SIT Graduate Institute/SIT Study Abroad
SIT Digital Collections

MA TESOL Collection | SIT Graduate Institute

1971

Teaching Strategies for Use in the ESL Class and in ESL Texts

Marc Steven Gold
School for International Training

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

Part of the Bilingual, Multilingual, and Multicultural Education Commons, Curriculum and Instruction Commons, and the Discourse and Text Linguistics Commons

Recommended Citation
Gold, Marc Steven, "Teaching Strategies for Use in the ESL Class and in ESL Texts" (1971). *MA TESOL Collection*. 131.
https://digitalcollections.sit.edu/ipp_collection/131

This Article is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

UNIVERSITY OF CALIFORNIA

LOS ANGELES

TEACHING STRATEGIES FOR USE IN THE ESL CLASS AND IN ESL TEXTS

A THESIS SUBMITTED IN PARTIAL SATISFACTION OF THE REQUIREMENTS FOR THE DEGREE MASTER OF ARTS IN TEACHING ENGLISH AS A SECOND LANGUAGE

BY

MARC STEVEN GOLD

COMMITTEE IN CHARGE:

PROFESSOR J. DONALD BOWEN, CHAIRMAN

PROFESSOR JOHN W. OLLER

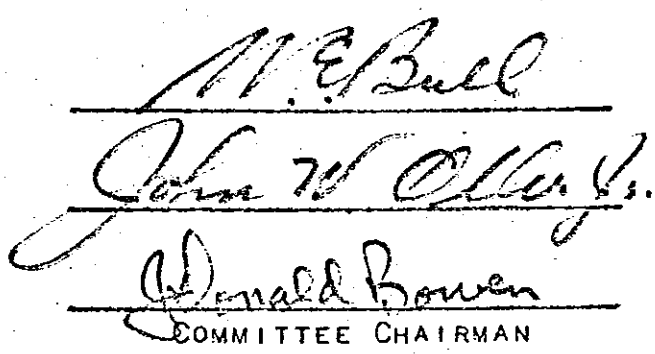
PROFESSOR WILLIAM E. BULL

1971

For Reference

Not to be taken from this room

THE THESIS OF MARC STEVEN GOLD IS APPROVED:



COMMITTEE CHAIRMAN

UNIVERSITY OF CALIFORNIA, LOS ANGELES

1971

CONTENTS

ACKNOWLEDGEMENTS..... v

ABSTRACT OF THE THESIS..... vi

CHAPTER

I. THE PRAGMATICS OF COMMUNICATION..... 1

WHERE OUR GRAMMARS ARE FAILING US..... 3

PRAGMATICS REVISITED 10

THE CULTURAL COLORATION PHENOMENON..... 11

II. PRECODING ACTIVITY--A NEGLECTED ESSENTIAL.. 14

PRECODING ACTIVITY DEFINED..... 14

THE MESHING OF PRECODING AND ENCODING ACTIVITY..... 18

THE IMPORTANCE OF PRECODING ACTIVITY... 22

III. THE DESIGN OF THE INVESTIGATION..... 26

IV. THE CRUCIAL COMPONENTS OF INSTRUCTIONAL DESIGN 29

THE CUE..... 29

CUES AND RULES..... 30

THE REQUIREMENT OF FORCE..... 33

CUE FOCUS..... 37

CUE RECOGNITION..... 37

NATIVE TO TARGET LANGUAGE TRANSFER..... 38

CUE-FORM ASSOCIATION..... 38

MANIPULATION--A CAUTION..... 41

V. THE SPANISH EQUIVALENTS OF "TO BE"..... 43

PRESENTATIONAL FORMAT OF THE DATA..... 46

Exercises and Explanations--"to be" 48

Teaching a Conceptual Contrastive Analysis 68

The Guided Discovery Technique Exemplified 74

"Setting" the Learner 77

VI. Coming and Going in English and Spanish--Conceptual Contrastive Analysis Revisited 90

Surfacing Precoding Activity 93

The Technique of Transfer Exemplified 98

Guided Discovery Revisited 100

VII. Decoding versus Translation 105

VIII. A Model of a Teaching Strategy for Use in the ESL Class and in Texts 108

The Model Outlined 119

What Remains to Be Done--The Greatest Challenge 120

References Consulted 123

ACKNOWLEDGEMENTS

THE WRITER WISHES TO ACKNOWLEDGE AND EXPRESS HIS SINCEREST APPRECIATION TO THE MEMBERS OF HIS COMMITTEE: PROFESSOR J. DONALD BOWEN, CHAIRMAN; PROFESSOR JOHN W. OLLER; AND PROFESSOR WILLIAM E. BULL WHO UNREMITTINGLY GAVE OF THEIR TIME AND ASSISTANCE, AND PROVIDED A MOST CHALLENGING CONFRONTATION WITH SOMETHING AS CLOSE AT HAND YET AS EMBRIONIC IN ITS DESCRIPTION AS HUMAN LANGUAGE.

M.S.G.

CHAPTER I

THE PRAGMATICS OF COMMUNICATION

To man, however wise and experienced in life, who has never heard one word of what science has discovered about the cosmos, "the earth is flat, the sun and moon are shining objects of small size that pop up daily above an eastern rim, move through the upper air, and sink below a western edge; obviously they spend the night somewhere underground. The heart is a place where love, thoughts, and kindness are kept, and things fall because there is nothing there to hold them up," or so suggests Whorf (1956, 250). And so man perceives his personal segment of world, with the need to function in it, given what all men have in common; and from then on in the intricacies of his mind, man records all that will be noticed or neglected, related or unrelated, accepted or rejected. And when man wishes to communicate about the realities of his world, all the logic of his perceptions is relegated to a linguistic order with an all-embracing symbolism. His perceptions define the laws by which he will relate in life and in language to his world, and once defined, they are stubbornly persistent, inviolable truths, difficult to reason him out of, even when he knows better.

His perceived truths are already codified into language, and while he may know, now, that the beauty of sunrise is not in the sun's rising, but in the rotation of the earth

ABOUT ITS AXIS, IT SOMEHOW SEEMS DIFFICULT TO IMAGINE HIM UTTERING WITH A PROFOUND SIGH OF INSPIRATION, "HOW GORGEOUS IS THE EARTH AS IT ROTATES ABOUT ITS AXIS," SINCE THE FORMER REALITIES OF "SUNRISE" AND "SUNSET" HAVE BEEN SO PERMANENTLY ETCHED INTO HIS LANGUAGE.

THERE SEEMS TO BE SOMETHING, SOMEHOW BELOW THE SYMBOLIC LABELING PROCESSES OF LANGUAGE IN THE MANNER OF A RELATIONSHIP WITH WHAT MIGHT BE CALLED THE "REAL WORLD", AS OPPOSED TO ANY LINGUISTIC RENDERING OF IT. WHORF (1956, 250) CONCLUDES THAT "TWO FLUENT SPEAKERS, OF ENGLISH, LET'S SAY, QUICKLY REACH A POINT OF ASSENT ABOUT THE SUBJECT MATTER OF THEIR SPEECH; THEY AGREE ABOUT WHAT THEIR LANGUAGE REFERS TO. ONE OF THEM, A, CAN GIVE DIRECTIONS THAT CAN BE CARRIED OUT BY THE OTHER, B, TO A'S COMPLETE SATISFACTION. BECAUSE THEY THUS UNDERSTAND EACH OTHER SO PERFECTLY, A AND B, AS NATURAL LOGICIANS, SUPPOSE THEY MUST OF COURSE KNOW HOW IT IS ALL DONE. THEY THINK, FOR EXAMPLE, THAT IT IS SIMPLY A MATTER OF CHOOSING WORDS TO EXPRESS THOUGHTS. IF YOU ASK A TO EXPLAIN HOW HE GOT TO B'S AGREEMENT SO READILY, HE WILL SIMPLY REPEAT TO YOU WITH MORE OR LESS ELABORATION OR ABBREVIATION, WHAT HE SAID TO B. HE HAS NO NOTION OF THE PROCESS INVOLVED. THE AMAZINGLY COMPLEX SYSTEM OF LINGUISTIC PATTERNS AND CLASSIFICATIONS WHICH A AND B MUST HAVE IN COMMON BEFORE THEY CAN ADJUST TO EACH OTHER AT ALL IS ALL BACKGROUND TO A AND B."

BACKGROUND? THIS BACKGROUND, AS IT HAS BEEN CALLED, IS

NOT CONSCIOUSLY AVAILABLE TO A OR B, APPARENTLY, BUT THEY MUST NEVERTHELESS HAVE SOME KIND OF INTUITED AWARENESS, PERHAPS, OF WHAT IT IS THEY ARE TALKING ABOUT, AND FUNCTION IN TERMS OF IT IN ORDER TO COMMUNICATE WITH EACH OTHER WITH UNDERSTANDING. THIS PROPERTY OF LANGUAGE SEEMS TO BE SOMETHING MORE FUNDAMENTAL UNDERLYING THE WORDS THEY USE. LABELING SEEMS NOT ENTIRELY TO BE THE LEVEL ON WHICH AGREEMENT IS REACHED, WHILE A KIND OF FEELING FOR SOMETHING BENEATH IS. AT SOME POINT IN THE COMMUNICATIVE EXCHANGE, THE SHARING OF UNDERSTANDING APPEARS TO BE RECONCILABLE TO A LEVEL OF SHARED PERCEPTION, OR AT LEAST A REALIZATION OF WHAT PERCEPTIVE REALITIES THE WORDS REPRESENT, WHICH IS WHAT ALLOWS EQUALLY-PERCEIVING SPEAKERS TO CODIFY REALITY INTO PERFECTLY INTELLIGIBLE SYMBOLISM, AND ALSO DECODIFY IT.

WHERE OUR GRAMMARS ARE FAILING US

THE GRAMMARS OF LANGUAGE WHICH HAVE DEVELOPED OVER THE CENTURIES HAVE PAID SCANT ATTENTION TO THIS APPARENT RELATIONSHIP BETWEEN THE REAL AND LINGUISTIC ORDERS. IT IS A STRANGE OMISSION, AND PROBABLY A VERY CRITICAL ONE, IN ANY THEORY THAT SEEKS TO EXPLAIN HUMAN VERSAL BEHAVIOR.

IN THE FIRST CHAPTER OF GRAMMATICAL STRUCTURES OF ENGLISH AND SPANISH (1965, 1) THERE IS A BRIEF INVENTORY OF THE KINDS OF GRAMMARS WHICH HAVE BEEN PRODUCED OVER MANY YEARS OF LINGUISTIC ANALYSIS. THE FIRST DESCRIBES

GRAMMAR AS A "SET OF RULES TO DISCRIMINATE BETWEEN EDUCATED USAGE AND ALL OTHER VARIETIES OF USAGE. THUS USED, GRAMMAR MEANS A SET OF PRESCRIPTIONS ABOUT NORMS OF USAGE." PRESCRIPTIVE GRAMMAR HAS BEEN WANING AS A VIABLE THEORY OF GRAMMAR FOR SOME TIME. THE SECOND PROPOSES A GRAMMAR WHICH IS A "CLASSIFICATION OF THE SIGNALS WHICH DIFFERENTIATE ONE SENTENCE FROM ANOTHER..." SOMETIMES CALLED "SIGNALS,...FORMALISTIC,... OR TAXONOMIC GRAMMAR.... IT CONSISTS OF A DESCRIPTION OF THOSE SURFACE RESPECTS IN WHICH ONE SENTENCE DIFFERS FROM ANOTHER AND A CLASSIFICATION OF THOSE DIFFERENCES." THE FOURTH AND FIFTH ARE MORE CONTEMPORARY SLOT AND SUBSTITUTION GRAMMAR AND PROBABILITY GRAMMAR. THE SIXTH, IMMEDIATE CONSTITUENT OR PHRASE STRUCTURE GRAMMAR, IS THE ONE FROM WHICH THE FAMILIAR TREE STRUCTURE ANALYSIS DERIVES. THE FINAL GRAMMAR POSTULATES "A SET OF PHRASE STRUCTURE RULES FOR THE DERIVATION OF SIMPLE ACTIVE DECLARATIVE SENTENCES, COMBINED WITH A SET OF TRANSFORMATIONAL RULES WHICH, WHEN APPLIED TO THE SENTENCES DERIVED BY THE PHRASE STRUCTURE RULES, ADD TO, SUBTRACT FROM, OR MODIFY THE ORDER WITHIN THEM, OR COMBINE THEM IN COMPLEX WAYS."

WITHOUT EXCEPTION, ALL THE GRAMMARS SHARE SOMETHING IN COMMON WHICH DISQUALIFIES THEM AS VIABLE PEDAGOGICAL GRAMMARS. ALL OF THEM PROVIDE RULES THAT DESCRIBE EITHER WHAT HAS ALREADY BEEN UTTERED, OR ELSE, A MORE ABSTRACT DEEP STRUCTURING OF WHAT HAS BEEN UTTERED, RATHER THAN

HOW TO GET THERE FROM THE LEVEL OF PERCEPTIVE LOGIC.

THERE IS SOMETHING VERY DIRECTLY INFLUENCING VERBAL BEHAVIOR WHICH LIES EVEN DEEPER THAN DEEP STRUCTURE. AND NOT ONE OF THE SEVEN GRAMMARS OFFERS ALL THE INFORMATION REGARDING HOW TO ENCODE MESSAGES BY RELATING THE REAL AND LINGUISTIC ORDERS IN SOME PRINCIPLED WAY.

CONSIDER THE USAGE OF TWO VERY COMMON VERBS IN ENGLISH, "COME" AND "GO", IN THE FOLLOWING SITUATION. SOMEONE KNOCKS AT YOUR DOOR. YOU ARE STANDING IN YOUR KITCHEN SPEAKING TO A FRIEND. YOU START FOR THE DOOR WHEN YOUR FRIEND ASKS, "WHERE ARE YOU GOING?" AND YOU TELL HIM, "I'M GOING TO ANSWER THE DOOR." BUT BEFORE YOU CAN GET TO THE DOOR, THE CALLER KNOCKS A SECOND TIME. YOU SHOUT, "JUST A SECOND, I'M COMING." IN ONE INSTANCE, MOVEMENT FROM THE KITCHEN WAS ENCODED AS "GOING", YET IN ANOTHER INSTANCE, THE SAME REALITY WAS ENCODED AS "COMING". HOW DO YOU KNOW WHETHER YOU ARE COMING OR GOING IN ENGLISH?

THE CHOICE EVIDENTLY IS NOT A LINGUISTIC ONE, BUT IS RELATED TO A REFERENTIAL SYSTEM BURIED WITHIN THE INTUITION OF THE NATIVE ENGLISH SPEAKER. HOW DEEPLY IS IT BURIED? SO DEEPLY THAT CHANCES ARE GREAT THAT IT WOULD TAKE SOME AMOUNT OF ANALYSIS TO REVEAL IT, AND A BIT OF TRAINING TO MAKE A NATIVE AWARE OF IT ON A CONSCIOUS LEVEL. YET NATIVE ENGLISH SPEAKERS NEVER PURPOSEFULLY RESPOND TO A KNOCK AT THE DOOR BY SHOUTING, "I'M GOING", NOR WOULD ONE ANSWER HIS FRIEND'S QUESTION, "WHERE ARE

YOU GOING?" WITH, "I'M COMING TO THE DOOR."

WHATEVER IT IS THAT DIRECTS THE ENGLISH SPEAKER TO ENCODE THE MESSAGES "COMING" AND "GOING" IS NOT THE SAME DEVICE THAT DIRECTS THE AVERAGE SPANISH SPEAKING PERSON. IF THE LATTER WERE TO OBEY WHAT SIGNALS HE GETS FROM HIS OWN REFERENTIAL SYSTEM AND TRANSFER THEM TO ENGLISH, HE WOULD BE DIRECTED TO RESPOND, "I'M GOING", TO THE CALLER'S SECOND KNOCK AT THE DOOR. FROM THE ENGLISH SPEAKER'S POINT OF VIEW, THIS MESSAGE DOES NOT ENCODE THE REALITY AS HE SEES IT. THE MESSAGE IS SOMEHOW INAPPROPRIATE.

NONE OF THE ABOVE GRAMMARS CAN OFFER THE ESL TEACHER OR TEXTBOOK DESIGNER MUCH PEDAGOGIC ASSISTANCE IN RESPONDING TO THE QUERY, "HOW DO YOU TEACH A FOREIGNER THE USE OF 'COME' AND 'GO' IN ENGLISH?" EVEN THE TRANSFORMATIONAL-GENERATIVE MODEL, WHICH EXPLAINS SURFACE STRUCTURES IN TERMS OF MORE ABSTRACT LINGUISTIC STRUCTURES, FAILS TO INCLUDE THE IMPORTANT DIMENSION OF LANGUAGE BEHAVIOR LYING AT THE REFERENTIAL, OR "REAL" LEVEL.

AS IT HAS BEEN PROPOSED, THE TRANSFORMATIONAL MODEL OF LINGUISTIC COMPETENCE IS A SENTENCE-GENERATING MECHANISM WHICH IN PRINCIPLE IS ABLE TO PRODUCE ALL AND ONLY THE GRAMMATICAL SENTENCES OF A LANGUAGE, THE MODEL IS FURTHER DEFINED AS HAVING INTRICATE AND ABSTRACT RULES WHICH MANIPULATE STRUCTURES RELATED ONLY IN A REMOTE WAY TO PHYSICAL FACT BY A LONG CHAIN OF INTERPRETATIVE RULES. THE MODEL FURTHERMORE ENCAPSULATES LANGUAGE IN AN ETHNO-

LOGICAL VACUUM, PERMITTING NO RELATIONSHIP AT ALL BETWEEN GRAMMATICALITY AND MEANING. IN ADDITION, THE PSYCHOLOGICAL PRINCIPLES OF GENERALIZATION AND DISCRIMINATION WHICH SEEM TO UNDERLY MUCH OF HUMAN BEHAVIOR ARE SEEN AS NOT APPLICABLE TO THE STRUCTURES MANIPULATED AND THE PRINCIPLES APPLICABLE IN THE TRANSFORMATIONAL MODEL. SITUATIONAL CONTEXT, OR UNIVERSE OF DISCOURSE, TOO, HAS NO BEARING ON WHAT IS SAID. THIS BY CHOMSKY'S OWN ADMISSION (1966, 46 AND 47) AND (1957, 15).

IN EFFECT, THE TRANSFORMATIONAL MODEL WOULD HAVE HUMANS PROGRAMMED MUCH AS COMPUTERS ARE PROGRAMMED TO SPOUT ONLY AND ALL THE GRAMMATICAL SENTENCES OF A LANGUAGE AT RANDOM AND WITHOUT THE PROVERBIAL "RHYME OR REASON". IN THE SENSE OF BEING INCOMPLETE WHICH THE WORD "DEFECTIVE" DESCRIBES, THE TRANSFORMATIONAL MODEL IS, INDEED, DEFECTIVE. AT LEAST FOR PEDAGOGIC PURPOSES. AND INASMUCH AS PEDAGOGIC PRINCIPLES, OR, TEACHING STRATEGIES DERIVE FROM WHATEVER THEORETICAL FRAMEWORK OF LANGUAGE IS ADVANCED AND ACCEPTED, A STRATEGY BUILT UPON A DEFECTIVE PHILOSOPHY IS BOUND TO EXHIBIT SIMILAR DEFECTS AS A MATTER OF CONSEQUENCE.

VALDMAN (1966, 109) RELATES SOME INFORMATION ABOUT THEORETICAL MODELS WHICH IS INTERESTING TO CONSIDER WITH RESPECT TO THE TRANSFORMATIONAL MODEL.

> A THEORY IS CONSTRUCTED ON THE BASIS OF OBSERVED PHENOMENA IN A CERTAIN DOMAIN OF NATURE. ITS ADEQUACY DEPENDS MAINLY ON HOW ECONOMICALLY IT DEALS WITH THESE PHENOMENA AND HOW ACCURATELY IT CAN PRE-

> DICT NEW PHENOMENA. THE THEORY NEED NOT BEAR ANY SUPERFICIAL OR OBVIOUS RELATION TO THE DATA IT ENDEAVORS TO EXPLAIN.

IN EFFECT, THE TEST OF THE MOST ACCEPTABLE MODEL IS WHETHER OR NOT IT ECONOMICALLY AND COMPLETELY DESCRIBES A PARTICULAR PHENOMENON AND ITS ABILITY TO PREDICT NEW, RELATED PHENOMENA; THAT ITS OUTPUT PARALLELS THE REALITY IT SEEKS TO DESCRIBE, NOT THAT ITS FUNCTION IS IDENTICAL TO THE FUNCTION OF THE ORIGINAL REALITY. SO, THE ATOMIC THEORY DESCRIBES THE STRUCTURE AND PROPERTIES OF ATOMS AND ALLOWS CLASSIFICATION OF AS YET UNDISCOVERED SUBSTANCES. YET THE ATOMIC THEORY WAS POSTULATED BEFORE ATOMS COULD BE SEEN.

THE TRANSFORMATIONAL MODEL DOES NOT DEAL WITH A VERY REAL PROPERTY OF HUMAN LANGUAGE BEHAVIOR, THE FACT THAT LANGUAGE IS PURPOSEFUL, AND DOES NOT EXIST APART FROM THE NEED TO USE IT. PERHAPS THAT IS WHY THE MODEL IS NOT AN INTUITIVELY SATISFYING ONE.

OLLER (1970, 53) CITES MATHEWS AS HAVING CALCULATED THAT A COMPUTER PROGRAM IMPLEMENTING THE RULES OF A GENERATIVE GRAMMAR OF ENGLISH SET TO RUN AT RANDOM COULD TAKE UP TO SEVERAL MILLION YEARS TO PRODUCE A PARTICULAR ENGLISH SENTENCE OF TWENTY WORDS OR LESS. SO COULD A HUMAN BEING, NO DOUBT, IF ALL THAT GOVERNED THE PRODUCTION OF HIS UTTERANCES WERE A COMPUTER PROGRAM. BUT THE RESULT WOULD BE SOMETHING LESS THAN COMMUNICATION. THE INSISTENCE ON DEALING WITH LANGUAGE ON THE LEVEL TRANS-

FORMATIONAL GRAMMAR DOES HANDICAPS IT BEYOND USEFULNESS AS A PEDAGOGICAL MODEL. THE MODEL MUST BE EXPANDED TO BE VALUABLE AS A PEDAGOGIC TOOL FOR TEACHERS AND OTHER DESIGNERS OF INSTRUCTIONAL PRODUCTS IN ESL. BY THE ADMISSION OF THE TRANSFORMATIONALISTS THEMSELVES, IN ITS PRESENT FORM THE MODEL CANNOT BE USED TO TEACH A LANGUAGE. SO, IF ESL INSTRUCTORS HOPE TO DEVELOP IN THEIR STUDENTS THE SAME CAPACITY TO COMMUNICATE IN ENGLISH AS NATIVES HAVE, THEY MUST HAVE A MODEL TO DEPEND ON WHICH ACCOUNTS FOR ALL LANGUAGE BEHAVIOR, ESPECIALLY WHAT THERE IS OF IT ON THE INTUITED LEVEL. ANY OTHER MODEL IS STERILE.

SOME THINGS HAVE ALREADY BEEN SAID ABOUT MODELS OF LANGUAGE AND THEIR NEED TO COMPREHENSIVELY DISPLAY THE PROPERTIES OF THE PHENOMENA THEY ALLEGEDLY DESCRIBE, WITHOUT NECESSARILY DUPLICATING THE EXACT FUNCTION OF THE MECHANISM THAT ORIGINALLY PRODUCES THE PHENOMENA. THE SAME MUST BE DEMANDED OF A PEDAGOGIC GRAMMAR. WHATEVER ANALYSIS IS GIVEN THE LANGUAGE IN QUESTION, ITS PROPERTIES MUST BE, AS CLOSELY AS POSSIBLE, INDICATIVE OF THE LINGUISTIC CAPABILITIES OF NATIVE SPEAKERS. AT THE PRESENT TIME SUCH PROPERTIES UNDERLYING ONE'S USE OF LANGUAGE, SUCH AS THE REFERENTIAL SYSTEMS DIRECTING AN ENGLISH SPEAKER'S USE OF THE VERBS "COMING" AND "GOING", ARE STILL ONLY ABLE TO BE DISCOVERED BY OBSERVING THE VERY SAME BEHAVIOR WHICH THEY SEEK TO EXPLAIN. BUT, REGARDLESS OF THIS LIMITATION AND THE NECESSARILY CIRCULAR PATH OF THE ANALY-

SIS, IF A MODEL OF A REFERENTIAL SYSTEM ADEQUATELY EXPLAINS THE WAY SPEAKERS OF A LANGUAGE ENCODE AND DECODE MESSAGES, AND CAN DO IT IN OPERATIONAL TERMS, IT MAY BE TAUGHT STUDENTS OF A LANGUAGE, AND MAY ENDOW THEM WITH THE SAME CAPACITY NATIVE SPEAKERS DEMONSTRATE IN COMMUNICATING SUCCESSFULLY IN THEIR LANGUAGE.

