and a qualitative mentality should be adopted. In other words, the classical study of syntax simply checked whether the written word was correct or not. Instead, we propose that, as there are more activities of development, justification, synthesis, explanation, etc. that the teacher can pick up the student's domain in a more complex, detailed and accurate way.

When registering the evaluation, it is quite useful to use a rubric in which you can put the columns of the different levels imposed by the current educational system in Catalonia and in the vertical axis that can detail all the competencies that have been worked on. In order to elaborate these competencies, we recommend, once again, that the gradation of the previously revised taxonomy be considered and that, therefore, they are very similar to some objectives. Consequently, if the student achieves a good competency domain in the items that we have put, it will mean that the initially proposed objectives have been correctly reached, before starting with the syntax.

In short, the easiest way to incorporate a really competent assessment in a classroom is to start by setting objectives that refer to different skills (using a taxonomy) and then specify them in the rubric of evaluation, adapted to the parameters that are offered for evaluate. Thus, students can also participate in their own learning process, be aware of what is expected of them and facilitate the fact that they are also protagonists in their own evaluation.

5 CONCLUSIONS

Once we have analysed which are the mistakes that mainly make it impossible to have a good implementation of an evaluation by competencies and, subsequently, have been proposed some points that can help to implement it, we can affirm that it is possible that in the future there will be a change positive. Once the change in the evaluation has been imposed, we believe that only a real change can be made if the other factors of teaching work in the same direction. Therefore, one of the key pieces are publishers and textbooks. In addition, it is important to ask for a little more training for teachers, who are not being helped in this big change.

The organization is as important as the way of presenting the theory, the exercises or evaluating. In addition, it must also be remembered that change must also occur in the attitude and, therefore, the teacher must try to acquire a series of habits that lead to the competency system. In fact, if the syntax is worked well in a competency way and not isolated and classically, students can enjoy a general improvement of their language skills. For example, as Delicia very well indicates [21], it is highly demonstrated that the domain of the syntax is directly related to the level and maturity of the students' writing and other situations. Therefore, we should begin to understand syntax as a tool and not as a punishment or a goal. In addition, only if the syntax has been worked on in an integral, competent and responsible manner, the student will be able to perceive the real usefulness of what he is doing and

find a meaning, something that will help his motivation, results and, in general, the good development of everything.

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