PRAGMATICS REVISITED

COMMUNICATION IS INDEED A DIFFICULT BEHAVIOR TO DESCRIBE, BUT THERE ARE SOME FACTS ABOUT IT THAT CAN BE OBSERVED, AND THEREFORE TAUGHT.

A MESSAGE WILL NOT USUALLY BE ENCODED WHICH VIOLATES WHAT THE SPEAKER PERCEIVES AS BEING POSSIBLE ON THE LEVEL OF REALITY. NO ONE WILL SPEAK OF SOMETHING AS BEING ROUND AND SQUARE AT THE SAME TIME IF THE OBJECT IS NOT CONCEIVED OF AS BEING BOTH AT THE SAME TIME, UNLESS SOME SPECIAL PURPOSE IS INTENDED IN A DELIBERATE DISTORTION OF A REAL PROPERTY OF THAT OBJECT. SPECIAL EFFECTS, IN FACT, ARE ACHIEVED BY VIOLATING WHAT PERCEPTION INDICATES IS TRUE OR FALSE. MESSAGES WHICH INTENTIONALLY VIOLATE THE LANGUAGE'S PSYCHOLOGICAL CONSTRAINTS, SUCH AS "THE BRICK ELAPSED" ARE DEVIANT, BECAUSE NO POSSIBLE CONCEPTUAL REALITY OBEYS THAT DESCRIPTION OF BRICKS.

PERCEPTIVE LOGIC DETERMINES WHICH PROPERTIES ARE POTENTIALLY ENCODABLE AND IN WHAT RELATIONSHIPS. THE CONDITIONS AND LIMITATIONS IMPOSED ON ONE'S CONFRONTATION WITH REALITY MUST TRANSFER INTO AND OVERLAY NORMAL LAN-

GUAGE USE IN ORDER TO FAITHFULLY COMMUNICATE THE RELATIONSHIPS AND PROPERTIES WHICH PERCEPTION INDICATES ARE REAL. IT MIGHT BE SAID, THEN, THAT LANGUAGE BEHAVIOR HAS A CAUSATIVE AND DIRECT RELATIONSHIP WITH ESTABLISHED FRAMEWORKS OF PERCEPTION. AND THERE SEEMS TO BE AN INTERPLAY BETWEEN LANGUAGE AND REALITY, SUCH THAT LANGUAGE IS INNATE AND UNIVERSAL, IN A VERY TRUE SENSE, ON A VERY BASIC LEVEL, IN THAT ALL HUMANS HAVE ESSENTIALLY THE SAME POTENTIAL TO PERCEIVE REALITY. BUT THERE IS ALSO A LEVEL AT WHICH ABSOLUTE LINGUISTIC UNIVERSALITY CEASES TO EXIST. THIS LEVEL IS ALSO A NON-LINGUISTIC ONE.

THE CULTURAL COLORATION PHENOMENON

AS A RESULT OF THRIVING WITHIN A CULTURE, LANGUAGES ACQUIRE A CULTURAL COLORATION, AND AN IDENTIFIABLE COGNITIVE FRAMEWORK OF THEIR OWN. WHICHEVER ANTECEDED THE OTHER, THE CULTURAL NORM, OR THE LANGUAGE REALLY IS NOT AS IMPORTANT AS THE REALIZATION THAT SPEAKERS OF DIFFERENT LANGUAGES MAY ATTRIBUTE DIFFERENT POTENTIAL AND PROPERTIES TO SIMILAR REALITIES, AND MAY ARRANGE THEIR PERCEPTION OF RELATIONSHIPS OF REALITIES AGAIN WITH THEIR OWN PECULIAR COLORATION. THAT IS WHY, IN THE FORMER EXAMPLE IN WHICH AN ENGLISH AND SPANISH SPEAKER'S CONCEPTS OF COMING AND GOING WERE COMPARED, MOVEMENT TOWARDS THE DOOR COULD REFLECT TWO DIFFERENT REFERENTIAL SYSTEMS WITHOUT DISTORTING THE SAME FACT.

WITHOUT COMPREHENDING THE SOCIO-PSYCHOLOGICAL ASPECTS OF A CULTURE IT BECOMES DIFFICULT TO ANALYZE AND TEACH THE SYMBOLIC LABELING SYSTEM WHICH ITS SPEAKERS USE TO COMMUNICATE. A FIRST STEP, THEN, MUST BE TO DISCOVER THE NETWORK OF CONNECTIONS BETWEEN THE TWO ORDERS, THE LINGUISTIC AND THE REAL, SO IT CAN BE SEEN WHAT SIGNALS OR CUES MIGHT LIE IN THE REAL ORDER AND THEIR CONSEQUENCES FOR COMMUNICATION.

IT IS NOT A NOVEL OR EVEN SURPRISING FACT THAT DIFFERENT CULTURES MAY ASSIGN TO THE SAME REALITY DIFFERENT ORGANIZATIONAL POSSIBILITIES. IT IS SURPRISING THAT THERE ARE SOME MATERIALS BASED ON THE MISCONCEPTION THAT LANGUAGES DO NOT, IN FACT, DO THIS VERY OFTEN, AND, AS IT WILL BE DEMONSTRATED, IN PREDICTABLE WAYS WHICH CAN AND SHOULD BE TAUGHT, INASMUCH AS THEY ARE PART OF A NATIVE'S INTRINSIC LINGUISTIC CAPACITY. IT'S ALSO INTERESTING TO HYPOTHESIZE ALONG THESE LINES ON WHETHER THE PSYCHOLOGICAL MECHANISMS OF DISCRIMINATION AND GENERALIZATION FOR WHICH TRANSFORMATIONALISTS HAVE DENIED A PLACE IN LANGUAGE BEHAVIOR, DO NOT CONTRIBUTE TO LEARNING THE CULTURAL PATTERNS OF PERCEPTION AND VERBAL BEHAVIOR. BUT, AGAIN, THESE LIE ON A LEVEL OF BEHAVIOR WHICH IS DEEPER THAN THE LOWEST THE TRANSFORMATIONALISTS ARE WILLING TO GO.

ON ANY ACCOUNT, THE IMPLICATION FOR TEACHING IS THAT WHERE THERE IS CONCORDANCE IN THE PATTERNS OF CONCEP-

TUALIZATION OF ONE CULTURE'S LANGUAGE WITH THOSE OF ANOTHER CULTURE, AND WHEN RULES MAY BE DISCOVERED (OR MODELS BUILT) WHICH ACCURATELY DESCRIBE THE WAY THE PHYSICAL AND LINGUISTIC ORDERS ARE INTERCONNECTED, IT MAY BE ADVANTAGEOUS TO USE THIS INFORMATION AS A POINT OF DEPARTURE IN TEACHING. BY TEACHING THE UNDERLYING CONCEPTUAL FRAMEWORK OF A LANGUAGE ONE IS TEACHING THE VERY ESSENTIAL CUING SYSTEM BY WHICH REALITY IS TRANSFORMED INTO LANGUAGE.

CHAPTER II

PRECODING ACTIVITY--A NEGLECTED ESSENTIAL

WHAT IS ABOUT TO BE PROPOSED IS A GREAT, BUT NECESSARY DEPARTURE FROM STANDARD APPROACHES TO LANGUAGE INSTRUCTION. IT WILL ACCOUNT FOR THE FACTS WHICH HAVE BEEN DISCUSSED IN THE PAST SEVERAL PAGES. ONE OF THESE IS THE FACT THAT LANGUAGES DO NOT FUNCTION IN ETHNOLOGICAL VACUUMS, MEANING THEY DO NOT EXIST APART FROM THE NEED TO USE THEM IN COMMUNICATION. MOREOVER, WHAT LANGUAGE COMMUNICATES BEARS A DIRECT RELATIONSHIP TO THE LINGUISTIC DECISIONS SPEAKERS MUST MAKE IN THE ENCODING AND DECODING PROCESSES. ALSO, THERE ARE OFTEN IDENTIFIABLE CUES WHICH DETERMINE THE FORM BY WHICH REALITY WILL BE MANIFESTED LINGUISTICALLY. THESE PRINCIPLES WHICH DEFINE THE MESHING OF THE LINGUISTIC AND REAL ORDERS ARE WHAT MUST BE SOUGHT AFTER AND TAUGHT, IF THE LEARNER IS TO ACQUIRE A DEPENDABLE LINGUISTIC COMPETENCE SIMILAR TO WHAT THE NATIVE HAS.

PRECODING ACTIVITY DEFINED

THE CONCEPTUAL BEHAVIOR THAT WILL BE AN IMPORTANT CONSIDERATION IN THE REST OF THIS WORK WILL BE REFERRED TO AS PRECODING ACTIVITY OR BEHAVIOR INDICATING THAT IT OCCURS BEFORE THE ENCODING PROCESSES. PRECODING ACTIVITY LIES ON AN EVEN DEEPER LEVEL OF THE COMMUNICATIVE PROCESS THAN DEEP STRUCTURE, AND IS CAUSATIVELY RELATED TO

THE FORM OF SURFACE STRUCTURES. ON THE PRECODING LEVEL ARE IMPORTANT NON-LINGUISTIC FACTORS WHICH HAVE TO BE INCORPORATED IN THE DESIGN OF A PEDAGOGICAL GRAMMAR.

A PEDAGOGICAL MODEL MUST INCORPORATE THE PRECODING INFORMATION AS WELL AS THE FORMS USED TO ENCODE A MESSAGE. NOTE THE IMPORTANT DISTINCTION THAT IS BEING MADE AT THIS POINT. THE FORMS USED TO DELIVER THE MESSAGE ARE DISTINCT FROM THE MESSAGE ITSELF.

THE FOLLOWING INFORMATION AND DIAGRAMS ARE TAKEN FROM A DOCTORAL THESIS BY HUBERT MOLINA, WRITTEN AT UCLA IN 1970. THE INFORMATION CONTAINED THEREIN IS CRITICAL TO THIS WORK, IN ITS IDENTIFICATION OF THE MESHING OF PRECODING AND ENCODING BEHAVIOR, AS WELL AS IN ITS DISCUSSION OF THE IMPORTANCE OF PRECODING BEHAVIOR IN RELATION TO ENCODING BEHAVIOR.

"BELOW, IN THE FIRST DIAGRAM, IS THE PEDAGOGICAL MODEL THAT MAKES EXPLICIT THE MESHING OF PRECODING INFORMATION WITH THE FORMS FROM THE SPANISH LANGUAGE SYSTEM TO ACCOUNT FOR THE FOLLOWING [SENTENCE]:

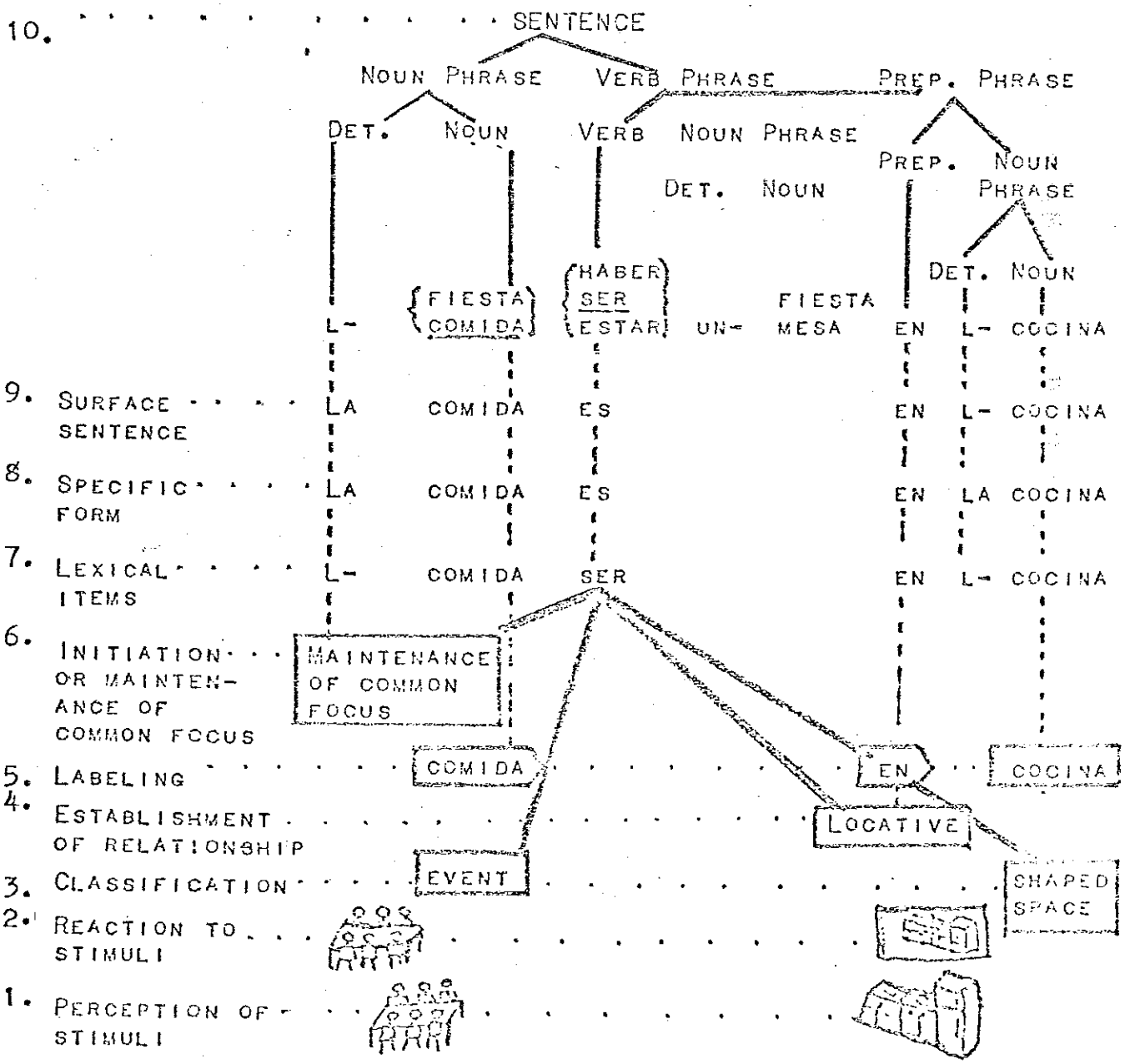
LA COMIDA ES EN LA COCINA.

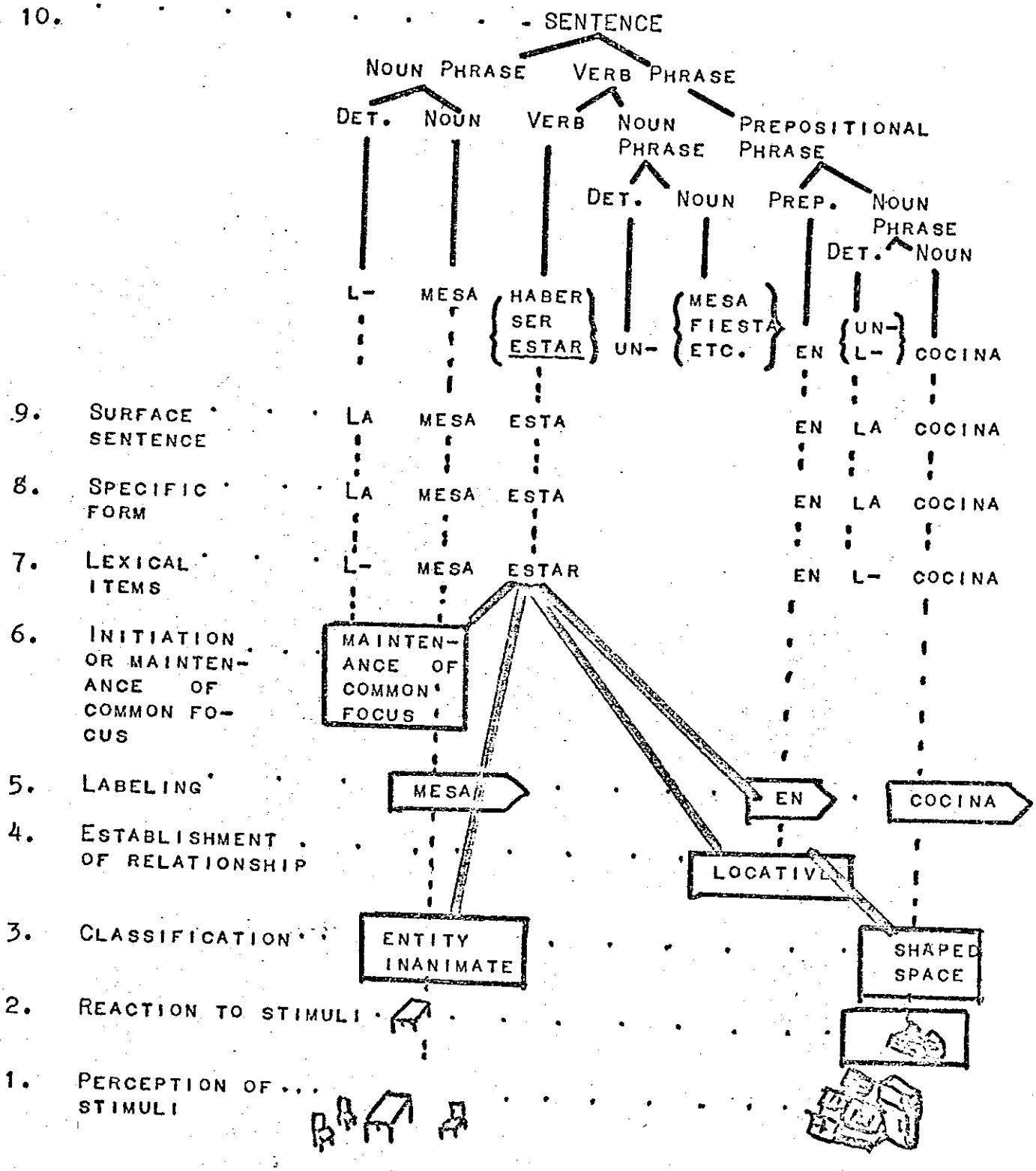
THE SECOND DIAGRAM REPRESENTS THE FOLLOWING SENTENCE:

LA MESA ESTÁ EN LA COCINA.

IN STEP (10), THE OPTIONS USED BY A SPEAKER OF SPANISH ARE INDICATED BY A BROKEN LINE. THE OPTIONS INDICATED BY SOLID LINES ILLUSTRATE THE OPTIONS AVAILABLE BUT NOT USED BY THE SPEAKER.

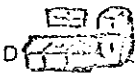
STEPS (1-6), THEN, REPRESENT THE COMPONENTS OF THE MESSAGE SENT BY A SPEAKER OF SPANISH, STEPS (7-10) REPRESENT THE SYNTACTIC CONSEQUENCES OF SUCH CHOICES. THUS STEPS (1-10) REPRESENT BOTH THE PRECODING AND FORMAL INFORMATION NEEDED BY A LEARNER TO PRODUCE THE SENTENCE UNDER CONSIDERATION.




10.
SENTENCE
NOUN PHRASE
VERB PHRASE
DET.
NOUN
VERB
NOUN PHRASE
PREPOSITIONAL PHRASE
DET.
NOUN
PREP.
NOUN PHRASE
DET.
NOUN
L-
MESA
HABER
SER
ESTAR
UN-
MESA
FIESTA
ETC.
EN
UN-
L-
COCINA
9. SURFACE SENTENCE
LA MESA ESTA
EN LA COCINA
8. SPECIFIC FORM
LA MESA ESTA
EN LA COCINA
7. LEXICAL ITEMS
L- MESA ESTAR
EN L- COCINA
6. INITIATION OR MAINTENANCE OF COMMON FOCUS
MAINTENANCE OF COMMON FOCUS
5. LABELING
MESA
EN
COCINA
4. ESTABLISHMENT OF RELATIONSHIP
LOCATIVE
3. CLASSIFICATION
ENTITY INANIMATE
SHAPED SPACE
2. REACTION TO STIMULI
1. PERCEPTION OF STIMULI

THE MESHING OF PRECODING AND ENCODING BEHAVIOR

IT HAS BEEN DEMONSTRATED THAT PRIOR TO ENCODING LA MESA ESTA EN LA COCINA THE SPEAKER OBSERVES REALITY AND MAKES CERTAIN DECISIONS WHICH WHEN PROPERLY CORRELATED WITH THE GRAMMATICAL FEATURES OF THE LANGUAGE MAKE ENCODING POSSIBLE. THE STEPS ARE PRESENTED IN THE FOLLOWING DIAGRAM. WHEN THE PRECODING STEPS RESULT IN A DIRECT GRAMMATICAL CONSEQUENCE, THE PRECODING AND ENCODING STEPS ARE ON THE SAME LINE. THIS IS NOT TO BE TAKEN AS A CLAIM THAT A SPEAKER FOLLOWS THIS PRECISE ORDER TO PRODUCE THE SENTENCE, FOR SOME OF THESE CHOICES ARE PROBABLY SIMULTANEOUS.

PRECODING	ENCODING
WHAT THE SPEAKER OBSERVES AND REACTS TO IS OUTLINED:	
1,2. BOTH AND AS ENTITIES	
3,4. AND FURTHER THAT AND ARE BOTH INANIMATE.	
5,6. AND  HAVE THE MAXIMUM POTENTIAL OF BEING DECODED AS AND BY	

PRECODING	ENCODING
SELECTING.	7,8. MESA AND COCINA FROM THE LEXICON.
9,10. IN BOTH CASES THE ENTITIES ARE SINGULAR IN NUMBER. .	11,12. WHICH SIGNAL THE USE OF Ø SUFFIX, MESA Ø COCINA Ø
13,14. COMMON FOCUS HAS BEEN INITIATED ON THE TWO ENTITIES WHICH ARE TO BE THE SUBJECT OF DISCOURSE, AND SIGNALS TO THE HEARER TO MAINTAIN COMMON FOCUS ON THESE TWO ENTITIES... . .	15,16. BY SELECTING THE APPROPRIATE ALLOMORPH OF THE DEFINITE ARTICLE IN BOTH CASES L-/L-
	17,18. AND FOLLOWING THE ARBITRARY CONVENTIONS OF THE LANGUAGE, MATCHES THE TERMINAL PHONEMES OF THE TWO DETERMINERS WITH THAT OF THE TWO HEAD NOUNS. LA MESA/LA COCINA.

19. OBSERVES THE SPECIAL LOCATIVE RELATIONSHIP BETWEEN THE ENTITY (*MESA*) AND SHAPED SPACE (*COCINA*). . . . 20. AND ENCODES THE RELATIONSHIP BY SELECTING THE RELATOR *EN*.

21. COMBINES THE NECESSARY CONCOMITANT FACTORS (ENTITY, SHAPED SPACE, LOCATIVE, MAINTENANCE OF COMMON FOCUS) AS THE CUES TO SELECT FROM THE VERBAL OPTIONS (*SER*, *ESTAR*, *HABER*) THE FORM REQUIRED TO MEET THESE CONDITIONS. . . . . 22. AND SELECTS THE VERB STEM *EST-* OF *ESTAR*.

23. SINCE THE ENTITY IS SINGULAR, THE SYSTEM REQUIRES THAT THE VERB BE SINGULAR IN FORM ALSO.

24. WHAT IS OBSERVED AND THE SPEECH ACT ARE VIRTUALLY SIMULTANEOUS 25. AND AS A RESULT THE TENSE REQUIRED IS PRESENT.

PRECODING

26. THE SUBJECT OF DISCOURSE (MESA) IS BEING TALKED ABOUT AND. . . . .

ENCODING

27. THEREFORE, THE VERB FORM MUST BE THIRD PERSON.

28. AND SINCE THE UTTERANCE IS A SIMPLE STATEMENT OF FACT AND CONTAINS ONLY ONE VERB THE INDICATIVE MODE IS USED.

29. AND SINCE THE VERB FORM IS PHONOLOGICALLY IRREGULAR, IT REQUIRES A STRESS OVER THE FINAL MORPHEME: ESTÁ.

30. DECIDES ON THE PRIORITY OF INFORMATION.

31. PLACES THE SUBJECT OF DISCOURSE FIRST IN THE SENTENCE: LA MESA.

32. AND BEFORE THE VERB: ESTÁ: LA MESA ESTÁ.

33. AND FOLLOWING THE ARBITRARY CONVENTIONS OF THE LANGUAGE, PLACES THE LO-

CATIVE RELATOR EN BE-
TWEEN THE VERB AND NOUN
PHRASE LA MESA ESTÁ EN
LA COCINA.

THE IMPORTANCE OF PRECODING ACTIVITY

THE THIRTY-THREE OPERATIONS DESCRIBED ABOVE DO NOT INCLUDE ALL THAT MUST BE CONSIDERED IN AN EXHAUSTIVE TASK ANALYSIS OF WHAT THE SPEAKER MUST GO THROUGH TO ENCODE THE MESSAGE. NOTHING HAS BEEN SAID ABOUT THE ORDER OF WORDS WITHIN THE TWO NOUN PHRASES, THE ALLOPHONES OF THE PHONEMES THAT MUST BE SELECTED, NOR THE INTONATION CONTOUR TO BE USED IN SENDING THE MESSAGE. IN THE MODEL SENTENCE LA MESA ESTÁ EN LA COCINA TEN OF THE POSSIBLE TWENTY-THREE SPANISH PHONEMES ARE USED, AND, CONSEQUENTLY, TEN DECISIONS CONCERNING THE APPROPRIATE ALLOPHONE MUST BE MADE. WHEN ALL OF THESE DECISIONS ARE ADDED TO THE THIRTY-THREE, THE TOTAL NUMBER OF DECISIONS AND OPERATIONS IS SIGNIFICANTLY INCREASED. [THE INVENTORY OF DECISIONS WHICH IS PRESENTED TO ACCOUNT FOR THE PRECODING AND ENCODING DECISIONS WHICH THE SPANISH SPEAKER INTUITIVELY MAKES, AND WHICH THE ENGLISH SPEAKING LEARNER OF SPANISH MUST LEARN TO MAKE PRESENTS AN IMPRESSIVE LIST OF THINGS WHICH HAVE TO BE MASTERED BY THE LEARNER. IT IS INTERESTING TO NOTE THAT THE ELEMENT "MESA" BELONGS TO

A SET WITH DIFFERENT PROPERTIES THAN THE ELEMENT "COMIDA" AND CONSEQUENTLY SIGNALS A MODIFICATION IN THE ENCODED MESSAGE IN THE USE OF "ESTAR" AND "SER" RESPECTIVELY AS IN:

LA MESA ESTA EN LA COCINA.

LA COMIDA ES EN LA COCINA.

WHICH IS A MINIMAL CHOICE THE NON-NATIVE MUST COME TO RECOGNIZE AND MAKE IF HE IS TO ENCODE CORRECTLY IN SPANISH. BUT BEFORE THAT CAN HAPPEN HE MUST LEARN WHAT CUES THE SPANIARD TO MAKE THE CORRECT CHOICE. THAT DECISION IS NOT A LINGUISTIC ONE. IT IS IN THE PRECODING BEHAVIOR OF THE SPANIARD, AND MUST BE ACQUIRED BY THE NON-NATIVE THROUGH DELIBERATE INSTRUCTION.]

IT IS EXTREMELY IMPORTANT THAT PRACTICALLY HALF OF THE DECISIONS THAT MUST BE MADE ARE ON THE PRECODING LEVEL AND ALL OF THESE DECISIONS HAVE A DIRECT BEARING ON THE FORMAL FEATURES OF THE LANGUAGE TO BE USED IN THE ENCODING OF MEANINGFUL MESSAGES. IF A VERY SIMPLE SENTENCE OF THE TYPE OF THIS MODEL SENTENCE HAS THIS LARGE A NUMBER OF DECISIONS THAT MUST BE MADE DEALING WITH OBJECTIVE REALITY AND ITS OBSERVATION, THEN, IT MUST BE OBVIOUSLY CONCLUDED THAT WITH MORE COMPLICATED MESSAGES A COMPARABLE DICHOTOMY WILL EXIST, AND NO SATISFACTORY DESIGN OF A PEDAGOGICAL GRAMMAR CAN BE CREATED WITHOUT A MUCH MORE PRECISE DEFINITION OF WHAT LINGUISTICS AND THE ORGANIZATION OF REALITY EACH CONTRIBUTE TO ENCODING A MEANINGFUL MESSAGE.

...JUDGING BY THE STAGGERING AMOUNT OF PSYCHOLOGICAL AND SOCIOLOGICAL INFORMATION USED BY A NATIVE SPEAKER TO SPEAK IN A LANGUAGE, IT BECOMES APPARENT THAT A PEDAGOGICAL GRAMMAR CANNOT PRESENT ALL SUCH INFORMATION TO A LEARNER. [BUT IT MUST ATTEMPT TO PRESENT AS MUCH OF IT AS CAN BE DESCRIBED ECONOMICALLY AND USED BY THE NON-NATIVE IN LEARNING THE SECOND LANGUAGE.]

THE ABOVE EXAMPLES ARE ONLY ILLUSTRATIVE OF THE NUMEROUS SITUATIONS THAT DEMAND DECISIONS ON THE PRECODING LEVEL THAT HAVE NOTHING TO DO WITH FORMAL LINGUISTICS. AS HAS BEEN DISCUSSED IN AN EARLIER CHAPTER FORMAL GRAMMARS DESCRIBE THE DISTRIBUTION OF FORMS AFTER UTTERANCES HAVE BEEN [ENCODED] AND TRANSFORMATIONAL GRAMMAR THROUGH FEATURES DEALS IN A VERY LIMITED WAY WITH PRECODING INFORMATION. THE EXAMPLES TREATED ABOVE ARE ILLUSTRATIVE OF INFORMATION CRITICAL TO A SPEAKER, FOR IT INFORMS THE LEARNER OF THE BASIS ON WHICH TO SELECT FORMS. IT LOGICALLY FOLLOWS THAT A PEDAGOGICAL GRAMMAR MUST INCLUDE AT LEAST A PARTIAL DESCRIPTION OF HOW THE CULTURE STRUCTURES REALITY. THE SPEAKER MUST BE ABLE TO APPROPRIATELY RESPOND TO CUES AND MUST BE ABLE TO MAKE USE OF THE FORMAL OPTIONS OF THE LANGUAGE TO ACHIEVE THE DESIRED RESULTS. AWARENESS OF THIS LEARNING REQUIREMENT LED EOFF AND BULL TO SAY THE FOLLOWING (1948, 4):

> THINKING LIKE A FOREIGNER IS NOT MERELY BEING ABLE TO MANIPULATE THE ELEMENTS OF HIS LANGUAGE AC-

> CORDING TO HIS CONVENTIONS; IT IS SOMETHING MUCH MORE COMPLEX. IT IS, IN SHORT, BECOMING A FOREIGNER, ASSUMING HIS CULTURAL TRADITIONS, HIS CONDITIONING AND REACTING ACCORDING TO HIS TABOOS AND INHIBITIONS.

IT MUST BE CONCLUDED THAT A PERSON ATTEMPTING TO LEARN THE LANGUAGE MUST BE INSTRUCTED IN A GREAT MANY SUBTLETIES OF USAGE AND THESE RULES OF USAGE HAVE BEEN IGNORED BY WHAT CAN BE CONSIDERED THE SCOPE OF LINGUISTICS. "

FOR A GRAPHIC DEMONSTRATION OF WHAT HAS BEEN EXCLUDED FROM LANGUAGE INSTRUCTION UNTIL NOW, RETURN BRIEFLY TO PAGE SIXTEEN AND PLACE YOUR HAND BELOW THE LINE NUMBERED (8), ENTITLED "SPECIFIC FORM". ALL THAT REMAINS VISIBLE ABOVE THIS LINE IS WHAT IS TRADITIONALLY TAUGHT. ALL REMAINING BELOW THE LINE IS WHAT IS TRADITIONALLY NEGLECTED.

CHAPTER III

THE DESIGN OF THE INVESTIGATION

An instructional product for use in teaching English-speaking people Spanish is currently at press. Its philosophy of language and communication is thoroughly consistent with the one discusses at some length in the two previous chapters. That is, it is an attempt to account for precoding behavior of both the Spanish and English-speaking native, and inasmuch as any teaching strategy is a product of its underlying philosophy of language instruction, the explanations and exercises contained in Spanish for Communication: An Ecclectic Approach provide the information from which a model of ESL instruction and product design will be induced. For a summary of the components of the proposed model, the reader is referred to the concluding chapter of the thesis.

The Spanish for Communication (SFC) materials are organized into two large sets, complete Daily Lesson Plans, and self-instructional homework programs. But the data in that form are not revealing for the purpose of exposing their underlying teaching strategy. What needed to be observed was the entire treatment of a much smaller sample of language, traced in its progress through the year (of the envisioned three when the materials are completed) of materials that were available in order to

OBSERVE HOW THE SAMPLE WAS TREATED IN TERMS OF EXPLANATIONS AND EXERCISES USED TO TEACH IT.

BY SELECTING TWO SUCH SAMPLES, THE CONCEPTS OF "COMING" AND "GOING" IN SPANISH, AND THE FIVE SPANISH EQUIVALENTS OF "TO BE", PATTERNS IN THE TEACHING OF THESE SAMPLES WERE OBSERVED AND EXTRACTED FROM SFC FOR ANALYSIS, AND FOR MAKING SOME USEFUL GENERALIZATIONS ON ADAPTING THE SFC TEACHING STRATEGIES FOR USE IN ESL CLASSES AND TEXTS.

THE DATA COMPRISE ABOUT 60 PERCENT OF THIS WORK, AND ALL EXERCISES AND EXPLANATION TECHNIQUES ARE NOT ONLY INVENTORIED AND EXEMPLIFIED, BUT ARE EXPLAINED AND RELATED TO THE ENTIRE INSTRUCTIONAL TREATMENT GIVEN EACH SAMPLE. FOR BOTH OF THE SAMPLES DISCUSSED THE DRILLS AND EXPLANATIONS APPEAR IN THE SAME ORDER AS THEY DO IN THE ACTUAL SFC MATERIAL. THIS WAS THOUGHT APPROPRIATE SO THAT THE READER MIGHT APPRECIATE THE ENTIRE PRESENTATION OF EACH SAMPLE. IT IS ALSO THE HOPE OF THE AUTHOR THAT SUCH A PRESENTATION WILL EXEMPLIFY THE TEACHING STRATEGY OF SFC SO THAT IT MIGHT BE DUPLICATED IN ESL MATERIALS FORTHCOMING.

TWO SAMPLES WERE SELECTED ON THE BASIS OF THEIR PROXIMITY TO EQUIVALENT SAMPLES IN THE ENGLISH LANGUAGE ON PRIMARILY A PRECODING LEVEL, SO THAT ANY MODIFICATION IN THE SFC STRATEGY MIGHT BE IDENTIFIABLE IN ASSOCIATION WITH PRECODING ACTIVITY AS THE VARIABLE, IT WAS THOUGHT THAT DIFFERENT DEGREES OF SIMILARITY OF ENGLISH AND SPANISH

ON A PRECODING LEVEL WOULD SIGNAL CHANGES IN THE INSTRUCTIONAL TREATMENT OF EACH SAMPLE. WHAT WAS ACTUALLY DISCOVERED, AND WHAT WILL BE DISCUSSED FULLY IN THE CONCLUSIONS WAS VERY REVEALING.

CHAPTER IV

THE CRUCIAL COMPONENTS OF INSTRUCTIONAL DESIGN

BEFORE ENTERING THE BODY OF DATA THAT ACCOMPANY THIS DISCUSSION, THERE ARE A NUMBER OF COMMENTS THAT MIGHT BE MADE WHICH WILL SURELY LEND SOME UNDERSTANDING OF THE INSTRUCTIONAL TECHNIQUES AND THE BASIC PURPOSE OF THE DIFFERENT EXERCISES THE READER WILL FIND EXEMPLIFIED IN UPCOMING PAGES. IT WILL BE SEEN THAT EACH TYPE OF EXERCISE HAS ITS PURPOSE IN THE ENTIRETY OF THE SFC TEACHING PROGRAM, AND CONSEQUENTLY IN THE MODEL OF INSTRUCTION THAT IS BEING PROPOSED FOR ESL.

THE CUE

THE EXERCISES FALL INTO SEVERAL OBSERVABLE AND DESCRIBABLE CATEGORIES OR GENRES, THE FIRST OF WHICH IS RELATED TO THE CONCEPT OF THE CUE, ON WHICH J.M. THYME (1966, 33) HAS THE FOLLOWING TO SAY:

> IN ANY INSTANCE, THE TEACHER HAS TO SEE TO IT THAT A NEW RESPONSE IS MADE TO SOME SPECIFIED KIND OF SITUATION, AND SO HE MUST DECIDE EXACTLY WHAT FORM OF RESPONSE HE WANTS AND WHAT KIND OF SITUATION HAS TO ELICIT IT.

CONSIDER AN EXAMPLE.

> A CHILD MULTIPLIES IN TRYING TO SOLVE A PROBLEM WHICH CALLS FOR DIVISION, AND IS TOLD, "SURELY BY NOW YOU CAN RECOGNIZE A DIVISION PROBLEM WHEN YOU SEE ONE?"
>
> BY VIRTUE OF WHAT FEATURE ARE SUCH PROBLEMS TO BE RECOGNIZED? WHAT MAKES THEM THE KIND OF PROBLEM SITUATIONS THEY ARE?

> NOT ALL SUCH PROBLEMS CONTAIN IN THEIR STATEMENTS THE WORD 'DIVIDE'.

NOW, IF THERE WERE SOME SORT OF SIGNAL THE LEARNER MIGHT LEARN TO IDENTIFY, THEN THE DECISION WOULD BE SIMPLY A MATTER OF DIVIDING, WHICH IS, IN FACT, A MUCH SIMPLER PROBLEM.

THE TERM CUE, MUCH AS IN THE THEATRICAL USAGE, IS USED BY THYME TO MEAN A SIGNAL FOR SOME KIND OF A RESPONSE TO BE MADE. A RELIABLE CUE CHARACTERIZES A SITUATION FOR THE LEARNER, DEFINES AND DELIMITS IT, AND DISTINCTLY AND UNMISTAKEABLY DISTINGUISHES IT FROM OTHER, PERHAPS VERY SIMILAR PROBLEMS WITH OTHER PECULIAR CUES OF THEIR OWN. A RELIABLE CUE TO THE LEARNER FOR DIVISION CHARACTERIZES THE DIVISION PROBLEM; AND A RELIABLE CUE FOR THE USE OF THE SUBJUNCTIVE CHARACTERIZES AN IDENTIFIABLE INSTANCE REQUIRING THE SUBJUNCTIVE. IF HE HAS TO USE THE SUBJUNCTIVE, ON MEETING THE CUE(S) THE LEARNER'S CHOICE IS MADE EASIER, AND IT WILL BE AN EASY CHOICE WHICH CAN BE MADE ACCURATELY IN EVERY INSTANCE THAT THE CUE IS REPEATED. IN SUMMARY, THYME INDICATES THAT

> THE CUE IS THE FEATURE COMMON TO AND CHARACTERIZING THEM [THE PROBLEMS, LINGUISTIC OR OTHERWISE] ALL. ANY OTHER FEATURE WHICH MIGHT BE SHARED BY ONLY SOME OF THESE PROBLEMS WOULD BE UNRELIABLE.

CUES AND RULES

IT IS NOT AT ALL DIFFICULT TO SEE THAT POOR CUE-SPOTTING INSTRUCTION MAY LEAD TO EQUALLY POOR CUE-SPOTTING

BEHAVIOR IN LANGUAGE LEARNERS, BOTH OF WHICH ULTIMATELY AND PREDICTABLY LEAD TO INCORRECT ENCODING IN SECOND LANGUAGES, BECAUSE THE SPEAKER IS OBEYING THE WRONG SIGNALS WHEN HE ENCODES. UNFORTUNATELY, BUT NOT IRREPARABLY, THIS IS THE FAULT, QUITE OFTEN, OF THE INSTRUCTOR, NOT THE LEARNER. DR. WILLIAM BULL (1971) AND ENRIQUE E. LAMADRID HAVE THIS OBSERVATION TO MAKE REGARDING THIS COMMON FAULT.

> ONE OF THE FUNDAMENTAL REASONS WHY MANY STUDENTS ARE FRUSTRATED AND FAIL TO ACHIEVE SUCCESS, AND THE ONE BEING DEALT WITH IN THIS ARTICLE, IS TO BE FOUND IN THE FACT THAT AN EXCESSIVELY LARGE NUMBER OF THE RULES [RULES BEING RELATIONSHIPS OF CUES ORGANIZED IN A STATEMENT] WHICH THE STUDENTS ARE TO LEARN--AND FROM WHICH DRILLS AND EXERCISES ARE DEVELOPED--ARE EITHER LINGUISTICALLY INADEQUATE, DIFFICULT TO DECODE, SOMETIMES UTTERLY MEANINGLESS AND, WITH A SURPRISING FREQUENCY, JUST PLAIN WRONG... IT IS OBVIOUS THAT NEITHER INNOVATIONS IN METHODOLGY NOR CHANGES IN PROGRAM DESIGN CAN LEAD TO MAJOR IMPROVEMENTS IN LEARNING UNTIL BOTH TEACHING AND LEARNING ARE BASED ON RULES WHICH ARE ACCURATE AND, ABOVE ALL, MEANINGFUL TO THE STUDENT.

REVELATION OF CUES, WHICH HELPS THE LEARNER TO OBSERVE THE CRITICAL DIMENSIONS OF A PROBLEM TO WHICH HE MUST LEARN TO RESPOND IS THEREFORE A CRITICAL PART OF ANY LANGUAGE TEACHING STRATEGY. THE CUES ARE, MORE OFTEN THAN NOT, CONTAINED IN RULES--GRAMMAR RULES OF THE KIND DR. BULL TALKS ABOUT ABOVE. AND WHILE ON THE SUBJECT, ONE PHILOSOPHICAL ISSUE MIGHT BE BROACHED AND RAPIDLY DISMISSED WITH THE FOLLOWING COMMENTS.

IN AN MA THESIS ENTITLED <u>THE ROLE OF EXPLANATION IN THE TEACHING OF THE GRAMMAR OF A FOREIGN LANGUAGE</u>, NGUYEN

VAN XIEM PROVIDES A SUMMATION OF THE ARGUMENTS FOR AND AGAINST THE GIVING OF GRAMMAR RULES IN FOREIGN LANGUAGE INSTRUCTION. IT MIGHT BE ADDED PARENTHETICALLY THAT HIS THESIS ALSO CONTAINS AN EXTENSIVE BIBLIOGRAPHY ON THIS SUBJECT. XIEM CITES A COMMENT MADE AT THE NORTHEAST CONFERENCE, 1958, WHICH REPRESENTS ONE POLE OF THE SCHISM.

> TALKING ABOUT THE LANGUAGE IS A FASCINATING ACTIVITY AT ANY STAGE, BUT IF IT IS DONE IN THE CLASSROOM AND IN THE STUDENT'S MOTHER TONGUE, IT IS A WASTE OF TIME. NOTHING CAN REPLACE THE PRACTICE REQUIRED FOR MASTERING THE LANGUAGE. ONLY WHEN THE PRODUCTION OF THE FOREIGN LANGUAGE HAS BECOME AUTOMATIC CAN THE STUDENT BE SAID TO HAVE MADE ANY REAL PROGRESS. CONSCIOUS ANALYSIS CAN ONLY SLOW DOWN THE PROCESS FOR THE SPEAKER.

THIS STATEMENT IS THE RESULT OF A HYPOTHESIZED SIMILARITY IN THE LEARNING OF BOTH THE FIRST AND SECOND LANGUAGES. BROOKS (1964, 146) EXPANDS THIS IDEA.

> ANALYSIS IS IMPORTANT IN ITS PROPER SPHERE, BUT ANALOGY IS USED INSTEAD THROUGH PATTERN PRACTICE TO PRODUCE A CONTROL OF LANGUAGE STRUCTURE WITHOUT THE TIME AND EFFORT REQUIRED FOR GRAMMATICAL EXPLANATIONS.... SINCE EVERY SPEAKING PERSON HAS MASTERED HIS OWN LANGUAGE THROUGH IMITATION AND ANALOGY WITHOUT BENEFIT OF ANALYSIS.

THE PENDULUM HAS BEGUN TO SWING IN QUITE THE OPPOSITE DIRECTION WITH RESPECT TO RULE-GIVING, AS DR. BULL OBSERVES (1971).

> THE NORMAL WAY THAT CHILDREN LEARN THEIR NATIVE LANGUAGE IS TO BECOME HABITUATED TO ITS UNFORMULATED RULES THROUGH CONSTANT HEARING AND USE OF THE LANGUAGE, NOT BY CONSCIOUSLY LEARNING THE RULES WHICH, IN PRACTICE, THEY UNCONSCIOUSLY OBEY. FOR CENTURIES THERE HAVE BEEN TEACHERS WHO, WITH

> ALMOST RELIGIOUS FERVOR, HAVE ADVOCATED THAT THE MOST EXPEDITIOUS WAY TO LEARN A SECOND LANGUAGE IS TO DUPLICATE THE LEARNING EXPERIENCES OF THE NATIVE CHILD. THIS APPROACH HAS NOW BEEN THOROUGHLY DISCREDITED. THE SECOND LANGUAGE LEARNER LEARNS FASTER AND WITH LESS FRUSTRATION WHEN HE IS THOROUGHLY CONSCIOUS OF THE POINTS OF IDENTITY AND DIFFERENCE BETWEEN HIS OWN LANGUAGE AND THE ONE HE IS LEARNING. THERE ARE, CONSEQUENTLY, JUST TWO THINGS THAT TEACHING RULES CAN DO: THEY TELL THE STUDENT EITHER THAT THE SECOND LANGUAGE IN A GIVEN INSTANCE IS EXACTLY LIKE HIS OWN OR THEY STATE PRECISELY HOW THE SECOND LANGUAGE DIFFERS FROM HIS OWN AND PROVIDE HIM WITH THE CUES THAT SIGNAL THE APPROPRIATE LINGUISTIC BEHAVIOR.

The Requirement of Force

IT IS THE INSTRUCTIONAL DESIGNER'S RESPONSIBILITY TO DESIGN THE LEARNING ENVIRONMENT SO THAT IT EVOKES A RESPONSE FROM THE LEARNER. THERE IS NO OTHER WAY THAT THE INSTRUCTOR CAN INFLUENCE THE LEARNER'S SITUATION. AND IT IS THE CRITICAL DISCRIMINATING FEATURE OF THE SITUATION TO WHICH THE LEARNER MUST RESPOND THAT MUST FIRST CATCH, THEN DOMINATE HIS ATTENTION, WHILE ALL OTHER INFORMATION REMAINS SUBORDINATE, OR OUT OF FOCUS. THIS IS THE MEANING OF THE REQUIREMENT OF FORCE. THE CUE MUST EXHIBIT THE REQUIREMENT OF FORCE. THE PARTICULAR CUE BY WHICH THE LEARNER MUST COME TO RECOGNIZE ONE SITUATION, WHICH DISCRIMINATES IT FROM OTHER, POSSIBLY VERY SIMILAR SITUATIONS, MUST COME TO BE IDENTIFIABLE TO THE LEARNER AND MUST BE MADE THE CRITICAL DIMENSION OF THE SITUATION TO WHICH SOME KIND OF RESPONSE WILL LATER BE

ATTACHED. IF STUDENTS, AFTER HAVING BEEN REMINDED SEVERAL TIMES BY THE TEACHER TO BRING THEIR ENGLISH BOOKS TO CLASS ON WEDNESDAY ARE OBSERVED TO BRING THEIR TEXTS WITHOUT HAVING TO BE TOLD, IT MAY BE ASSUMED THAT THEY HAVE LEARNED TO RESPOND TO THE PROPER CUE, THAT IS, THE PROPER CUE HAS ACQUIRED THE NECESSARY FORCE TO PRODUCE A DESIRED RESPONSE, UNTIL THE DAY THAT THE WEEKLY (WEDNESDAY) BASKETBALL GAME IS CHANGED TO FRIDAY, WHEREUPON A MAJORITY OF THE SAME STUDENTS SOMEHOW FORGET TO BRING THEIR TEXTS TO CLASS ON WEDNESDAY.AS BEFORE. IT SEEMS THAT THE WRONG CUE HAD ACQUIRED FORCE IN FACT.

OR, CONSIDER THE CASE OF THE ESL STUDENT WHO HAS BEEN TAUGHT TO USE THE PAST TENSE OF A VERB ONLY IN A SENTENCE CONTEXT WHICH PROVIDES THE ADDITIONAL SEMANTIC CUES "YESTERDAY" OR "LAST WEEK". IT MIGHT SEEM THAT HE HAS MASTERED THE PAST TENSE, THAT IS, UNTIL HE UTTERS,"I SPILL MY COFFEE," IN RESPONSE TO THE QUESTION,"WHAT DID YOU DO JUST NOW?", WHICH LACKS THE SEMANTIC CUE, TO WHICH HE HAS INCORRECTLY ATTACHED HIS PERSONAL SIGNAL TO USE THE PAST TENSE, INSTEAD OF THE PRECODING ASPECTUAL CUE OF HAVING COMPLETED THE EVENT OF SPILLING THE COFFEE PRIOR TO THE MOMENT OF SPEAKING ABOUT IT. THE WRONG CUE HAD ACQUIRED FORCE AND A MISENCODING ERROR RESULTED. BUT THIS CASE WAS THE RESULT OF TEACHER NEGLECT. THE CORRECT CUE NEVER WAS TAUGHT IN THE FIRST PLACE.

THE INSTRUCTIONAL DESIGNER MUST DESIGN HIS PROGRAM TO ESTABLISH STIMULUS CONTROL OVER ANY SITUATION IN QUESTION BY TRAINING THE LEARNER TO RECOGNIZE THE PROBLEM IMMEDIATELY AS BEING A MEMBER OF A CLASS OF PROBLEMS WHICH SHARE THE SAME CRITICAL CUE. THIS IS A TASK OF SET-BUILDING, AND IT IS CLOSELY RELATED TO THE TASK OF PROPER CUING INSTRUCTION. THERE ARE MANY EXAMPLES OF THIS WHICH CAN BE STUDIED IN THE DATA SECTION. IT IS THE RESPONSIBILITY OF BOTH TEACHER AND TEXT WRITER TO BE EXPLICITLY CLEAR AS TO WHAT THE IMPORTANT CUES ARE IN EACH LINGUISTIC PROBLEM TAUGHT, SO HE MAY TRAIN THE LEARNER TO FOCUS ON THE APPROPRIATE SIGNALS BEFORE ENCODING A MESSAGE. THERE IS GREAT ECONOMY OF INSTRUCTION AND SURPRISING ACCURACY OF PERFORMANCE IN A SECOND LANGUAGE THAT HAS BEEN TAUGHT WITH SOUND CUE REVEALING AND FOCUSSING TECHNIQUES.

THE PRINCIPAL TASK OF THE INSTRUCTOR MUST BE TO DESIGN INSTRUCTIONAL SEQUENCES WHICH CAUSE THE LEARNER TO REACT TO THE PROPER CUE. MISENCODING, THEN, IS OFTEN THE FAULT OF THE PROGRAM WHICH EITHER GIVES FORCE TO THE WRONG CUE (WHETHER THIS IS DONE INADVERTENTLY OR OUT OF IGNORANCE HARDLY MATTERS) BY FORMULATING AN IMPROPER OR WEAK GENERALIZATION, OR BY NOT INSURING ADEQUATE FORCE BEHIND THE CORRECT CUE, IN FAILING TO FOLLOW UP AN EXPLANATION WITH SPECIFIC CUE-SPOTTING ACTIVITIES, AS REMOTE AS THEY MIGHT INITIALLY APPEAR TO SECOND LANGUAGE PERFORMANCE.

EFFECTING A SHIFT OF FORCE TO THE CORRECT CUE BECOMES A TASK OF IMPORTANCE AT EARLY STAGES OF INSTRUCTION. IT MAY REQUIRE ENTERING THE PRECODING ORDER IF THAT IS WHERE THE CUES ARE BURIED, OR IT MAY MEAN OBSERVING A SYNTACTIC OR MORPHOLOGICAL SIGNAL, PROPERTIES OF THE LINGUISTIC ORDER. BUT WHEREVER THE CUES ARE, THEY MUST NOT BE AVOIDED. THEY MUST BE DELIBERATELY TAUGHT. AND THE FIRST PART OF THE TEACHING RESPONSIBILITY IS IN REVEALING THE CUES TO THE LEARNER.

IF THE CUE IS ANALYZED TO BE ONE OPERATING WITHIN THE LEARNER'S PRECODING ACTIVITY, IT IS LIKELY TO BE SUBCONSCIOUSLY CONTROLLED, AND NOT AT HIS IMMEDIATE COMMAND. HE MAY NOT EVEN BE ABLE TO SURFACE THE VERY SYSTEM THAT UNDERLIES AND GOVERNS HIS LINGUISTIC DECISIONS WHEN ASKED TO EXPLAIN THE "WHY" OF SOMETHING HE HAS JUST SAID. THE TEACHER CANNOT DEAL IN THIS KIND OF INVISIBLE SIGNAL. AND THERE IS NO OBSERVABLE WAY HE CAN CONFIRM STIMULUS CONTROL BY THE LEARNER OVER IT. WHAT'S MORE, IT IS DOUBTFUL THAT THE LEARNER HIMSELF CAN BE TAUGHT TO RECOGNIZE SOMETHING AS A CUE WHEN HE DOESN'T EVEN KNOW WHAT IT IS HE MUST IDENTIFY IN THE FIRST PLACE. THE TEACHER'S TASK HERE IS CLEAR. HE MUST SURFACE THE INTUITED CUE TO THE LEVEL OF CONSCIOUS AWARENESS OF THE LEARNER; THEN, WHEN HE IS FAMILIAR WITH WHAT IT IS THAT HE HAS TO SEE, THE LEARNER CAN BE TAUGHT TO LOOK FOR IT IN OTHER PROBLEMS. THEN THE MATTER BECOMES ONE OF ATTATCHING A PROPER RESPONSE

TO THE NOW RECOGNIZABLE CUE. IN THYME'S WORDS (1966, 154)

> THE CUE MUST BE RECOGNIZED AS A MEANINGFUL ENTITY BEFORE A VALUE...CAN BE ATTACHED TO IT.

CUE FOCUS

A SECOND PRINCIPLE TO WHICH THE INSTRUCTIONAL DESIGNER MIGHT ATTEND IS THAT AFTER THE CUES HAVE BEEN ANALYZED AND REVEALED, THE MOST LOGICAL NEXT STEP IS TO MAKE A STATEMENT WHICH EXPLICITLY MENTIONS THE CHARACTERIZING FEATURE(S)--A VERBALIZATION OF THE RELATIONSHIP OF THE CUES--THAT IS, A RULE. THIS MAY BE CALLED A CUE FOCUS STEP.

AS MANY OF HIS OWN PRECODING SIGNALS AS WILL BE RELEVANT IN THE TARGET LANGUAGE ARE SURFACED IN THE NATIVE LANGUAGE FIRST, SO THE LEARNER CAN RECOGNIZE THEM CONSCIOUSLY. THE PROCESS BY WHICH THIS IS ACCOMPLISHED IS SIMILAR TO ONE OF LEADING THE LEARNER THROUGH A COMPLEX MAZE SO THAT HE DISCOVERS ALL THE CORRECT TURNS EVERY TIME WITHOUT BEING AWARE OF WHY HE MADE THEM. IT IS A JUDICIOUS SEQUENCE OF QUESTIONS AND EXAMPLES--A GUIDED DISCOVERY TECHNIQUE WHICH CAUSES THE LEARNER TO DISCOVER ALL THE RELEVANT CUES HE WILL HAVE TO ATTEND TO LATER ON. THIS TECHNIQUE OF GUIDED DISCOVERY IS EXEMPLIFIED SEVERAL TIMES IN THE DATA SECTION.

CUE RECOGNITION

THERE ARE TWO CONSIDERATIONS RELATED TO THE THIRD REQUIREMENT OF CUE RECOGNITION. THE FIRST IS THAT THE PROGRAM MUST PROVIDE A SERIES OF SITUATIONS WHICH CONTAIN

THE CUE, BLOCKING OUT COMPETING CUES AT LEAST INITIALLY, SO THAT THE SITUATIONS ALL SHOW THE CUE, AND AS FAR AS POSSIBLE, NOTHING ELSE. THE SECOND IS THAT THE TEACHER MUST NOT PROVIDE IMPRACTICAL LEARNING ENVIRONMENTS FOR THE LEARNER, NOR TOO FEW LEARNING ENVIRONMENTS, THWARTING AN ADEQUATE GENERALIZATION ONCE THE LEARNER TAKES HIS SKILLS OUT OF THE CLASSROOM AND INTO THE REAL CONTEXT OF COMMUNICATION. IN SUMMARY OF THIS POINT, IF THERE IS EITHER INSUFFICIENT TRAINING IN CONSCIOUS RECOGNITION OF THE CRITICAL CUE, OR IN PROVIDING SUFFICIENT VARIETY IN THE SERIES OF SITUATIONS CONTAINING THE CUE, THE RESPONSE MAY BECOME ATTACHED TO SOMETHING OTHER THAN THE RIGHT CUE.

NATIVE TO TARGET LANGUAGE TRANSFER

INASMUCH AS INSTRUCTION HAS BEEN CONCERNED PRIMARILY WITH THE NATIVE LANGUAGE SO FAR, THERE MUST BE A TRANSFER ACTIVITY WHICH GETS THE LEARNER TO CUE REVELATION, FOCUS, AND RECOGNITION ACTIVITIES IN THE TARGET LANGUAGE. THESE TRANSFER EXERCISES APPEAR IN SFC AND ALSO MAY BE OBSERVED AT VARIOUS PLACES IN THE DATA SECTION. IN THE CONCLUSION SECTION, THE TECHNIQUE OF TRANSFER IS REFINED STILL FURTHER.

CUE-FORM ASSOCIATION

THYME (1966,136) CONTINUES WITH A NOTE OF CAUTION.

> ACCORDINGLY, UNDERSTANDING DOES NOT IN ITSELF GUARANTEE THAT THE RESPONSE WHICH IS MADE TO THE CUE WILL BE THE RESPONSE SPECIFIED FOR THE INSTANCE OF LEARNING IN QUESTION.

THE LEARNER MAY WELL BE TRAINED TO RECOGNIZE EVERY INSTANCE OF THE APPROPRIATE CUES TO USE THE SUBJUNCTIVE IN HIS OWN LANGUAGE OR IN SPANISH, FOR EXAMPLE, OR THE CYCLIC AND ASPECTUAL CUES FOR THE PRETERITE AND IMPERFECT, BUT HE STILL MUST BE TOLD WHAT SIGNIFICANCE THE CUE HAS FOR THE NEW BEHAVIOR, AND WHAT MANIFESTATIONS IT WILL EVENTUALLY SIGNAL ON A MORE SUPERFICIAL LEVEL, THAT IS, WHAT FORMS THE CUE WILL SELECT WHEN A MESSAGE IS ENCODED. INSTRUCTION, IN OTHER WORDS, MUST GIVE THE LEARNER THE INFORMATION (CUES) HE NEEDS TO IDENTIFY EVERY INSTANCE IN WHICH THE SUBJUNCTIVE MUST BE USED, BUT ALSO, IT MUST TEACH THE CORRECT FORM OF THE SUBJUNCTIVE THAT HAS TO BE ENCODED. THE CUE NEEDS TO BE ASSOCIATED WITH THE LINGUISTIC FORM. IN THE FINAL ANALYSIS, THESE ARE TWO DISTINCT, THOUGH RELATED TEACHING PROBLEMS THAT OUGHT TO BE KEPT DISTINCT RATHER THAN CONFUSED.

THE PROCESS OF ASSOCIATING THE CUES WITH THE DESIRED SURFACE FORM OF A RESPONSE HAS TO BE DELIBERATELY BUILT INTO THE INSTRUCTIONAL PROGRAM JUST AS THE OTHER STEPS. CUE-FORM ASSOCIATION DOES NOT OCCUR AUTOMATICALLY WITH GREAT ECONOMY. THE ASSOCIATIONAL PROCESS MAY BE PROMPTED VERY SIMPLY BY REVEALING THE CUES TO THE LEARNER AND ATTACHING THEM VIA A VERBAL STATEMENT TO THE FORMS THAT NEED TO BE USED WITH THEM ON THE LINGUISTIC LEVEL. THE PROMPTS MAY BE STRONG AT FIRST, THEN GRADUALLY FADED, OR REDUCED IN STRENGTH, AND THE PROCESS MAY BE DESIGNED TO

COVER SEVERAL WEEKS OR MONTHS OF INSTRUCTION. IF, FOR EXAMPLE THE VERB "TO BE" HAD FIVE FORMS. A LEARNER OF ENGLISH, IN ORDER TO FUNCTION COMPETENTLY IN THE LANGUAGE, WOULD HAVE TO BE AWARE OF WHAT CUES THE USE OF ONE FORM OVER ANOTHER, BUT IN ADDITION, HE MUST KNOW WHAT SHAPE THAT FORM HAS TO ASSUME IN ENGLISH, EITHER MORPHOLOGICALLY, OR PHONETICALLY, BEFORE HE CAN USE THE FORM. KNOWING THAT "FORM ONE" IS REQUIRED IN ONE ENVIRONMENT AND "FORM TWO" IS REQUIRED IN ANOTHER IS NOT ENOUGH INFORMATION TO PRODUCE AN INTELLIGIBLE MESSAGE. FORM ONE MUST LOOK LIKE ARE AND FORM TWO LIKE IS. THAT IS THE ESSENCE OF CUE-FORM ASSOCIATION.

A GUIDING PRINCIPLE OF SFC IS NEVER RUSH LEARNING BEYOND THE POINT AT WHICH ONE BEGINS TO GET DIMINISHING RETURNS. WHERE THAT POINT OCCURS IS DETERMINED THROUGH EXPERIMENTATION AND REVISION OF THE MATERIAL, SEVERAL TIMES WHEN NECESSARY. IN THE SECTION DEALING WITH PRETERITE AND IMPERFECT IN SFC, FOR EXAMPLE, INSTRUCTION WAS ORIGINALLY DESIGNED TO TEACH THIS MATERIAL IN ABOUT SIX WEEKS, FROM BEGINNING TO END, THAT IS, FROM CUE REVELATION IN THE NATIVE LANGUAGE, TO NATURAL COMMUNICATIVE ACTIVITIES IN THE TARGET LANGUAGE. BUT TEACHING IS NOT HAPPENING IF THERE IS NO ONE THERE AT THE OPPOSITE END WHO IS LEARNING. AND THIS WAS PRECISELY THE CASE. TEACHING WAS TOO TIGHTLY COMPACTED TIME-WISE, AND LEARNING WAS BELOW THE LEVEL OF EXPECTANCY. THIS WAS UNSATISFACTORY, AND THE SEGMENT WAS

REVISED TO COVER SEVERAL MONTHS OF INSTRUCTION, THIS TIME WITH THE TYPICAL ALMOST UNBELIEVABLY HIGH LEVEL OF ACHIEVEMENT SFC REPEATEDLY DEMONSTRATES IN THE HANDS OF A COMPETENT INSTRUCTOR. (IT MIGHT BE ADDED HERE THAT SFC COMPLETELY INVALIDATES THE NATIONAL NORMS FOR CONTINUATION IN FOREIGN LANGUAGE STUDY. IN TESTING FOR EIGHT YEARS, WITH OVER TWELVE THOUSAND STUDENTS IN FIFTEEN STATES FROM SECOND GRADE TO POST PH.D., 90% OF THE STUDENTS CONTINUED ON AFTER THE FIRST YEAR, WITH 80% GOING ON AFTER THE SECOND, COMPARED TO THE NATIONAL NORMS OF 33% CONTINUANCE AND 14%.)

THYME (1966, 45) SUGGESTS THAT

> A PROMPT, THEN, DOES NOT HAVE THE FUNCTION OF ENSURING THAT THE CUE 'EVOKES' SOME SORT OF RESPONSE, FOR THAT IS COVERED BY THE REQUIREMENT OF FORCE; ITS FUNCTION IS TO INSURE THAT THE RESPONSE WHICH THE CUE DOES EVOKE HAS THE SPECIFIED FORM.

MANIPULATION--A CAUTION

THE MANIPULATIVE EXERCISES WHICH CAME TO BE SO POPULAR DURING THE REIGN OF THE AUDIO-LINGUAL METHOD IN THE FORM OF SUBSTITUTION AND REPETITION DRILLS MAY ALSO BE FOUND IN SFC, BUT WITH A VERY DIFFERENT PURPOSE THAN THOSE FOR WHICH THEY WERE FIRST DESIGNED. IN THE AUDIO-LINGUAL METHOD, THESE DRILLS COMPOSED THE ENTIRE METHODOLOGY, AND THERE WAS NO PLACE FOR ANY OF THE ACTIVITIES DISCUSSED IN THIS PAPER UP TO THIS POINT. IN SFC THE TABLES ARE EXACTLY REVERSED, AND MANIPULATION IS SUB-

ORDINATED TO CUE REVELATION, FOCUS AND RECOGNITION.

RETURNING TO THYME ONCE AGAIN (1966, 81), HE SUGGESTS THAT IT IS TO THE CONDITION OF DISTRACTION (BY IRRELEVANT CUES) AND HABITUATION THAT MANIPULATIVE EXERCISES ARE RELEVANT.

> ONE DIFFICULTY IN THIS CONNECTION IS THAT SOME OTHER FEATURE OF THE SITUATION MAY OVERWHELM THE CUE,...SO THAT THE CUE DOES NOT GET A RESPONSE. THE EFFECT OF HABITUATION APPARENTLY, IS TO REDUCE THE ATTENTION GETTING CAPACITIES OF ITEMS WHICH OTHERWISE GET RESPONSES....
>
> THE ARGUMENT IS, THEN, THAT REPETITION DOES NOT HAVE THE FUNCTION POPULARLY ASCRIBED TO IT, NAMELY THAT OF 'STRENGTHENING' A CONNECTION WHICH HAS BEEN 'SLIGHTLY' ESTABLISHED. (ENFORCED REPETITION MAY CAUSE US TO GROW WEARY AND GIVE UP.) MOREOVER, THE ARGUMENT IS THAT REPETITION AS SUCH DOES NOT EVEN ESTABLISH CONNECTIONS IN THE FIRST PLACE, NOT EVEN TENUOUS ONES. WHAT IT DOES IS PROVIDE OPPORTUNITY FOR THE FORMING OF THE REQUISITE CONNECTION, NAMELY BETWEEN THE SPECIFIED FORM OF RESPONSE AND THE CUE'S BEING SEEN AND HAVING FORCE; OR BY ACTUALLY GIVING FORCE TO THE CUE BY ITS SUCCESSIVE REAPPEARANCES IN AN OTHERWISE CHANGING SITUATION.

CHAPTER V

THE SPANISH EQUIVALENTS OF "TO BE"

BEFORE ACTUALLY PROCEEDING TO DISCUSS THE EXERCISES USED BY SFC TO TEACH THE SYSTEMIC USES OF THE FIVE SPANISH VERBS THAT TRANSLATE "TO BE", IT MIGHT BE INSTRUCTIVE TO FIRST REVEAL AN INVENTORY OF THE RULES THE STUDENT WILL HAVE TO MASTER ACCORDING TO THE ANALYSIS SFC HAS GIVEN THESE VERBS ON A PREDOCING AND ENCODING LEVEL, SO THAT EACH STEP MIGHT BE APPRECIATED IN RELATIONSHIP TO THE ENTIRE PRESENTATION. THE EXTRACTED PASSAGES COME FROM THE HOMEWORK PROGRAMS AS WELL AS THE DAILY LESSON PLANS.

PROGRAM 36: HERE ARE THE GENERALIZATIONS YOU HAVE LEARNED SO FAR ABOUT THE USES OF HABER, ESTAR, AND SER. STUDY THEM CAREFULLY. [THIS IS A TERMINAL SEQUENCE--A RULE SUMMARY THAT HAS OCCURRED AFTER A CONSIDERABLE AMOUNT OF PREVIOUS INSTRUCTION ON THE CUE REVEALING, FOCUS AND RECOGNITION LEVELS. IT IS INCLUDED HERE AS A PART OF THE ENTIRE INVENTORY ONLY, AND NO SEQUENCING OR OTHER RELATED INSTRUCTION WILL BE GIVEN UNTIL LATER.] HABER AND ESTAR, BUT NEVER SER, ARE USED TO LOCATE ENTITIES (PEOPLE, ANIMALS, THINGS, CITIES, ETC.) THE CUES TO CHOOSE HABER FOR LOCATION ARE:

(1) INDEFINITE ARTICLE + ENTITY + LOCATION

HAY UN TIGRE EN EL CORRAL.
HAY UNA PLUMA EN EL PUPITRE.

(2) ANY PUBLIC OR PRIVATE NUMBER + ENTITY + LOCATION

HAY TREINTA MUCHACHOS AQUÍ.
HAY MUCHOS MUCHACHOS AQUÍ.

(3) UNMODIFIED PLURAL NOUN + LOCATION

HAY TIGRES EN EL CORRAL.

THE CUES TO CHOOSE ESTAR FOR LOCATION ARE:

(1) DEFINITE ARTICLE + ENTITY + LOCATION

EL TIGRE ESTÁ EN EL CORRAL.
LOS TIGRES ESTÁN EN EL CORRAL.
LA PLUMA ESTÁ EN EL PUPITRE.
LAS PLUMAS ESTÁN EN EL PUPITRE.

(2) ANY UNMODIFIED PROPER NAME + LOCATION

ROSARIO ESTÁ EN QUITO.
ASUNCIÓN ESTÁ EN PARAGUAY.

(3) ANY SUBJECT PRONOUN + LOCATION

YO ESTOY EN LA PAZ, BOLIVIA.

ESTAR IS USED TO TALK ABOUT A PERSON'S HEALTH OR STATE OF BEING.

¿COMO ESTÁS? ESTOY BIEN, GRACIAS.

THE CUES TO USE SER ARE:

(1) DE PLUS A PLACE NOUN (ORIGIN)

SOY DE URUGUAY.

(2) EQUATIONS

DOS Y DOS SON CUATRO.
CUATRO MENOS UNO ES TRES.
BUENOS AIRES ES UNA CIUDAD.

(3) TELLING TIME

¿QUE HORA ES? SON LAS TRES.

(4) WITH ADJECTIVES OF NATIONALITY

PEDRO ES VENEZOLANO.

PROGRAM 68; FRAME 9: YOU USE TENER TO TALK OF THE TEMPERATURE OF PEOPLE OR LIVING CREATURES (TENGO FRIO) AND HACER TO TALK OF AIR TEMPERATURE (HACE FRESCO.)

FRAME 4: TO USE TENER (TO HAVE) THE SPANIARD HAS TO HAVE SOMETHING. THIS SOMETHING IS LABELED BY A NOUN, THE OBJECT OF THE VERB. THE NOUN OBJECT CUES THE USE OF TENER TO TRANSLATE "TO BE."

PROGRAM 52; FRAME 41: THE SPANIARD ALWAYS TELLS HIS HEARER WHETHER THE PREDICATE ADJECTIVE DESCRIBES THE NORM OR THE DEVIATION OR CHANGE FROM HIS NORM. HE DOES THIS IN A VERY NEAT AND SIMPLE WAY, BY USING TWO VERBS WHERE YOU USE "TO BE." THESE VERBS ARE SER AND ESTAR.

THIS COMPRISES THE INVENTORY OF RULES, OR GENERALIZATIONS GOVERNING THE USE OF THESE FIVE SPANISH VERBS. SOME OF THEM CONTRAST, (SER AND ESTAR WITH PREDICATE ADJECTIVES) AND SOME DO NOT; THAT IS, THEY CAN BE CUED TO SPECIFIC MORPHOLOGICAL CUES, OR TO SPECIFIC SETS (PRECODING ACTIVITY) WHICH, IN FACT, ALSO SERVE AS CUES. IF THE CUING PROCESS IS ANALYZED CORRECTLY AND THEN TAUGHT, THERE NEED NEVER BE ANY CONFUSION OVER CORRECT USAGE OF THESE VERBS, EVEN THE CONTRASTING FORMS, ONCE THE CUES AND FORMS WHICH SIGNAL THE CONTRAST, AND THE DIMENSIONS OF THE CONTRAST ARE MADE KNOWN.

PROGRAM 60 CONTAINS A SUMMARIZATION OF THE INFORMATION THAT THE LEARNER HAS TO ACQUIRE.

(1) THE MORPHOLOGY OF EACH VERB
(2) WHICH ONES STAND IN CONTRAST

(3) WHAT THE CONTRAST DEALS WITH
(4) THE CUES FOR CHOICE

FORMAL TRAINING IN LEARNING TO DISCRIMINATE IN USING THE ABOVE VERBS BEGINS IN PROGRAM 27, AND IS FOLLOWED UP IN DAILY LESSON PLAN 30 (DLP 30). HOWEVER, PURELY MANIPULATIVE DRILLS ANTECEDE THE FORMAL PRESENTATION BY SEVERAL LESSONS AND HAVE ALREADY OCURRED FREQUENTLY. BUT SINCE NO TRAINING HAS BEEN GIVEN IN THE USE OF THE FORMS, THE DRILLS ARE ONLY MANIPULATIVE; THE LEARNER STILL DOES NOT HAVE THE OTHER IMPORTANT INFORMATION ABOUT USAGE THAT WILL ALLOW HIM TO ENCODE CORRECTLY--NOW HE CAN ONLY MIMIC AND MEMORIZE--HE CANNOT CREATE.

PRESENTATIONAL FORMAT OF THE DATA

THE DATA WILL BE PRESENTED IN A FORMAT THAT CONTAINS THE FOLLOWING INFORMATION.

IN THE LEFT COLUMN:

PROGRAM NUMBER, OR DLP NUMBER
PROGRAM OR FRAME TYPE, OR DLP EXERCISE TYPE
COMMENTARY, PURPOSE OF THE PROGRAM OR EXERCISE

FOR EXAMPLE:

PROGRAM 13; "SER AND ESTAR WITH PREDICATE ADJECTIVES"
CUE-RECOGNITION
THIS FRAME SERVES TO PRACTICE THE LEARNER IN .....

.....

IN THE RIGHT COLUMN:

PROGRAM AND FRAME NUMBER OR DLP TITLE (IF ANY) AND DIRECTIONS
FRAME OR EXERCISES FROM SFC

FOR EXAMPLE:

DLP 28
CONTRASTIVE FUNCTIONS OF SER
HABER, AND ESTAR
THE TEACHER ASKS THESE QUESTIONS
ORALLY..¿QUE HAY EN EL RODEO?

THE EXERCISE AND PROGRAM TYPES WILL BE CATEGORIZED BY THE FOLLOWING CLASSIFICATION SYSTEM. SOME OF THE CATEGORIES ARE FAMILIAR TO THE READER ALREADY, OTHERS WILL BECOME FAMILIAR IN THE FORTHCOMING PAGES.

IN THE NATIVE LANGUAGE:
CUE REVELATION
CUE FOCUS
CUE RECOGNITION
CUE LABELING

NATIVE TO TARGET LANGUAGE TRANSFER SEQUENCE

IN THE TARGET LANGUAGE:
CUE REVELATION
CUE FOCUS
CUE RECOGNITION
CUE-FORM ASSOCIATION

MANIPULATION-INTERNALIZATION
QUASI-COMMUNICATION
COMMUNICATION (PURE)

THE FORMAL PRESENTATION OF THE DATA WILL COMMENCE ON THE FOLLOWING PAGE. THE DATA IS PURPOSEFULLY GIVEN IN A MANNER THAT IS READIBLE AND REVEALING, WITH THE COMMENTARY THAT ACCOMPANIES IT, AND CANNOT BE SKIPPED OR EVEN LIGHTLY SKIMMED IF THE READER IS INTERESTED IN UNDERSTANDING THE CONCEPTS THAT HAVE BEEN AND REMAIN TO BE DISCUSSED. MANY CONCEPTS USED WITH GREAT SUCCESS IN SFC ARE REVEALED FOR THE FIRST TIME IN THE DATA SECTION, AND OTHERS WHICH HAVE BEEN PRESENTED EARLIER ARE MORE FULLY DISCUSSED AND EXEMPLIFIED.

EXERCISES AND EXPLANATIONS--"TO BE"

PROGRAM 27; "SOME DIFFERENCES BETWEEN SER, HABER AND ESTAR"
CUE REVELATION; ENGLISH LANGUAGE CONTEXTS

PROGRAM 27 OCCURS AFTER THERE HAVE BEEN SEVERAL RE-ENTRIES OF MANIPULATIVE QUESTION-ANSWER EXERCISES OF THE FORM:

QUE HAY EN EL RODEO?
QUE SON ESTOS SENORES?
DONDE ESTAN LOS GAUCHOS?

THE PROGRAM INITIATES THE FORMAL DISCRIMINATION TRAINING ON SER AND ESTAR. CUE REVELATION IS NOT THE LANGUAGE ON THE SURFACE BUT IS TALK ABOUT THE LANGUAGE. RECALLING THE DISCUSSION ON THE IMPORTANCE OF PROPERLY CUING THE LEARNER, THIS EXERCISE OR PROGRAM TYPE IS ESSENTIAL TO THE LEARNING PROCESS. IT IS ALSO NECESSARILY PRESENTED EARLY IN THE LEARNING OF A LANGUAGE SAMPLE. IN SFC, TALK ABOUT THE LANGUAGE USUALLY WILL OCCUR FIRST AS IT DOES HERE, IN A HOMEWORK PROGRAM, LEAVING CLASS TIME FOR LESS TIME-CONSUMING ACTIVITIES, AND ALLOWING THE LEARNER TO ABSORB THE PROGRAMMED INFORMATION AT A COMFORTABLE PACE--HIS OWN PACE, NOT THE INSTRUCTOR'S.

NOTE THAT THE CUING PROCESS IS FIRST ACCOMPLISHED IN TERMS OF THE NATIVE LANGUAGE, DEALING WITH IDEAS FAMILIAR TO THE SPEAKER OF THE NATIVE LANGUAGE, NOT THE TARGET LANGUAGE.

THE TECHNIQUES OF CUE REVELATION AND GUIDED DISCOVERY ARE EXEMPLIFIED MUCH BETTER IN LATER EXAMPLES, ALTHOUGH THEY ARE USED IN PROGRAM 27, ALSO; SO A DISCUSSION OF THIS TECHNIQUE OF INSTRUCTION WILL BE DEFERRED UNTIL LATER.

THE MATERIAL FROM THIS PROGRAM (27) THAT APPEARS BELOW IS PRESENTED TO SHOW THE FORMAT OF A PROGRAM BY OUTLINE, SO THAT THE INTERPLAY OF SOME OF THE EXERCISE GENRES MAY BE APPRECIATED. THE CONTENT

AS IMPORTANT A CONCERN RIGHT NOW AS THE STRUCTURE OF THE PROGRAM. NOTE THE SEQUENCING OF ACTIVITIES: CUE REVELATION, CUE FOCUS, SET EXPANSION.

PROGRAM 27,
PART I;
FRAME
9: A CUE REVELATION SEQUENCE ANTECEDES FRAME 9.

FRAME 9 IS A CUE FOCUS FRAME. THE RULE GIVEN IS:
PERSON + LOCATION + EN = ESTAR.

8: A CUE FOCUS FRAME. "WHEN YOU SAY WHERE A PERSON OR THING IS FROM, THE USE OF DE CUES THE CHOICE OF SER."

PART II;
FRAME
9: A CUE REVELATION SEQUENCE LEADING TO...A CUE FOCUS FRAME:
ENTITY + LOCATION + UN = HABER.

11: A CUE FOCUS FRAME:
ENTITY + LOCATION + EL = ESTAR.

A SET EXPANSION SEQUENCE ON HABER FOLLOWS.

THE LEARNER HAS BEEN GUIDED TO THIS DISCOVERY IN A NUMBER OF FRAMES, SO THAT THIS GENERALIZATION AMOUNTS TO A CUE FOCUS.

22: A CUE FOCUS FRAME: "YOUR EXPANDED RULE IS NOW: THE INDEFINITE ARTICLE FORMS UN OR UNA AND ALL OTHER NUMBERS CUE THE CHOICE OF HABER FOR LOCATION."

26: A CUE FOCUS: "A PLURAL NOUN ALL BY ITSELF MAY CUE THE CHOICE OF HABER FOR LOCATION."

A SET EXPANSION SEQUENCE FOR ESTAR FOLLOWS.

IF THE PRESENTATION UP TO THIS POINT SEEMS NEBULOUS, THE READER IS REMINDED TO READ ONLY FOR SEQUENCING OF ACTIVITIES IN THIS PROGRAM. ENOUGH INFORMATION TO GIVE A FEELING FOR THE FLOW OF THE ENTIRE PROGRAM WILL BE RESERVED FOR A MORE ILLUSTRATIVE SAMPLE.

THE ESTAR SET EXPANSION SEQUENCE WILL LEAD THE LEARNER TO A CUE FOCUS FRAME AS DID THE HABER SET EXPANSION SEQUENCE.

28: CUE FOCUS: "ALL FOUR FORMS OF THE DEFINITE ARTICLE...CUE ESTAR FOR LOCATION."

32: CUE FOCUS: "A PROPER NAME ALL BY ITSELF CUES ESTAR FOR LOCATION."

PART III;
FRAME
5: CUE SUMMARY: ESTAR, SER, HABER

THE GUIDED DISCOVERY TECHNIQUE WHICH USUALLY IS INVOLVED WITH THE CUE REVELATION ACTIVITY IS ONE OF EXAMPLE-GIVING AND QUESTIONING THAT CAUSES THE LEARNER TO DISCOVER THE IMPORTANT CUES. THERE IS AN OBVIOUS, THOUGH BRIEF EXAMPLE OF THIS IN PROGRAM 27 IN THE FOLLOWING FRAME SEQUENCE.

PART II
FRAME
5: "COPY THE FOLLOWING QUESTIONS, COMPARE THEM WORD FOR WORD, THEN UNDERLINE THOSE WORDS WHICH ARE EXACTLY THE SAME IN BOTH.

(1) HAY UN LIBRO EN LA MESA?
(2) ESTA EL LIBRO EN LA MESA?

6: WILL THE PARTS THAT ARE EXACTLY THE SAME CUE THE CHOICE BETWEEN HAY AND ESTÁ? (NO)

7: REMEMBER, YOU ARE LOOKING FOR THE CUES THAT TELL YOU WHEN TO USE HAY OR ESTÁ. THESE MUST BE IN THE CONTEXT. THERE MUST BE ONE FOR HAY AND ANOTHER FOR ESTA. THESE CUES ARE THE WORDS ___ (EL) AND ___ (UN).

PROGRAM 27 CONCLUDES WITH A TESTING SEQUENCE WHICH IS A CUE RECOGNITION SEQUENCE TO DETERMINE IF THE CUES CAN BE RECOGNIZED IN NATIVE LANGUAGE (NOT TARGET) CONTEXTS, SO THAT GIVEN AN EXAMPLE IN ENGLISH THAT CONTAINS ANY OF THE ABOVE CUES, THE LEARNER MUST SELECT EITHER SER, HABER OR ESTAR TO REPLACE THE ENGLISH VERB "TO BE". WITH RESPECT TO RULE-GIVING, SUSAN MARKLE (1964, 128) SUGGESTS THAT THE LEARNING ENVIRONMENT CAN BE STRUCTURED SO AS TO ELICIT A NUMBER OF RESPONSES FOR A SINGLE RULE; FOR EXAMPLE, WITHOUT REPEATING A SINGLE DIMENSION OF THE RULE OVER AND OVER AGAIN, GIVEN THE RULE, THE LEARNER CAN PROVIDE AN EXAMPLE, OR, GIVEN AN EXAMPLE HE CAN GIVE THE RULE; FURTHERMORE, HE CAN TELL HOW IT DIFFERS FROM RELATED RULES. HE CAN GIVE NEGATIVE EXAMPLES. SFC PRACTICES THIS TECHNIQUE WHICH MARKLE CALLS THE MULTIDIMENSIONAL CONCEPT. THERE IS MORE THAN ONE WAY TO ELICIT INFORMATION FROM THE LEARNER BY ALTERING THE FORM OF STIMULUS TO WHICH HE MUST RESPOND. IT IS A TECHNIQUE OF MINIMALLY ALTERING THE LEARNING ENVIRONMENT BY REARRANGING THE CONTINGENCIES OF STIMULUS AND RESPONSE. IT MIGHT BE USED, IF ONLY TO AVIOD BOREDOM ON THE LEARNER'S BEHALF. COMPARE PROGRAM 27; FRAME 1, PART IV, IN WHICH THE LEARNER MUST RECOGNIZE A CUE IN CONTEXT: "PILAR AND MARIA ARE GIRLS." THE LEARNER HAS TO SEE THAT AN EQUATION IS BEING EXPRESSED. THIS CUES SER.

NOW EXAMINE PROGRAM 28; FRAME 1, PART III IN WHICH THE LEARNER MUST PROVIDE THE FORM (VERB) GIVEN A RULE (A VERBALIZATION OF THE CUE): "WHEN YOU ASK ABOUT A PERSON'S HEALTH YOU USE _____ (ESTAR)."

DLP 31
SER, HABER, ESTAR
COMMUNICATIVE
THE LABEL "COMMUNICATIVE" IS SOMEWHAT ARBITRARY IN THIS CASE, AS THIS EXERCISE IS A RE-ENTRY OF THE SAME QUESTION AND ANSWER ONE THAT WAS FORMERLY CALLED "MANIPULATIVE", BUT THERE HAS BEEN A GOOD AMOUNT OF CUE FOCUS AND RECOGNITION PRACTICE SINCE THE FIRST PRESENTATION OF THIS EXERCISE, AND THE LEARNER MAY BE ABLE TO MAKE HIS CHOICE WITH SOME CONSCIOUS ANALYSIS OF WHAT IT IS HE IS SAYING, WHEREAS BEFORE THE CUE RECOGNITION PRACTICE, HE CERTAINLY COULD NOT; THE DISTINCTION LIES IN WHETHER THE LEARNER KNOWS WHAT HE IS TALKING ABOUT AND IS ABLE TO COMPOSE AND INTERPRET LANGUAGE SAMPLES ACCORDING TO THE PRINCIPLES HE HAS BEEN TAUGHT.

DLP 31
REPEAT OF DLP 30:3.1
THE LEARNER ANSWERS THE QUESTIONS ORALLY.

¿QUE HAY EN EL RODEO? ETC.

DLP 31:5.1
CUE RECOGNITION
SER, ESTAR, HABER
AGAIN, IN LINE WITH THE MULTIDIMENSIONAL CONCEPT, ANOTHER VARIATION OR DIMENSION WHERE THE STUDENT MUST IDENTIFY THE FUNCTION OF THE VERB BY STATING A RULE.

DLP 31:5.1
STUDENTS IDENTIFY THE FUNCTION OF THE VERB.

(1) SOMOS MUCHACHOS. (EQUATION)

DLP 31:5.2
CUE RECOGNITION--MANIPULATIVE
SER, ESTAR, HABER
IN MANIPULATING THE FOLLOWING SUBSTITUTION DRILL, THE CUES MUST BE RECOGNIZED, BUT IN MUCH MORE RAPID

ORDER, COMPARED TO THE PREVIOUS CUE RECOGNITION EXERCISE. NOTE THAT A MORE MANIPULATIVE EXERCISE ACCOMPANIES BUT FOLLOWS THE MORE DELIBERATE ATTEMPT TO MAKE THE LEARNER STOP AND RECOGNIZE THE CUES AS IN THE LAST ACTIVITY. THE CUES MUST FIRST BE SURFACED AND BROUGHT TO THE LEVEL OF CONSCIOUS AWARENESS SO THE LEARNER KNOWS WHAT HE MUST COME TO DEAL WITH BEFORE ENCODING A MESSAGE. BUT AFTER THAT, HE MUST LEARN TO PUSH THE CUE RECOGNITION PROCESS BACK INTO HIS SUBCONSCIOUS SO THAT THE FOCUSING AND RECOGNIZING BEHAVIORS DO NOT SLOW HIM DOWN AND INTERFERE WITH THE ENCODING PROCESS. FOCUSING AND MANIPULATIVE ACTIVITIES MUST COMPLIMENT EACH OTHER SO THAT THE LEARNER BEGINS TO ACQUIRE THE ABILITY TO ENCODE ORIGINAL UTTERANCES USING THE SAME PRINCIPLES THAT THE NATIVE INTUITIVELY USES.

DLP 31:5.2
CUE RECOGNITION BY ITEM SUBSTITUTION
THE STUDENT PROVIDES THE CORRECT VERB IN EACH EXAMPLE--ORAL.

WE ARE BOYS.
SOMOS MUCHACHOS.
...BIEN, GRACIAS. (ESTAMOS)
...ALUMNOS BUENOS. (SOMOS)
...DE ARGENTINA. (SOMOS)

THE CUES THAT HAVE TO BE RECOGNIZED ARE:
(1) STATE OF HEALTH
(2) VERBAL EQUATION
(3) ORIGIN + DE.

DLP 31:8.2, 8.3
QUASI-COMMUNICATIVE
NOTE THE SEQUENCING OF ACTIVITIES SO FAR. THEY HAVE MOVED FROM CUE REVELATION TO CUE FOCUS, THEN TO CUE RECOGNITION. NOW THEY ARE BEGINNING TO APPROACH THE COMMUNICATIVE LEVEL OF BEHAVIOR, THOUGH STILL NOT PURELY COMMUNICATIVE, AS THE LEARNER'S BEHAVIOR IS STILL HEAVILY PROMPTED. A PATTERN WHICH WILL BE SEEN TO REAPPEAR IN ALL THE SAMPLES STUDIED IN THIS WORK IS BEGINNING TO BE DEFINED.

THE INTENT OF THIS DRILL IS TO PRACTICE COUNTRY NAMES AND THEIR CAPITALS; THE OCCURRENCE OF SER IN THIS EXERCISE IS INTENTIONALLY MADE PART OF THE DRILL, BUILT IN FOR ADDITIONAL PRACTICE, BUT WITHOUT SPECIFIC EMPHASIS ON SER ITSELF. THIS REPRESENTS ANOTHER KIND OF INDIRECT RE-ENTRY, OR, USING PREVIOUS MATERIAL WHEREVER POSSIBLE, EVEN IN THE CONTEXT OF ANOTHER LANGUAGE SAMPLE BEING STUDIED.

DLP 31:8.2, 8.3
GROUPS OF STUDENTS ARE ASSIGNED A SOUTH AMERICAN COUNTRY AND CAPITAL. EACH GROUP ANSWERS ORALLY:

¿DE DÓNDE SON USTEDES?
...¿DE QUÉ CIUDAD SON USTEDES?

THE GENERALIZATION CONTAINED IN THE USE OF SER IN THIS DRILL IS RELATED TO "ORIGIN" + DE AS CUES (THE FIRST, PRECODING ACTIVITY; THE SECOND, MORPHOLOGICAL) TO USE SER WHEN ENCODING.

DLP 31:10
QUASI COMMUNICATIVE
A VARIATION ON THE ABOVE ACTIVITY, THIS ONE ALSO PRACTICES SER IN AN INDIRECT WAY.

DLP 31:10
"ADJECTIVES OF NATIONALITY AND AGREEMENT"
THE TEACHER GIVES A COUNTRY; STUDENTS GIVE THE ADJECTIVE OF NATIONALITY.

(1) SI EL ES DE PARAGUAY, ¿QUÉ ES?
(ES PARAGUAYO)

PROGRAM 29; "VOCABULARY SETS AND USING A DICTIONARY"
CUE (RE)-FOCUS AND CUE RECOGNITION
PROGRAM 29 IS INCLUDED BECAUSE, IN ADDITION TO REVIEWING PROGRAM 27 AND GENERALIZING TO COVER THE SETS OF CUES FOR SER, ESTAR AND HABER, IT REPRESENTS AND EXEMPLIFIES AN IMPORTANT CONCEPT WORKING IN SFC, THAT OF SET-BUILDING, AS STATED IN FRAME 10.

NOTE THE GUIDED DISCOVERY TECHNIQUE BY WHICH THE LEARNER IS LED TO DISCOVER THE IMPORTANCE OF SETS. FRAMES 8-10.

PROGRAM 29;

FRAME

8: WHY IS IT IMPORTANT FOR YOU TO KNOW ABOUT SETS IN LEARNING SPANISH? LET'S SEE WHY. ARE ALL FOUR FORMS OF THE DEFINITE ARTICLE (EL, LOS, LA, LAS) MEMBERS OF THE SAME SET? (YES)

THE CONCEPT "SET" HAS BEEN REVEALED JUST PRIOR TO THIS FRAME.

9; DO ALL MEMBERS OF THIS SET CUE ESTAR FOR LOCATION? (YES)

10: IT WOULD BE A GREAT WASTE OF TIME FOR YOU TO LEARN FOUR SEPARATE RULES JUST TO DISCOVER THAT ALL FOUR FORMS OF THE DEFINITE ARTICLE SET CUE THE USE OF ESTAR FOR LOCATION. WHAT WE DO INSTEAD IS MAKE A GENERALIZATION AND SAY, IF ONE MEMBER OF A SET CUES THE USE OF ESTAR THEN ALL MEMBERS OF THAT SET WILL ALSO CUE THE USE OF ESTAR FOR LOCATION.

THIS PROGRAM CONTINUES WITH A SEQUENCE THAT EXTRACTS FROM WITHIN NATIVE ENGLISH-SPEAKER INTUITION ANOTHER COMMON PAIR OF SETS WHOSE DISCRIMINATION HAS LINGUISTIC CONSEQUENCES IN ENGLISH AS WELL AS IN SPANISH. FRAME 10 CONTINUES...

YOU HAVE A TREMENDOUS AMOUNT OF INFORMATION IN YOUR HEAD ABOUT SETS AND ENGLISH USAGE. LET'S PROVE THIS BY HAVING YOU DISCOVER A GENERALIZATION WHICH FOREIGNERS LEARNING ENGLISH HAVE GREAT TROUBLE WITH. YOU CAN COUNT APPLES, PIGS, CANS, AND TELEPHONES. DO YOU (1) COUNT OR (2) MEASURE WATER? (MEASURE)

FROM THIS POINT, THE READER MAY ALREADY SEE THE CONCLUSION TO WHICH THE PROGRAM

WILL EVENTUALLY LEAD. THERE IS, HOWEVER, A MORE ILLUSTRATIVE EXAMPLE OF THIS TECHNIQUE OF GUIDED DISCOVERY WHICH WILL BE PRESENTED IN THE DISCUSSION OF "COMING" AND "GOING" IN SPANISH AND ENGLISH. IT WILL BE PRESENTED COMPLETELY AND VERBATIM SO THE READER MAY OBSERVE HOW THE INDUCTIVE, GUIDED DISCOVERY PROCESS MAY BE USED IN AN ORAL IN-CLASS PRESENTATION APART FROM THE SELF-INSTRUCTIONAL PROGRAM CONTEXT. THE PRESENT PROGRAM CONTINUES TO REVEAL A LITTLE BIT MORE OF ITS SET-BUILDING PHILOSOPHY AS IT INFORMS THE LEARNER IN THE PROGRAM ITSELF OF ITS GOALS AS WELL AS ITS PROCEDURES, SO THAT THE PROGRAM'S PURPOSE IS CLEARLY PERCEIVED, AN IMPORTANT MOTIVATIONAL DEVICE, SO THAT THE LEARNER CAN PERCEIVE THE END, OR GOAL TO WHICH HE IS BEING LED. WITHOUT ENLISTING HIS COOPERATION IN THIS WAY, AND STIMULATING HIS INTEREST, IT IS DOUBTFUL THAT HE WILL HAVE THE INTEREST NEEDED TO COMPLETE THE PROGRAM, OR, IF IT WERE AN IN-CLASS PRESENTATION, PAY ATTENTION LONG ENOUGH TO UNDERSTAND THE POINT BEING MADE.

PROGRAM 29 CONTINUED;
FRAME
18: IT TOOK YOU MANY YEARS TO LEARN TO DEAL WITH ENGLISH SETS BY FEEL OR INTUITION. YOU DO NOT HAVE TIME TO LEARN SPANISH IN THIS WAY. YOU NEED TO LEARN TO DEAL WITH SETS CONSCIOUSLY, THAT IS, BY ACTUALLY KNOWING WHAT THEY ARE AND WHAT THEY CAN TELL YOU ABOUT SPANISH USAGE. YOU ALREADY HAVE LEARNED SOME SET RULES. DO YOU REMEMBER THIS ONE?
THE FORMS OF THE INDEFINITE ARTICLE (UN AND UNA) AND ALL PRIVATE AND PUBLIC NUMBERS BELONG TO THE SAME SET. THEY ALL CUE THE USE OF _____ (HABER) FOR LOCATION.

PROGRAM 29 CONCLUDES WITH A CUE-RECOGNITION SEQUENCE ON SER, HABER AND ESTAR, WHICH IS A REVIEW ACTIVITY.

DLP 32:8
QUASI COMMUNICATIVE
SER (INDIRECT)
SEE ABOVE DLP 31:10

DLP 32:8--REPEAT

SI ES DE PARAGUAY, ¿QUÉ ES?
(ES PARAGUAYO)

DLP 32:9
CUE RECOGNITION; TARGET LANGUAGE
SER, HABER, AND ESTAR
SEE ABOVE DLP 31:5.1

DLP 32:9--REPEAT

STUDENTS IDENTIFY THE RULE.

SOMOS MUCHACHOS. (EQUATION)

DLP 32:10
CUE RECOGNITION--MANIPULATIVE
SPANISH SENTENCE CONTEXTS
SER, ESTAR, HABER
SEE ABOVE DLP 31:5.2 AND NOTES

DLP 32:9 AND
DLP 32:10 ARE THE SAME AS DLP 31:51
AND 31:52 RESPECTIVELY--A DELIBERATE
CUE RECOGNITION ACTIVITY AND A MORE
MANIPULATIVE EXERCISE FOLLOWING IT,
THE LATTER DESIGNED TO INTERNALIZE
THE CUE-SPOTTING PROCESS.

PROGRAM 30; "PRACTICE IN WRITING SER AND
ESTAR AND ADJECTIVAL AGREEMENT"
A CUE RECOGNITION PROGRAM, ESSENTIALLY,
PROGRAM 30, IN KEEPING WITH THE MULTI-
DIMENSIONAL CONCEPT, PRESENTS A THIRD TREAT-
MENT OF THE CUE RECOGNITION TRAINING PROCESS
COMPLIMENTING THE TREATMENT IN PROGRAMS 27 AND
28. HERE THE RULE MUST BE RECOGNIZED GIVEN
THE NOTHING MORE THAN AN EXAMPLE OF THE CUE.

PROGRAM 30;
FRAME

4: THE CUE TO SAY HAY FOR LOCATION IS (1) THE DEFINITE ARTICLE (2) THE INDEFINITE ARTICLE, ANY NUMBER, OR A PLURAL NOUN. (2)

5: TRANSLATE THE VERB FORM ONLY.
NEAR OUR HOUSE IS A LARGE TREE. (HAY)

IN THE ABOVE FRAME 4, THE LEARNER HAS TO SELECT THE RULE GIVEN THE CUE ONLY, WHILE IN FRAME NUMBER 5 HE MUST IDENTIFY THE CUE IN A SENTENCE CONTEXT AND PROVIDE AN APPROPRIATE FORM (HAY). THE FIFTH FRAME IS A CUE-FORM ASSOCIATION PROBLEM.

IF HE WANTED TO ENCODE THIS MESSAGE IN SPANISH, THE LEARNER WOULD HAVE TO PICK THE CUES OUT OF THE REAL CONTEXT OF COMMUNICATION. THIS PROGRAM SEQUENCE BEGINS TRAINING THE LEARNER TO DO THIS.

A DEDUCTIVE SEQUENCE, IN WHICH A RULE IS GIVEN, FOLLOWED BY INCOMPLETE EXAMPLES TO BE WORKED BY THE LEARNER BASED ON THAT RULE PROVIDES MORE HEAVY PROMPTING THAN THE REVERSE, AN INDUCTIVE SEQUENCE IN WHICH A NUMBER OF INCOMPLETE EXAMPLES ARE LATER SUMMARIZED IN A GENERALIZATION FOLLOWING THEM. IN THIS PROGRAM, THE FRAMES NUMBERED 23-39 ARE DEDUCTIVE ONES; RULE OR CUE IS EXPRESSLY MENTIONED WITH EXAMPLES FOLLOWING. PROMPTING IS FADED GRADUALLY. THIS IS BUILT INTO THE DESIGN OF THE PROGRAM AND SUBSEQUENT INSTRUCTION IN CLASSROOM ACTIVITIES. BUT WHILE RESPONSE STRENGTH IS LIABLE TO STILL BE WEAK, THAT IS, WHILE ATTENTION TO CUES IS STILL MORE ON A CONSCIOUS RATHER THAN SUBCONSCIOUS LEVEL, THE MORE HEAVILY PROMPTED FORMAT IS APT TO PRODUCE GREATER SUCCESS IN ELICITING CORRECT RESPONSES.

OTHER PROGRAMS AND CLASSROOM EXERCISES IN THE DLP'S WHICH HAVE DEALT WITH THE MORPHOLOGY OF SER, ESTAR, AND HABER, AND WERE BASICALLY MANIPULATIVE DRILLS DESIGNED TO PRACTICE THE VARIOUS FORMS OF THE VERB RATHER THAN CUE-SPOTTING OR CUE-FORM ASSOCIATION HAVE BEEN CO-OCCURRING WITH THE DRILLS AND PROGRAMS THAT HAVE BEEN PRESENTED ABOVE, BUT HAVE BEEN OMITTED IN FAVOR OF THE MORE ORIGINAL CUE-BASED ACTIVITIES OF SFC.

DLP 33:4
QUASI COMMUNICATIVE
SER (INDIRECT)

DLP 33:4 ORAL CHAIN DRILL

YO SOY DE BUENOS AIRES, CAPITAL DE ARGENTINA. ¿DE DÓNDE ERES TÚ?

(THIS QUESTION IS "CHAINED" FROM STUDENT TO STUDENT.)

DLP 33:7
CUE RECOGNITION--MANIPULATIVE
ERES VERSUS ESTAS
THE VERB FORMS ABOVE ARE SECOND PERSON FAMILIAR. THIS SAME EXERCISE WILL APPEAR MANY TIMES IN EXERCISES BELOW BUT IN VARIATION, CHANGING ONLY THE PERSON OF THE VERB FORM, AND THEREFORE THE VERB CONJUGATION, A CONCOMITANT CHANGE, LEAVING THE PATTERN UNVARIED OTHERWISE. SUCH SMALL VARIATIONS ARE OFTEN SUFFICIENT TO MODIFY THE LEARNING ENVIRONMENT TO WHERE IT SEEMS DIFFERENT ENOUGH TO THE LEARNER TO BE ORIGINAL, REDUCING BOREDOM, YET PRACTICING ESSENTIALLY THE SAME PATTERN AND CUE-SPOTTING BEHAVIOR.

DLP 33:7 ITEM SUBSTITUTION DRILL

THE CUES THAT HAVE TO BE RECOGNIZED IN ORDER TO CORRECTLY ENCODE ARE
(1) EQUATION (SER)
(2) STATE OF HEALTH (ESTAR)
(3) EQUATION (SER)

YOU'RE FROM PERU.
ERES DE PERU.
...UN GAUCHO AMABLE (ERES)
...BASTANTE BIEN. (ESTAS)
...UN NUEVO ALUMNO. (ERES)

DLP 33:8
CUE RECOGNITION
HAY V. ESTA

IN THIS ACTIVITY, CALLED A "VISUAL-LINGUAL DRILL" THE LEARNER MUST RECOGNIZE CUES MUCH AS BEFORE, BUT THERE IS ONE ESSENTIAL DIFFERENCE. NOW HE MUST BEAR MORE OF A RESPONSIBILITY FOR CREATING UTTERANCES BASED ON THE CUES HE RECOGNIZES IN SENTENCE CONTEXTS. THE VISUAL-LINGUAL DRILL FREES THE LEARNER ONE DEGREE MORE FROM HEAVY PROMPTING AND CARRIES HIM ON THE WAY TO FREE COMMUNICATION, IN WHICH THERE IS NO PROMPTING AT ALL, EXCEPT WHAT MAY BE RECOGNIZED IN THE CONTEXT OF A QUESTION ASKED THE LEARNER IN THE TARGET LANGUAGE.

PREVIOUSLY, IN PROGRAMS 27 AND 28, THE STUDENT HAS BEEN FOCUSSED ON AND PRACTICED IN RECOGNIZING THE DEFINITE VERSUS THE INDEFINITE ARTICLES AS CUES TO THE USE OF ESTAR AND HABER RESPECTIVELY. HE MUST RECOGNIZE THESE CUES IN THE FOLLOWING EXERCISE IN ORDER TO ENCODE CORRECTLY.

DLP 33:8 VISUAL-LINGUAL DRILL

THE DIRECTIONS FOR THE V-L DRILL READ: "MODEL ¿ESTÁ EL LAPIZ EN EL PUPITRE? AND ¿HAY UNA PLUMA EN EL PUPITRE? HAVE STUDENTS REPEAT THEM, THEN CUE THE SECOND COLUMN, FIRST IN THE ORDER GIVEN, THAN AT RANDOM. REMEMBER THAT THE DEFINITE ARTICLE GOES WITH ESTA AND THE INDEFINITE ARTICLE WITH HAY."

¿ESTÁ	EL LAPIZ	
	UNA PLUMA	
	LA REGLA	EN EL PUPITRE?
¿HAY	UN LIBRO	
	EL CUADERNO	

DLP 33:9
MANIPULATIVE
SER (INDIRECT)
THE FORMULA BEING INDIRECTLY DRILLED HERE IS "EQUATION." THIS IS ANOTHER V-L DRILL.

DLP 33:9 VISUAL LINGUAL DRILL

MARÍA		PARAGUAY_
NOSOTROS	SER	
JUAN Y YO		EQUITORIAN_

DLP 33:10
COMMUNICATIVE
SER IN NUMERICAL FORMULAS

DLP 33:10 NUMERICAL EQUATIONS
ANSWER THE FOLLOWING QUESTIONS:

(1) ¿CUÁNTO SON DIEZ MENOS OCHO?

DLP 34:5
CUE RECOGNITION
SEE DLP 33:8 ABOVE;
THIS IS A VARIATION.
HAY V. ESTÁN

THE PUPIL MUST RECOGNIZE TWO CUES. ONE, THAT THE CUE TO USE HAY IS AN UNMODIFIED PLURAL NOUN; AND TWO, THAT THE DEFINITE ARTICLE + LOCATION + ENTITY CUES ESTAR.

DLP 34:5 VISUAL LINGUAL DRILL

LOS PAPELES

¿ HAY
¿ ESTÁN EN LA CLASE?

PAPELES

DLP 34:8
CUE RECOGNITION
SOY V. ESTOY
A VARIATION ON
DLP 33:7 ABOVE

DLP 34:8 ITEM SUBSTITUTION DRILL

I AM HERE.
ESTOY AQUÍ.
...DE CARACAS. (SOY)
...EL NUEVO DIRECTOR. (SOY)

NOTE AGAIN THE ATTEMPT TO PROCEDE FROM THE HEAVILY PROMPTED EXERCISE IN DLP 34:5, TO THE LESS PROMPTED AND MORE COMMUNICATIVE EXERCISE IN DLP 34:8 ABOVE.
IN THE FIRST EXERCISE, THE LEARNER MUST DISCRIMINATE, BUT HE IS GIVEN THE CHOICES HAY AND ESTÁN, WHILE IN THE SECOND CASE HE MUST RECOGNIZE THE CUES FOR CHOICE IN THE SENTENCE CONTEXTS.

DLP 34:9
CUE RECOGNITION--MANIPULATIVE
SER (INDIRECT)
SEE DLP 33:9 ABOVE

DLP 34:10; QUASI-
COMMUNICATIVE
SER

DLP 34:10 QUESTIONS AND ANSWERS

STUDENTS RESPOND ORALLY WITH THEIR ASSIGNED COUNTRY AND/OR CAPITAL OR NATIONALITY.

DE QUE PAIS ERES TU?
CUAL ES LA CAPITAL DE TU PAIS?
ERES BOLIVIANO, PACO?

DLP 34:SUPPLEMENT #3
COMMUNICATIVE
SER V. ESTAR
THIS IS NOT A NEW EXERCISE. BUT THE SKILLS NECESSARY FOR ITS SUCCESSFUL COMPLETION ARE NEW, THE PRODUCT OF ALL THE INFORMATION AND PRACTICE THAT HAS PRECEDED IT. THE PUPIL WAS RESPONDING TO QUESTIONS OF THIS TYPE USING NOT ONLY SER AND ESTAR BUT HABER, TOO, EVEN BEFORE HE WAS TRAINED TO RECOGNIZE THE CONTEXTUAL CUES WHICH DISCRIMINATE THESE THREE VERBS. THE NOVELTY LIES IN THE FACT THAT HE NOW HOLD THE KNOWLEDGE WITH WHICH HE MAY SUCCESSFULLY ENCODE OR PRODUCE UTTERANCES USING THESE VERBS WITH HIS AWARENESS OF THE POTENTIAL EACH VERB HAS FOR LINGUISTICALLY LABELING CERTAIN REALITIES, AND THE SETS WITH WHICH EACH LABEL (SER, ESTAR AND HABER) IS ALLOWED TO COOCCUR IN SPANISH, AS WELL AS THE MORPHOLOGY OF THESE VERBS. THIS IS ONE VERY IMPORTANT CAPABILITY GIVEN THE LEARNER WITH SFC'S ATTENTION TO THE PRECODING AND ENCODING CUES OF THE LANGUAGE. THE DISCRIMINATIONS MAY BE NOW DONE MORE QUICKLY AND ACCURATELY, WITHOUT GUESSWORK AND WITHOUT RISKING THE ERRONEOUS CONCLUSIONS ONE IS LIABLE TO BE VICTIM OF WHEN HE HAS TO DISCOVER HIS OWN RULES INDUCTIVELY, AS THE AUDIO-LINGUAL METHOD WOULD HAVE ONE DO.

DLP 34: SUPP. #3 SER V. ESTAR
ORAL QUESTIONS AND ANSWERS

¿ES USTED CHILENO, SEÑOR?
¿ESTÁS EN LA CLASE O EN LA OFICINA?

DLP 35:7
CUE RECOGNITION
HAY, ES, ESTÁ
THIS EXERCISE IS CALLED PRE-TEST PRACTICE AND IN EFFECT, PRACTICES THE LEARNER IN EXACTLY WHAT HE WILL BE EXPECTED TO DO ON AN UPCOMING TEST. IN LINE WITH MAKING INSTRUCTION INTERNALLY CONSISTENT BY CO-ORDINATING OBJECTIVES WITH LEARNING ACTIVITIES AND FINALLY, WITH EXAM ITEMS, THE LEARNER IS TOLD THAT HE WILL BE HAVING A TEST SHORTLY AND IS GIVEN APPROPRIATE PRACTICE IN DOING WHAT WILL BE EXPECTED OF HIM ON THE TEST ITSELF.

THE STUDENT MUST RECOGNIZE THE CUES TO THE SEVERAL VERBS HE HAS STUDIED, AND DO THIS IN UNPROMPTED SENTENCE CONTEXTS. THERE WILL NOT BE ANY ADDITIONAL CUES OTHER THAN THIS CONTEXT WHEN HE COMMUNICATES IN SPANISH WITH FRIENDS OR NATIVE SPANISH SPEAKERS, AND THE EXERCIES SHOULD APPROXIMATE, AS CLOSELY AS CLASSROOM CONDITIONS ALLOW, A REAL COMMUNICATIVE SETTING IN WHICH QUESTIONS AND ANSWERS ARE EXCHANGED.

DLP 35:7 PRE-TEST PRACTICE
THE TEACHER READS SENTENCES BELOW (IN ENGLISH) AND STUDENTS WRITE THE SPANISH VERB WHICH GIVES THE CORRECT TRANSLATION.

THIS EXERCISE REQUIRES THAT THE INSTRUCTIONAL DESIGNER BUILD SENTENCE CONTEXTS IN ENGLISH WHICH CONTAIN THE SPANISH CUES.

(1) EQUATION — (1) THIS IS A BLACKBOARD.
(2) EQUATION — (2) IS HE A PRINCIPAL?
(3) INDEFINITE ARTICLE + ENTITY + LOCATION — (3) IS THERE A DOCTOR IN THE HOUSE?

A FURTHER DIRECTION TO THE STUDENT REQUIRES HIM TO PROVIDE THE CUE WHICH SIGNALS THE VERB HE HAS SELECTED. SO, FOR (1), THE STUDENT SELECTS SER (ES), SIGNALLED BY THE VERBAL EQUATION CUE. RULE VERBALIZATION ITSELF IS NOT EVIDENCE THAT THE LEARNER HAS MASTERED A PRINCIPLE, NO MATTER HOW LONG OR HOW WELL HE PRACTICES AND RECITES THAT RULE. THE TEACHER MUST DEMAND VISIBLE EVIDENCE THAT THE

RELATIONSHIP AND SIGNIFICANCE OF THE CUES WHICH THE RULE EXPRESSES IS UNDERSTOOD. RULE VERBALIZATION IS NOT SUFFICIENT EVIDENCE OF THIS; RULE APPLICATION IS. BUT VERBALIZATION OF THE RULE IS A POWERFUL DEVICE ALSO. THE POWER OF AN ACCURATE GENERALIZATION IS EXPONENTIAL. ONCE THE DIMENSIONS AND SIGNIFICANCE OF THE CUES CONTAINED IN THE RULE ARE FATHOMED, THE RULE SERVES TO RECALL ALL THE INFORMATION THE PUPIL HAS LEARNED WITH THE MERE MENTION OF A SENTENCE OR TWO--THAT IS, PROVIDED HE CAN ALSO DEMONSTRATE THAT HE HAS INDEED LEARNED ALL THE INFORMATION EXPRESSED IN THE SENTENCE.

DLP 36:TEST
CUE RECOGNITION
HAY, ES, ESTÁ

DLP 36:TEST HAY, ES, ESTÁ
CIRCLE THE VERB FORM THAT WOULD BE USED IF THE SENTENCES WERE IN SPANISH.

(1)	HE'S FINE, THANK YOU. (HAY, ES, (ESTA))	(ESTÁ)
(2)	WHAT IS THIS?	(ES)
(3)	THIS IS A CHAIR.	(ES)
(4)	THE BOOK IS ON THE TABLE.	(ESTÁ)
(5)	IS A BOOK HERE?	(HAY)

DLP 36:SUPPLEMENT #2
CUE RECOGNITION
SOY V. ESTOY
SEE DLP 34:8 ABOVE
ITEM SUBSTITUTION DRILL
NOTE THAT THE RE-ENTRIES OF EXERCISES ON SER, ESTAR AND HABER DO CONTINUE AFTER THE EVALUATION. RE-ENTRY IS AN IMPORTANT CONCEPT. CONCENTRATED LEARNING IS REJECTED IN FAVOR OF LEARNING IN SMALL BUT MULTIPLE DOSES. THE PROBLEM IS ONE OF MAKING THE MOST EFFICIENT USE OF A PERIOD OF TIME FOR ACQUISITION OF A SAMPLE OF LANGUAGE. THE NUMBER OF RE-ENTRIES IS DETERMINED IN EXPERIMENTAL TRYOUTS OF AN INSTRUCTIONAL PRODUCT. THE GUIDING PRINCIPLE MIGHT BE ONE THAT REQUIRES THE LEARNING PERIOD NOT BE SO SHORT THAT IT TERMINATES WHILE THE LEARNER IS STILL IN THE WARMING UP STAGE, NOR EXTEND PAST THE POINT AT WHICH BOREDOM SETS IN. THE LEARNER MUST

REMAIN AT THE PEAK OF PERFORMANCE--FRESH DURING THE LENGTH OF EACH EXERCISE FOR MAXIMUM PERFORMANCE. SFC WILL BE SEEN TO RE-ENTER THE SAME EXERCISE FOUR TIMES WITHIN THE SAME LESSON RATHER THAN SPEND ONE LUMP OF TIME IN ONE SITTING ON IT. IN FACT, THE LONGEST PERIOD OF TIME EVER SPENT ON ANY ONE EXERCISE IN SFC IS SEVEN MINUTES, WITH MANY AS SHORT AS ONE MINUTE.

DLP 37:8
CUE RECOGNITION
SON V. ESTÁN
SEE DLP 36:SUPP.#2 ABOVE

PROGRAM 36; "WRITING PRACTICE WITH SER ESTAR AND HAY"
CUE RECOGNITION (REVIEW) AND CUE (RE)-FOCUS. PROGRAM 36 IS A CONTINUATION OF PROGRAM 30 IN FORMAT, WITH A CONCLUDING FRAME THAT SUMMARIZES ALL THE CUES PREVIOUSLY STUDIED FOR THE ABOVE THREE VERBS. AFTER EACH RULE REVIEW FRAME, THE LEARNER IS ASKED TO TRANSLATE A SENTENCE CONTAININT THE ENGLISH CUE(S) INTO SPANISH.

DLP 38:8
CUE RECOGNITION--MANIPULATIVE
SER V. ESTAR

DLP 38:8 VISUAL-LINGUAL DRILL

MARÍA	ESTAR	BASTANTE BIEN.
PEPE Y TÚ	SER	EN LA MINA.
YO		DE BOLIVIA.

DLP 39:2
WRITTEN CUE RECOGNITION --MANIPULATIVE
SER V. ESTAR
THIS IS AN EXERCISE IN WRITING PRACTICE. IT IS PROMPTED, BUT DOES REQUIRE SOME CUE-SPOTTING ACTIVITY--THAT IS, IT IS BY NO MEANS MERELY A COPYING EXERCISE. THIS KIND OF DRILL IS CALLED A VISUAL-GRAPHIC DRILL. (THE STUDENT SEES WRITTEN STIMULI AND RESPONDS IN WRITING.) THE FORMAT OF THE DRILL WILL BE EXPLAINED ON THE NEXT PAGE.

DLP 39:2 VISUAL-GRAPHIC DRILL

THE APPEARANCE OF THE DRILL IS THE SAME AS THE VISUAL-LINGUAL DRILL IMMEDIATELY ABOVE, WITH THE ADDITION OF SOME NUMBERS.

1	MARÍA		BASTANTE BIEN.	1
2	PEPE Y TÚ	ESTAR	EN LA MINA.	2
3	YO	SER	DE BOLIVIA.	3

NUMBER (1) ON THE LEFT CORRESPONDS TO THE ENTRY "MARIA"; NUMBER (2) TO "PEPE Y TÚ"; AND NUMBER (3) TO "YO". ON THE RIGHT, NUMBER (1) CORRESPONDS TO "BASTANTE BIEN", ETC.

THE STUDENT IS GIVEN THE STIMULUS 1,2 FOR EXAMPLE, AND MUST SELECT THE ENTRIES CORRESPONDING TO THE NUMBERS FROM THE LEFT AND RIGHT COLUMNS RESPECTIVELY, MAKING THE SELECTION OF EITHER SER OR ESTAR ACCORDING TO THE CONTEXTUAL CUE.

1,2: MARÍA (ESTÁ) EN LA MINA.

DLP 40:10
CUE RECOGNITION--MANIPULATIVE
SEE DLP 39:2 ABOVE; THIS IS A VARIATION OF IT. THIS IS ALSO A PRE-TEST PRACTICE.

DLP 41:7; QUIZ
CUE RECOGNITION--MANIPULATIVE
SEE DLP 39:2; THIS IS A VARIATION OF IT.

THE CONCENTRATION OF EXERCISES ON SER AND ESTAR HAS BEEN HEAVY UP TO THIS POINT. IT IS ABOUT DO BE NOTICEABLY REDUCED. THE NEXT DLP TO CONTINUE WITH THESE VERBS IS DLP 45.

DLP 45:9
CUE RECOGNITION--MANIPULATIVE
SER V. ESTAR
THIS EXERCISE REPRESENTS A COMPLEX TEST OF SHORT-TERM MEMORY OF THE INFORMATION GIVEN IN THE PREVIOUS DRILL SENTENCE AS WELL AS RECOGNITION OF THE NEW CUE STIM-

ULUS. IT IS A COMPLICATED EXERCISE, AND REQUIRES RAPID CUE-SPOTTING BEHAVIOR. THE EXERCISE IS CALLED A MULTIPLE-SLOT SUBSTITUTION DRILL, AND IN ORDER TO INSURE SUCCESSFUL PERFORMANCE ON IT, THE LEARNER IS NOT PUSHED TO PERFORM TOO EARLY IN THE PROGRAM. HIS CUE-SPOTTING ACCURACY AND CUE-FORM ASSOCIATIONS ARE WELL DEVELOPED BY THIS POINT, AND HE SHOULD BE ABLE TO DO THIS ACTIVITY WITH LITTLE DIFFICULTY. IF THE ACTIVITY HAD BEEN PUSHED UP TOO FAR (EARLIER) IN THE TRAINING SEQUENCE THE LEARNER PROBABLY WOULD HAVE FAILED AND TAKEN A VERY NEGATIVE EXPERIENCE HOME WITH HIM THAT COULD POSSIBLY INFLUENCE ALL HIS FUTURE PERFORMANCE IN THE FOREIGN LANGUAGE. LEARNING, IT MIGHT BE RE-EMPHASIZED, SHOULD NOT BE RUSHED AT THE RISK OF LOSING THE LEARNER ALTOGETHER. AN OBJECTIVE CAN NEVER BE REACHED IN THAT WAY.

DLP 45:9 "CUES TO CHOOSE SER OR ESTAR"

I AM FROM SANTIAGO.
YO SOY DE SANTIAGO.
TU.....
.....BOLIVIANO.
PANCHO.....
MARÍA.....
.....BASTANTE BIEN.
NOSOTROS.....

DLP 46:8
CUE RECOGNITION--MANIPULATIVE
MULTIPLE-SLOT SUBSTITUTION DRILL;
A VARIATION OF DLP 45:9 ABOVE.

DLP 51:3
CUE RECOGNITION
SER (INDIRECT)
THIS EXERCISE PRECEDES THE DISCUSSION ON SER V. ESTAR WITH PREDICATE ADJECTIVES AND, AS SUCH, IS A MANIPULATIVE TYPE OF DRILL, LACKING ANY EXPLANATION AND TRAINING IN CUE FOCUS AND RECOGNITION. THE LEARNER, UNLESS HE IS A WIZZARD AT SUCH THINGS, COULD NOT EASILY, IF AT ALL LEARN TO ENCODE MESSAGES USING SER AND ESTAR WITH PREDICATE ADJECTIVES (PRED.ADJS.) AFTER

A PURELY MANIPULATIVE PRESENTATION. THE DRILL, THEREFORE, IS OF VERY LITTLE COMMUNICATIVE VALUE WITHOUT THE KNOWLEDGE OF WHEN IT IS APPROPRIATE TO ENCODE USING EITHER SER OR ESTAR (THE TWO CONTRAST, DEPENDING ON THE INFORMATION ONE WANTS TO ENCODE) IN THIS ENVIRONMENT.

DLP 51:3 PREDICATE ADJECTIVES WITH SER; VISUAL-LINGUAL DRILL

TÚ		TACAÑ_
YO	SER	BRASILEÑ_
MARÍA		NUEV_

DLP 51:SUPP.#2 AND DLP 53:3 ARE BOTH VARIATIONS OF THE ABOVE DRILL.

TEACHING A CONCEPTUAL CONTRASTIVE ANALYSIS

PROGRAM 52; "PREDICATE ADJECTIVES AND OUR ORGANIZATION OF REALITY"

IT IS INTERESTING TO NOTICE THE OBVIOUS DIRECTION AND RELATIONSHIP THIS PROGRAM AND THE FOLLOWING ONE SHOW JUST FROM THEIR TITLES. THE NEXT PROGRAM, PROGRAM 53, READS: "PREDICATE ADJECTIVES AND THE SPANISH ORGANIZATION OF REALITY." COMPARE THE "OUR" OF PROGRAM 52 WITH THE "SPANISH" IN PROGRAM 53.

THE TWO PRINCIPAL CUES WHICH THE LEARNER MUST EVENTUALLY COME TO RECOGNIZE IN DECODING, AND SIGNAL IN ENCODING ARE CRITICAL SIGNALS IN SPANISH, AND THEY ARE CONTRASTIVE. THE CHOICE OF ONE SENDS QUITE A DIFFERENT MESSAGE THAN THE OTHER.

THE DISTINCTION LABELED BY THE TWO FORMS SER AND ESTAR WITH PREDICATE ADJECTIVES IS A CONCEPTUAL ONE. IT IS

NOT A LINGUISTIC ONE, EXCEPT IN THE SELECTION OF FORMS WHICH MERELY LABEL THE UNDERLYING CONCEPTS THEMSELVES. THE CONTRAST DEALS WITH THE SPANISH CONCEPTUALIZATION OF WHAT IS NORMAL, AND WHAT IS NOT NORMAL. IT IS A CONTRAST WHICH HAS NO LINGUISTIC MANIFESTATIONS IN ENGLISH BUT DOES IN SPANISH, MAKING THIS A LEARNING PROBLEM FOR ENGLISH SPEAKING LEARNERS OF SPANISH. THE CONTRAST ALSO HAPPENS TO BE ONE OF HIGH FREQUENCY OF OCCURRENCE. THE SPANIARD SELECTS ONE OF THE TWO LINGUISTIC FORMS (SER OR ESTAR) TO COMMUNICATE THE NORMATIVE CONCEPT OR A DEVIATION FROM THE NORM, RESPECTIVELY; AND UPON HEARING ONE OR THE OTHER OF THE VERBS (SER OR ESTAR) THE SPANIARD IS ABLE TO IMMEDIATELY DETERMINE (DECODE) WHETHER THE SPEAKER IS EXPRESSING WHAT IS A NORM OR A DEVIATION FROM A NORM. IN EFFECT, "THE SPANIARD ORGANIZES THE WORLD WITH PRECISELY THE SAME KIND OF LOGIC AS YOU DO." (SFC). (THIS NOTION IS IMPORTANT, AND INVITES THE INSTRUCTIONAL DESIGNER TO TAKE ADVANTAGE OF THE FACT IN EFFECTING A STRONG TRANSFER FROM KNOWLEDGE ALREADY IN THE REPERTOIRE OF THE NATIVE ENGLISH SPEAKER TO NEW SPANISH INFORMATION ON THE CONCEPTUAL LEVEL. AFTER THE ENGLISH SPEAKER IS INFORMED THAT HIS CONCEPTUAL PATTERNS (NOT THE LINGUISTIC ONES) OF ORGANIZATION AND HIS NATIVE INTUITIONS ABOUT NORMATIVENESS ARE THE SAME AS THE SPANIARDS, AND THAT HE MAY DEPEND ON THEM, IT ONLY REMAINS TO TEACH HIM THE LINGUISTIC FORMS THAT ARE USED TO LABEL EITHER A NORM OR A DEVIATION FROM ONE IN SPANISH.

THE PROBLEM REDUCES TO ONE OF CUE-FORM ASSOCIATION. THAT IS, TEACHING HIM WHICH LINGUISTIC FORM IS USED TO LABEL A NORM AND WHICH IS USED TO LABEL A DEVIATION.

"THE SPANIARD ALWAYS TELLS HIS HEARER WHETHER THE PREDICATE ADJECTIVE DESCRIBES THE NORM OR SOME DEVIATION FROM HIS NORM. HE DOES THIS IN A VERY NEAT AND SIMPLE WAY BY USING TWO VERBS WHERE YOU USE "TO BE". THE VERBS ARE SER AND ESTAR."(SFC, DLP 52)

THE PROGRAMMING OF THE INFORMATION WHICH THE LEARNER MUST ACQUIRE BEFORE MAKING THIS DISCRIMINATION ACCURATELY IS A VERY NOTEWORTHY EXAMPLE OF A CAREFUL APPLICATION OF THE GUIDED DISCOVERY TECHNIQUE. THE LEARNER IS LED THROUGH A MOST CAREFULLY CONSTRUCTED LOGICAL MAZE OF QUESTIONS AND EXAMPLES, PROGRESSING FROM HIS OWN CONCEPTUAL INTUITIONS RELATIVE TO THE CONCEPT OF NORMATIVENESS INTO THE SPANISH CONCEPTUAL ORDER. ALL THAT REMAINS THEN, IN THIS CASE, IS TO TEACH THE SPANISH LABELS WHICH COMMUNICATE THE NORMATIVE CONCEPT AND DEVIATION FROM IT.

THERE IS NO MYSTERY TO THE PROGRAMMING, NOR IS THERE ANYTHING IN IT WHICH A TEACHER OR TEXT WRITER CANNOT LEARN TO DO. ✓ IT REQUIRES ONLY A PRECISE AWARENESS OF THE CONCEPTUAL PROCESSES OF THE NATIVE AND TARGET LANGUAGES, AND THEIR SPEAKERS ORGANIZATION OF REALITY, PLUS A KNOWLEDGE OF HOW THE LINGUISTIC FORMS ARE RELATED TO THE CONCEPTUAL REALITIES THEY EXPRESS. ONCE IT IS DETERMINED

THAT THE NATIVE AND TARGET LANGUAGES SHARE SOMETHING IN COMMON, WHETHER CONCEPTUAL OR LINGUISTIC, THE INSTRUCTOR MAY DETERMINE HIS STARTING POINT OF INSTRUCTION, MAKING IT WHATEVER IT IS THAT IS THE COMMON EXPERIENCE.

BEGINNING WITH SOMETHING ALREADY KNOWN BY THE LEARNER HAS THE ADVANTAGE OF TAKING SOME OF THE STRANGENESS OUT OF THE TARGET LANGUAGE--THE STRANGENESS THAT THE LEARNER IS LIKELY TO FIND AND REJECT, OR FAIL TO REACT TO BECAUSE IT IS TOO FAR REMOVED FROM ANYTHING HE EXPERIENCES IN HIS OWN LANGUAGE BEHAVIOR.

THE POINT AT WHICH INSTRUCTION BEGINS IS RELATED DIRECTLY TO WHAT THE LEARNER ALREADY HAS IN HIS BEHAVIORAL REPERTOIRE. THIS KNOWLEDGE MAY THEN BE BUILT UPON.

PROGRAM 52 IS ENTITLED "PREDICATE ADJECTIVES AND OUR ORGANIZATION OF REALITY." IT IS AN INDUCTIVE (IN THE SENSE OF GUIDED DISCOVERY) CUE REVEALING SEQUENCE PRIMARILY, DESIGNED TO LEAD THE ENGLISH SPEAKER TO REALIZE CONSCIOUSLY AN ASPECT OF THE CONCEPTUAL ORGAINZATION OF HIS OWN ENVIRONMENT. IN DOING THIS <u>COMPLETE IGNORANCE IS ALWAYS ASSUMED</u>. THIS IS ANOTHER GUIDING PRINCIPLE OF SFC. IT MAY EVEN BE NECESSARY TO TEACH THE NATIVE SPEAKER ABOUT HIS OWN LANGUAGE ON A SUPERFICIAL LEVEL BEFORE EVEN GOING DOWN TO A CONCEPTUAL ONE WHICH IS APT TO BE BURIED BELOW CONSCIOUS AWARENESS. THE TASK ANALYSIS ASSUMES NOTHING, AND SEEKS TO SURFACE EVERYTHING

THAT WILL BE RELEVANT TO THE DEVELOPING TARGET LANGUAGE DISCUSSION BEGINNING WITH THE CONCEPT "ADJECTIVE", THEN "PREDICATE ADJECTIVE", ETC, WORKING WITHIN THE NATIVE SPEAKER'S REALM OF UNDERSTANDING AND FAMILIARITY FIRST. THIS INSTRUCTIONAL SEQUENCE BEGINS IN PROGRAM 52; FRAME 1.

PROGRAM 52;
FRAME
1: HERE IS A PHRASE WHICH HAS A NOUN AND FOUR ADJECTIVES: THOSE TWO BIG BLACK DOGS....
2: TWO OF THE FOUR ADJECTIVES PAINT A KIND OF WORD PICTURE OF THE DOGS. THEY ARE ___(BIG) AND ___(BLACK).
6: THIS PROGRAM DEALS ONLY WITH DESCRIPTIVE ADJECTIVES. [A SYNTACTIC DESCRIPTION OF THESE ADJECTIVES FOLLOWS IN THE PROGRAM.]
9: A PREDICATE ADJECTIVE IS ONE WHICH DESCRIBES THE SUBJECT OF THE SENTENCE AND COMES AFTER THE ___(VERB).
10: THIS PROGRAM DEALS ONLY WITH DESCRIPTIVE ADJECTIVES WHICH COME AFTER THE VERB "TO BE".

IN FRAME 10, HAVING DELIMITED AND DEFINED THE SUBJECT OF INTEREST, THE PROGRAM ENTERS ANOTHER PHASE OF INSTRUCTION. "LET'S SEE HOW MUCH LINGUISTIC LOGIC THERE IS LOCKED UP IN SENTENCES OF THIS TYPE...[THE DOG IS BIG.]" (SFC)

THIS IS A CUE REVELATION SEQUENCE, AND THE PROGRAM WILL ATTEMPT TO SURFACE THE NORMATIVE CONCEPT FROM WITHIN THE NATIVE ENGLISH SPEAKER'S INTUITION BEFORE ENTERING THE TARGET LANGUAGE AT ALL.

11: IN 1925 IT RAINED SO MUCH IN THE ATACAMA DESERT IN CHILE THAT THERE WAS A GREAT FLOOD. WAS THIS (1) NORMAL (2) ABNORMAL? (ABNORMAL)
12: WHAT IS YOUR NORM FOR DESERTS? (1) DRY (2) WET? (DRY)

21: WHAT IS THE NORM FOR MOST PEOPLE?
(1) THEY ARE HEALTHY.
(2) THEY ARE SICK. (THEY ARE HEALTHY.)

22: SO WHAT DOES MARÍA IS SICK TELL YOU?
(1) IT IS NATURAL FOR MARÍA TO BE SICK.
(2) SHE HAS CHANGED FROM THE NORMAL.
(2)

FRAME 27 BEGINS ANOTHER PHASE OF INSTRUCTION; AGAIN, A CUE REVELATION SEQUENCE, SEEKING TO SURFACE THE IDEA OF NORM RELATIVITY. IT WILL BE IMPORTANT TO KNOW ABOUT THIS AND BE ABLE TO IDENTIFY CASES OF IT BEFORE GOING OVER INTO THE TARGET LANGUAGE.

27: NOW STOP AND THINK. IS IS POSSIBLE FOR EVERYONE TO HAVE EXACTLY THE SAME NORM FOR EVERYTHING? NO. (SOME STUDENTS FEEL THAT SPANISH IS EASY; OTHERS THINK THAT IT IS HARD.)

FRAME 41 IS A TRANSFER FRAME. IT COULD JUST AS WELL HAVE PRESENTED ORALLY, IN AN IN-CLASS PRESENTATION, THE SAME MATERIAL, BUT REGARDLESS OF THE FORMAT OF DELIVERY, IT IS THE LINKING DEVICE WHICH COUPLES THE PREVIOUS DISCUSSION BASED ON ENGLISH SPEAKER'S LOGIC WITH A SPANISH SPEAKER'S LOGIC. MOST OF THIS FRAME HAS ALREADY BEEN QUOTED. TO REVIEW:

"THE SPANIARD ALWAYS TELLS HIS HEARER WHETHER THE PREDICATE ADJECTIVE DESCRIBES THE NORM OR SOME DEVIATION FROM HIS NORM. HE DOES THIS IN A VERY SIMPLE WAY BY USING TWO VERBS WHERE YOU USE 'TO BE'. THESE VERBS ARE SER AND ESTAR. YOU WILL LEARN HOW THE SPANIARD USES THEM TO HELP HIS HEARERS UNDERSTAND HIM BETTER IN THE NEXT PROGRAM."

THE LEARNER HAS BEEN TOLD, IN EFFECT, THAT HIS LINGUISTIC INTUITIONS WILL TRANSFER DIRECTLY INTO THE TARGET LANGUAGE ON THE CONCEPTUAL LEVEL--THAT ALL HE USED TO KNOW ONLY INTUITIVELY, BUT NOW KNOWS CONSCIOUSLY, CAN BE RELIED UPON TO ENCODE MESSAGES IN THE TARGET LANGUAGE. THE NEXT PHASE OF INSTRUCTION

MUST MOVE THE LEARNER, THAT IS, TRANSFER HIM INTO MORE OF A SPANISH CONTEXT, SO THAT HE MAY BEGIN TO SPOT THE CUES WHICH HAVE JUST BEEN REVEALED TO HIM, IN SPANISH SETTINGS. THIS WILL BE DONE GRADUALLY, AND OVER A LONG PERIOD OF INSTRUCTION, BUILDING ENGLISH CONTEXTS WHICH CONTAIN THE SPANISH CUES FIRST, BEFORE GOING INTO A COMPLETE SPANISH ENVIRONMENT.

THE GUIDED DISCOVERY TECHNIQUE EXEMPLIFIED

DLP 55
CUE FOCUS--IN-CLASS PRESENTATION
THIS EXERCISE USES A SERIES OF VISUAL AIDS IN THE FORM OF POSTERS OBTAINED FROM A VISUAL GRAMMAR OF SPANISH (1961, #'s 15-27)

THE DELIVERY IN CLASS, DONE ORALLY AND WITH THE ASSISTANCE OF THE PICTORIAL CUES, PROVIDES AN ELEMENT OF REALIA TO ASSOCIATE THE LINGUISTIC FORMS WITH. THE POSTERS ARE ESPECIALLY DESIGNED TO CAPTURE THE CRITICAL, DISTINGUISHING CUES IN PICTURES, SO THAT THE LEARNER MAY RESPOND TO THEM AS HE WOULD SENTENCE CONTEXTS CONTAINING THE CUES. POSTERS 15-27 ARE SPECIFICALLY DESIGNED FOR THIS SEQUENCE. THEY HIGHLIGHT THE IMPORTANT CUES FOR THE USE OF SER AND ESTAR WITH PREDICATE ADJECTIVES (PRED.ADJS.) AND ATTEMPT TO BLOCK OUT ANY COMPETING OR DISTRACTING ELEMENTS WHICH MIGHT ACCIDENTLY ACQUIRE FORCE, AND LATER SERVE AS INAPPROPRIATE CUES.

THIS IN-CLASS PRESENTATION IS ONE OF THE BEST EXAMPLES OF GUIDED DISCOVERY, AND OF THE TECHNIQUE OF STRUCTURING THE LEARNING SITUATION SO THAT IT CONTAINS ONLY THE NECESSARY CUES IN THE FOREFRONT, SUBORDINATING OTHER IRRELEVANT INFORMATION. THE SEQUENCE IS PRESENTED IMMEDIATELY BELOW AND IN ITS COMPLETE FORM.

DLP 55:2 SER VS. ESTAR WITH PREDICATE ADJECTIVES: CONTACT LESSON. POSTERS 15-27.

" IN YOUR LAST PROGRAM YOU DISCOVERED THAT IN ENGLISH YOU USE 'TO BE' WITH PREDICATE ADJECTIVES TO SAY MANY DIFFERENT THINGS. PRECISELY WHAT YOU SAY HAS TO BE FIGURED OUT LOGICALLY

BY ANALYZING THE CONTEXT AND THE SITUATION. THE SPANIARDS DO NOT HAVE TO WORK SO HARD WHEN THEY TALK TO EACH OTHER. THEY USE SER AND ESTAR TO SIGNAL THE MEANING OF WHAT THEY ARE SAYING. LET'S SEE HOW THIS WORKS. (SHOW ONE POSTER AT A TIME, AND LEAVE THEM ON DISPLAY AS THE STORY UNFOLDS.)

(15) HERE IS PEDRO. YOU HAVE NEVER SEEN HIM BEFORE. WHAT IS YOUR FIRST IMPRESSION ABOUT HIS SIZE? IT CAN HARDLY BE ANYTHING BUT PEDRO ES GORDO. WHO CAN TRANSLATE GORDO? (FAT). PETER IS FAT. NOW LET'S LOOK AT A PART OF PEDRO'S LIFE. ONE DAY PEDRO IS INTRODUCED TO JUANITO.

(16) JUANITO, LIKE YOU, HAS NEVER SEEN PEDRO BEFORE. AND LIKE YOU, HIS FIRST IMPRESSION ABOUT HIS SIZE IS THAT HE'S FAT. SO WHEN HE GOES AWAY...

(17) ...HE TAKES THAT FIRST IMPRESSION WITH HIM IN HIS MEMORY. IF SOMEONE SAYS, "WHAT'S PEDRO LIKE," HE WILL SAY, _____ (PEDRO ES GORDO.) ONE DAY PEDRO GETS A TERRIBLE VIRUS, AND FINALLY HE BECOMES SO SICK HE HAS...

(18)...TO GO TO THE HOSPITAL. HE IS THERE A LONG TIME, AND WHEN HE FINALLY COMES OUT, HE HAS REALLY CHANGED.

NOTE THE CUE: "CHANGED"--DEVIATION FROM THE NORM. THIS CUES "ESTA".

(19) HOW HAS HE CHANGED? (HE HAS LOST A LOT OF WEIGHT) NOW, PEDRO ESTÁ FLACO (PEDRO IS THIN.)

NOTE THE CUE FOCUS HERE, AS WELL AS THE TRANSFER AND CUE-FORM ASSOCIATION.

THE SPANIARD TELLS US THAT PEDRO HAS CHANGED BY USING ESTAR: PEDRO ESTÁ FLACO.

NOW JUANITO COMES ALONG AND...

(20)...SEES HIS FRIEND FOR THE FIRST TIME SINCE HE HAS LOST SO MUCH WEIGHT.

NOTE THE CUE AGAIN: "CHANGE"

JUANITO IS AMAZED AT THE CHANGE IN PEDRO, AND NOW HE HAS A REAL LINGUISTIC PROBLEM.

NOTE THE CUE-FORM ASSOCIATION, AS WELL AS THE CONTRAST BETWEEN SER--NORM; AND ESTAR--DEVIATION.

(21) HE REMEMBERED HIS OLD IMPRESSION OF PEDRO, HIS OLD NORM, PEDRO ES GORDO, AND SEES THAT THIS IS IN CONFLICT WITH THE CHANGE IN PEDRO, PEDRO ESTÁ FLACO...."

THERE IS A CAUTION APPENDED TO THIS PRESENTATION, WRITTEN IN AS A NOTE FOR THE TEACHER, AND REFLECTS A CONCERN IN SFC FOR THE ACCURACY OF ITS RULES. IT STATES THAT "IF YOU HAPPEN TO GROW UP WITH THE OLD RULE THAT SER IS USED TO EXPRESS A PERMANENT CHARACTERISTIC AND ESTAR A TEMPORARY CONDITION, IT IS USEFUL TO RECALL THAT THERE IS NOTHING MORE PERMANENT THAN OLD AGE (¡QUE VIEJO ESTÁ!), AND NOTHING MORE TEMPORARY AND FLEETING THAN YOUTH, [ES MUY JOVEN.]

DLP 55:3
CUE RECOGNITION; AND CUE-FORM ASSOCIATION
ENGLISH CONTEXTS (NOT SPANISH--YET)
SER/ESTAR WITH PRED.ADJS.
THIS IS THE BEGINNING OF A LENGTHY SERIES OF EXERCISES OF THIS TYPE, NEEDED TO INTERNALIZE THE CONCEPTS WHICH ARE LABELED BY THE VERBAL SIGNALS SER AND ESTAR WITH PREDICATE ADJECTIVES. NOTICE HOW THE LEARNING ENVIRONMENT IS STRUCTURED SO AS TO HIGHLIGHT THE IMPORTANT CUES.

DLP 55:3 SER VS. ESTAR: SITUATIONAL DISCRIMINATION DRILL

REMIND [STUDENTS] THAT SER + PRED. ADJ. INDICATES FIRST IMPRESSION OR NORM. ESTAR SIGNALS A CHANGE FROM THE NORM. GIVE THE FOLLOWING SITUATIONS; STUDENTS WRITE SER OR ESTAR AFTER CORRESPONDING NUMBER...."

SER MUST BE USED HERE AS "THE EARTH IS ROUND" STATES A NORM ABOUT THE EARTH.

...(1) A GLOBE OF THE EARTH SHOULD PROVE TO EVERYONE THAT THE EARTH IS ROUND. (SER)

(2) IT RAINS VERY LITTLE IN DESERTS. DESERTS ARE DRY. (SON).

DLP 53:4
MANIPULATIVE
SER WITH PRED. ADJS. (INDIRECT)
SEE DLP 51:3 ABOVE; THIS IS A VARIATION OF IT.

DLP 55:8
CUE RECOGNITION AND RULE VERBALIZATION
SER/ESTAR WITH PRED. ADJS.

DLP 55:8 PRE-TEST PRACTICE: SER V. ESTAR ON ALL USES TAUGHT SO FAR.

STUDENTS GIVE THE RIGHT FORM OF THE VERB AND THE CUE FOR CHOOSING IT.

(1) ¿DÓNDE ____ EL PAPEL? (ESTÁ: LOCATION+ ENTITY + DEF. ARTICLE)

PROGRAM 53, "PREDICATE ADJECTIVES AND THE SPANISH ORGANIZATION OF REALITY"

PROGRAM 53;
FRAME

RECALL OF PREVIOUS KNOWLEDGE.....
1: A PREDICATE ADJECTIVE MUST DESCRIBE THE SUBJECT OF THE SENTENCE. IS THERE A PREDICATE ADJECTIVE IN THIS SENTENCE? I WANT A NEW CAR. (NO)

CUE (RE-)FOCUS...2: A PREDICATE ADJ. MAY GIVE YOUR NORM FOR THE SUBJECT (GRASS IS GREEN) OR STATE THAT SOMETHING HAS HAPPENED TO THE SUBJECT...THAT IS, IT HAS ____ (CHANGED) (THE GRASS IS BROWN.)

TRANSFER FRAME...3: THE SPANIARD RECOGNIZES THE SAME NATURAL PROCESSES AS YOU DO. FOR HIM IT IS NORMAL FOR THE SUN TO BE HOT,...FOR THE EARTH TO BE ROUND, ETC.... TO STATE A NATURAL LAW THE SPANIARD USES THE VERB ____ (SER) AND A PREDICATE ADJECTIVE.

CUE-FORM ASSOCIATION.....

"SETTING" THE LEARNER

5: DO YOU REMEMBER THIS SENTENCE FROM PROGRAM 52? [THE NEXT FEW FRAMES RECALL PREVIOUS INSTRUCTION SIMILAR TO THE PEDRO ES GORDO SEQUENCE ABOVE.]

"DO YOU REMEMBER".....
EVEN A SINGLE, SIMPLE SENTENCE LIKE THIS CAN "SET" THE LEARNER AND PREPARE HIM FOR AN UPCOMING EXERCISE.

THIS IS ACCOMPLISHED BY CHOOSING A SIMPLE SENTENCE LIKE "DO YOU REMEMBER?... OR BY RE-ENTERING A FAMILIAR EXAMPLE OR DRILL FORMAT WHICH SERVES TO RECALL AN ENTIRE FRAME OF REFERENCE FROM PREVIOUS LEARNINGS. IT IS A VERY ECONOMICAL FOCUSSING TECHNIQUE USED VERY OFTEN IN SFC AS A MEANS OF RAPIDLY TRANSFERING ALL PREVIOUSLY LEARNED MATERIAL TO NEW MATERIAL, AS WELL AS TO REVIEW THE OLD MATERIAL. A SENTENCE LIKE "DO YOU REMEMBER?... CAN HAVE STRONG EVOCATIVE POWER, AND CAN BRING ALL THE CUES AND FORMER TRAINING TO THE FOREFRONT.

MADELINE HUNTER (1971, 16) DISCUSSES "SETTING" THE LEARNER. SHE PROVIDES SOME VERY ILLUSTRATIVE AND ENTERTAINING EXAMPLES OF THE POWER THIS SIMPLE TECHNIQUE HOLDS.

> A VIVID DEMONSTRATION OF TRANSFER OF 'SET' CAN BE OBSERVED IF YOU ASK A STUDENT TO COMPLETE 'BOB HAD A DOG, MARY HAD A _____.' IN MOST CASES YOU CAN ACCURATELY PREDICT THAT TRANSFER FROM PAST LEARNING WILL PRODUCE 'CAT' AS THE ANSWER. BY CHANGING THE 'SET TO PERFORM' TO NURSERY RHYMES YOU CAN ALMOST GUARANTEE A DIFFERENT TYPE OF RESPONSE WILL TRANSFER INTO THE ANSWER. TRY STIMULATING HIS RESPONSE BY 'HICKORY DICKORY DOCK, THE MOUSE RAN UP THE CLOCK,' MARY HAD A _____'. WE'LL BET YOU'LL GET 'LITTLE LAMB.' POWERFUL, ISN'T IT?...
>
> LET'S TRY SOME FIRST HAND EXPERIENCE WITH THIS 'SET TO PERFORM' AS YOU BECOME A LEARNER AND DO THIS PROBLEM IN ADDITION. 'A BUS LEFT THE DEPOT WITH FIVE PASSENGERS AND THE DRIVER. AT THE FIRST STOP IT PICKED UP SIX MORE PASSENGERS. AT THE NEXT STOP SEVEN MORE GOT ON. (ARE YOU ADDING?) AT THE NEXT STOP THREE PASSENGERS GOT OFF AND ONLY ONE GOT ON. THE FOLLOWING STOP ADDED SIX MORE PASSENGERS. THE NEXT STOP ADDED NINE NEW PASSENGERS BUT FOUR OF THE PREVIOUS PERSONS GOT OFF. IF YOU HAVE BEEN ADDING ACCURATELY, YOU HAVE THE ANSWER TO OUR QUESTION: HOW MANY TIMES DID THE BUS STOP?

IF YOU ARE LIKE MOST READERS, YOU'RE TYPICAL SET TO DEAL WITH 'ALL' NUMBERS IN A PROBLEM TRANSFERED INTO YOUR PRESENT BEHAVIOR AND YOU WERE ADDING AND SUBTRACTING (IN SPITE OF THE INSTRUCTION THAT THIS WAS AN ADDITION PROBLEM). YOUR 'SET' FROM PAST EXPERIENCE NEGATIVELY TRANSFERRED AND INTERFERED WITH PRESENT PERFORMANCE.

MANY CLASSROOM ERRORS RESULT FROM THE INAPPROPRIATE TRANSFER OF 'SET TO PERFORM'. THE INTRODUCTION TO ANY LESSON SHOULD INCLUDE FOCUSSING THE STUDENT ON THE LEARNING TO BE ACCOMPLISHED AND THE IDENTIFICATION OF HIS OWN APPROPRIATE 'SET TO PERFORM', THEREBY INCREASING THE PROBABILITY THAT HE WILL SELECT A SET FROM THE REPERTOIRE HE HAS DEVELOPED IN PREVIOUS LEARNINGS WHICH WILL YIELD POSITIVE TRANSFER TO HIS CURRENT ENDEAVOR.

PROGRAM 53 CONTINUED;
FRAME
28: YOU HAVE LEARNED THAT THE SPANIARD SEES THE WORLD ALMOST EXACTLY LIKE YOU DO BUT THAT HE HAS TO TELL HIS HEARER ABOUT THIS BY CHOOSING BETWEEN SER AND ESTAR.

WHAT FOLLOWS IS A CUE RECOGNITION SEQUENCE.

..... LET'S SEE, NOW, IF YOU CAN CHOOSE LIKE A SPANIARD....

DLP 56:4
CUE RECOGNITION AND CUE FOCUS
(REVIEWED)
SER/ESTAR WITH PRED. ADJS.
SEE DLP 55:2; THIS IS A VARIATION OF IT.

DLP 56:4 SER VS. ESTAR WITH PRED. ADJS.

NOTE THE 'SET TO LEARN'

.....YESTERDAY YOU LEARNED THAT WHEN PEDRO LOST WEIGHT, THE CHANGE WAS REPORTED WITH ESTAR; PEDRO ESTÁ FLACO. YOU WILL SEE IN THE PICTURES I'M GOING TO SHOW YOU THAT THERE ARE OTHER CUES FOR CHOOSING ESTAR.

WHAT FOLLOWS IS ANOTHER SEQUENCE SIMILAR TO THE PEDRO ES GORDO ONE. THIS TIME IT IS CALLED LOS PINOS SON/ESTAN RECTOS. THE NEW INFORMATION PRESENTED CONCERNS ITSELF WITH DUAL NORMS.

DLP 56:5
CUE RECOGNITION
SER/ESTAR WITH PRED. ADJS.
ENGLISH CONTEXTS
SEE DLP 55:3; THIS IS A
VARIATION OF IT.

DLP 57:9
CUE RECOGNITION
SER/ESTAR WITH PRED. ADJS.
VARIATION OF DLP 55:3 ABOVE

PROGRAM 55; "MORE ON SER AND ESTAR"
CUE RECOGNITION PROGRAM
SER/ESTAR WITH PRED' ADJS.
THERE IS AN IMPORTANT NOTE CONCERNING PERCEIVED PURPOSE IN THIS PROGRAM, AND IT SERVES TO MOTIVATE THE LEARNER AS WELL AS TO HELP THE READER SEE HOW RELEVANT HIS STUDY IS ON THIS PRESENT LANGUAGE SAMPLE.

BY NOW YOU UNDERSTAND PRETTY WELL WHAT CUES YOU TO CHOOSE BETWEEN SER OR ESTAR WITH PREDICATE ADJECTIVES. HOWEVER, TO LEARN TO TALK SPANISH LIKE A NATIVE, YOU HAVE TO LEARN TO SPOT THE CUES AND SELECT THE VERB WITHOUT REALLY THINKING ABOUT THE PROCESS CONSCIOUSLY. THIS TAKES A LOT OF PRACTICE. LOOK AT EACH FRAME BELOW AND SEE HOW FAST YOU CAN DECIDE WHETHER YOU WOULD USE SER OR ESTAR.

PROGRAM 55;
FRAME
1: THE WATER IN THE POT IS HOT.
(ESTAR)

DLP 58:2
CUE FOCUS (REVIEWED)
SER/ESTAR WITH PRED. ADJS.
THE CUE FOCUS EXERCISE IS OFTEN HEAVILY PROMPTED, AND CONTAINS A LOT OF INFORMATION WHICH, BY DESIGN, MAKES THE CUES STAND OUT RELATIVE TO OTHER INFORMATION.

THIS MAY BE OBSERVED IN THE EXAMPLES GIVEN ON THE NEXT PAGE.

DLP 58:2 SER vs. ESTAR--PREDICATE ADJECTIVES. SITUATIONAL DISCRIMINATION DRILL

THIS IS A PICTURE OF A PLACE NEAR THE SOUTH POLE....PACO, QUE TIEMPO HACE AQUI? [THE TEACHER ASKS A STUDENT WHAT THE WEATHER IS LIKE AT THE SOUTH POLE.]
(HACE FRIO) [IT'S COLD.]

NOTE THE CUE: "NORM". ..... PEOPLE WHO WORK IN THIS LAND HAVE A NORM FOR THE TEMPERATURE OF THE WATER. IT IS COLD, SER OR ESTAR (SER)

DLP 59:4
CUE RECOGNITION
SER/ESTAR WITH PRED. ADJS.
VARIATION OF DLP 56:5

DLP 59:4 SER vs. ESTAR--SITUATIONAL DISCRIMINATION DRILL

TOCAMBI LIVES IN THE JUNGLE OF THE UPPER AMAZON. YOU DESCRIBE ICE CREAM TO HIM AND TELL HIM IT IS COLD. (SER)

NOTE THE NUMBER OF EXAMPLES AND VARIED CONTEXTS IN WHICH THIS EXERCISE IS SET. THE CONSIDERATION IS ONE OF ADEQUATE GENERALIZATION OF THE CUE-SPOTTING BEHAVIOR TO A WIDE RANGE OF SITUATIONS.

DLP 59:11
QUASI-COMMUNICATIVE
SER (INDIRECT)
SEE DLP 32:8 ABOVE.

DLP 60:PAGE 6
TEST: CUE RECOGNITION
SER/ESTAR IN
SPANISH CONTEXTS
THIS IS A TERMINAL SEQUENCE. THERE ARE NO PROMPTS, BUT THE LEARNER HAS BEEN SHOWN REPEATEDLY AND HAS BEEN MORE THAN AMPLY PRACTICED IN RECOGNIZING AND RESPONDING TO THE CUES SIGNALING A LINGUISTIC CHOICE.

DLP 60:PAGE 6; TEST. SER/ESTAR

CUES	
LOCATION + ENTITY...	(1) ¿DÓNDE ___ MI CUADERNO?
TELLING TIME	(2) YA ___ LAS CINCO DE LA MAÑANA.
EQUATION.....	(3) MI PROFESOR DE ESPAÑOL ___ CHILENO.
DE + ORIGIN.....	(4) NOSOTROS ___ DE BUENOS AIRES.
STATE OF HEALTH.....	(5) YO NO ___ MUY BIEN HOY.

DLP 61:12
CUE RECOGNITION
SER/ESTAR
ENGLISH CONTEXTS
VARIATION OF DLP 56:5

NOTE THAT THE EXAMPLE INDICATES CONTEXTUALLY THAT WHAT IS NORMALLY EXPECTED (HOT WATER FROM A HOT WATER TAP) IS VIOLATED BY THE REALITY OF THE SITUATION (COLD WATER). THIS IS A CUE FOR ESTAR. THE LEARNER MUST PICK THIS UP IN ORDER TO RESPOND CORRECTLY. EVENTUALLY HE WILL HAVE TO DO THIS IN REAL COMMUNICATION. UNTIL THAT TIME, THE LEARNING SITUATION WILL HAVE TO BE CONSTRUCTED ARTIFICIALLY FOR HIM, BUT APPROXIMATING THE REALITY HE WILL EVENTUALLY COME FACE TO FACE WITH.

THE STUDENT
DLP 61:12 SER/ESTAR--MUST CHOOSE.
(1)

YES, I'M SURE THAT THIS IS THE HOT WATER TAP, BUT THE WATER IS COLD. (ESTAR)

DLP 62:11
CUE RECOGNITION AND RULE VERBALIZATION
SER/ESTAR
AGAIN, SPOTTING THE CUES IS NOT ACCEPTED AS TOTAL PROOF OF HAVING ACQUIRED A PRINCIPLE. THE RULE IS ALSO VERBALIZED, SO THE COMPLETE BEHAVIOR (CUE VERBALIZATION

RECOGNITION) BECOMES OBSERVABLE TO THE INSTRUCTOR.

THE LEARNER IS INFORMED OF A QUIZ ON THIS TYPE OF EXERCISE IN THE NEXT CLASS.

DLP 62:11 SER VS. ESTAR

HAVE EACH STUDENT GIVE THE REASON FOR HIS CHOICE OF VERB....

(1) PANCHO Y ENRIQUE___ EN LAS MONTANAS. (ESTAR/SER) (ESTAR)

(LOCATION + UNMODIFIED PROPER NOUN)

PROGRAM 60; "PRE-TEST PRACTICE: ALL USES OF SER, ESTAR AND HABER"
CUE (RE-)FOCUS AND RECOGNITION (REVIEWED)
IN KEEPING WITH THE SFC PHILOSOPHY OF GIVING THE LEARNER EVERY OPPORTUNITY TO ACCOMPLISH THE SPECIFIED LEARNING OBJECTIVES, THIS REVIEW PROGRAM OPPORTUNELY PRECEDES THE QUIZ TO BE GIVEN IN THE NEXT CLASS. IT IS A REVIEW OF THE PRINCIPLES AND CUES FOR USE OF THE ABOVE THREE VERBS. THE FRAMES CONTAIN INFORMATION ON USAGE PRESENTING EACH PRINCIPLE FROM SEVERAL POINTS OF VIEW. CONCLUDING THE PROGRAM IS AN UNPROMPTED TERMINAL CUE RECOGNITION SEQUENCE BY WHICH THE LEARNER MAY CONFIRM HIS UNDERSTANDING OF THE MATERIAL TO BE QUIZZED, OR HIS NEED FOR FURTHER PRACTICE.

THE PROGRAM IS AN ORDERLY REVIEW, COVERING THE FOUR NECESSARY POINTS OF INSTRUCTION RELATED TO THESE LANGUAGE SAMPLES, MUCH AS IS STATED IN THE QUOTE BELOW FROM PROGRAM 61 ITSELF.

> HERE IS WHAT YOU NEED TO KNOW:
> 1. THE MORPHOLOGY OF EACH VERB: THE FORMS .
> 2. WHICH ONES STAND IN CONTRAST WITH EACH OTHER.
> 3. WHAT THE CONTRAST DEALS WITH.
> 4. THE CUES FOR CHOICE.

THE CONTENT OF THE PROGRAM, AS HAS BEEN SUGGESTED, IS FIRST REVEALED TO THE TEACHER OR LANGUAGE ANALYST BY CAREFUL, CONCEPTUAL CONTRASTIVE ANALYSIS OF THE NATIVE AND TARGET LANGUAGES FOR EACH LANGUAGE SAMPLE STUDIED. THIS NEEDS TO BE DONE EARLY,

PREFERABLE, BEFORE INSTRUCTION IS ATTEMPTED, SO THAT NONE OF THE ESSENTIAL STEPS ARE OMITTED.

DLP 63:2
Q10Z
CUE RECOGNITION
SER/ESTAR--ALL USES
BOTH ENGLISH AND
SPANISH CONTEXTS

PART I

DLP 63:2 SER/ESTAR WITH PREDICATE ADJS.

SITUATIONAL DISCRIMINATION IN ENGLISH

(1) MANY PEOPLE IN LATIN AMERICA STILL BELIEVE IN GHOSTS. REBECA THINKS SHE HAS JUST SEEN A GHOST. SHE RUNS INTO THE HOUSE. SHE IS PALE. (ESTÁ)

PART II

CUE RECOGNITION--ALL USES

(1) ¿DE DÓNDE ____ USTEDES? (SON)

PROGRAM 65; "TENER VERSUS 'TO BE'...."
CUE REVELATION

IT SHOULD BE MENTIONED AT THIS POINT THAT ANOTHER SPANISH VERB WHICH TRANSLATED 'TO BE' HAS BEEN PRESENTED IN PROGRAMS AND EXERCISES IN THE CLASSROOM. ITS USE IS DETERMINED AND DELIMITED BY A SET THAT IS CONSISTENTLY USED WITH THIS VERB. THE VERB IS HACER, AND ITS SYSTEMIC DISTRIBUTION IS AS FOLLOWS. IT IS USED AS AN EQUIVALENT OF 'TO BE' TO SPEAK OF CLIMATOLOGICAL CONDITIONS RENDERED IN ENGLISH BY SUCH EXAMPLES AS: IT'S WINDY, AND IT'S HOT. PROGRAM 41; FRAME 7 INDICATES THAT "TO LEARN TO TALK ABOUT THE WEATHER IN SPANISH YOU HAVE TO LEARN TWO THINGS. FIRST, THE BASIC PATTERN: HACER + NOUN. SECOND, THE

COMPLETE SET OF WEATHER NOUNS THAT COMBINE WITH HACER...."

THE FIFTH SPANISH VERB TRANSLATING 'TO BE' IS TREATED IN THIS PROGRAM, AND IS 'TENER'.

THE TENER SAMPLE IS TAUGHT AS A SET-DETERMINED SIGNAL, MEANING, THERE IS A SET OF LANGUAGE-LABELED ELEMENTS WHICH SIGNAL TENER IN DEFINABLE SYNTACTIC PATTERNS. IT HAPPENS THAT THERE ARE RELATED LANGUAGE SAMPLES IN ENGLISH. KNOWING THAT SFC SEARCHES OUT THESE KINDS OF SIMILARITIES FOR BUILDING UPON, IT MIGHT BE SUSPECTED THAT INSTRUCTION WILL BEGIN WITH WHATEVER BEHAVIOR THE NATIVE LANGUAGE SPEAKER ALREADY POSSESSES.

WHAT IS BEING EFFECTED IN THIS TEACHING SEQUENCE IS A POSITIVE SYNTACTIC TRANSFER--AS OPPOSED TO FORMERLY STUDIED POSITIVE CONCEPTUAL TRANSFERS WITH SER AND ESTAR USED WITH PREDICATE ADJECTIVES. IN A VERY REAL SENSE, THE TENER SAMPLE IS WHAT MAY TRULY BE CALLED A 'PATTERNED SAMPLE'. AND THE METHOD IS QUITE DIRECT WHEN IT COMES TO TEACHING IT. THE STUDENTS HAVE TO LEARN ONLY A COUPLE OF SIMPLE FACTS IN ORDER TO BE ABLE TO DEAL WITH THE VERB, TENER, IN THIS ENVIRONMENT. ONE IS THE SET OF ELEMENTS THAT SIGNALS TENER MUST BE USED. THIS SET IS PRE-CODING ACTIVITY, BEING REAL THINGS THEMSELVES, NOT MERELY LINGUISTIC ENTITIES. AS THE LEARNER IS ALREADY FAMILIAR WITH MOST OF THE ELEMENTS OF THIS SET AS THEY ARE LABELED IN SPANISH, IT REMAINS ONLY TO ORGANIZE THE SET IN TERMS

THE UNIFYING OR COMMON DEFINING FEATURE(S) OF ALL OF ITS ELEMENTS. THE SECOND IS THE SYNTACTIC PATTERN THAT IS USED WITH TENER AND THIS SET OF ELEMENTS.

PROGRAM 65 IS ANOTHER GOOD EXAMPLE OF THE GUIDED DISCOVERY TECHNIQUE OF SURFACING NATIVE SPEAKER BEHAVIOR FROM THE SUBCONSCIOUS, AND ORGANIZING IT IN A USEFUL MANNER. SOME FRAMES WILL BE PRESENTED FROM THIS PROGRAM SO IT CAN BE OBSERVED HOW THE CRITICAL INFORMATION IS PRESENTED.

PROGRAM 65;

FRAME

6: COPY AND FILL IN THE COMMAND FORM HAVE AND BE. ___ CARE! ___ CAREFUL!

THIS IS A ... CUE REVELATION SEQUENCE, TO REVEAL THE SYNTACTIC PATTERN CUE.

7: WHAT TELLS YOU TO CHOOSE BETWEEN 'TO HAVE' AND 'TO BE'? LOOK AT THE PARTS OF SPEECH OF THE WORDS THAT COME AFTER 'TO HAVE' AND 'TO BE'.

HAVE IS FOLLOWED BY A _____ (NOUN)

8: BE IS FOLLOWED BY AN _____ (ADJ.)

9: THE PART OF SPEECH WHICH FOLLOWS THE VERB TELLS YOU WHICH VERB TO USE.

THESE ARE TRANSFER FRAMES. ...

10: IN SPANISH, AS IN ENGLISH THE PART OF SPEECH TELLS YOU WHAT VERB TO USE.

...12: HE, THE SPANIARD DOES NOT SAY 'I AM HEAT' FOR THE SAME REASON THAT YOU DO NOT SAY IT OR 'I AM A FEVER.' THE NOUN 'FEVER' TELLS YOU TO SAY 'I HAVE A FEVER.' NOW WATCH YOUR LOGIC. THE NOUN CALOR TELLS THE SPANIARD TO SAY: (1) YO HAGO CALOR. (2) YO TENGO CALOR. (2)

THIS IS A CUE RECOGNITION FRAME.

14: THE SPANIARD USES HACER + CALOR OR FRÍO TO DESCRIBE THE WEATHER TEMPERATURE. BUT ____ + CALOR OR FRÍO TO DESCRIBE PEOPLE. (TENER)

15: WHAT VERBS DOES THE SPANIARD USE TO DESCRIBE THE TEMPERATURE OF THINGS?

____ (SER) AND ____ (ESTAR)

THIS IS A CUE FOCUS FRAME, GIVING THE CUE "NOUN".

19: WE CAN SAY IN ENGLISH EITHER 'HE HAS A GREAT THIRST' OR 'HE IS VERY THIRSTY.' SPANISH USES ONLY THE NOUN SED TO SAY THIS. YOU WILL USE THE VERB____ (TENER).

DLP's 68:2.7
69:3
70:6,10 ALL DRILL THE TENER PATTERN (WITH NOUNS) IN A VERY SIMPLE BUT HIGHLY INTENSIFIED DRILL SCHEDULE.

DLP 68:2,7 AND 11; DLP 69:3, 70:6, 10
THE FOLLOWING IS ON THE BOARD:

I AM: HOT, COLD, HUNGRY, THIRSTY, SLEEPY, CAREFUL, RIGHT, 15 YEARS OLD

THE DIRECTIONS TO THE LEARNER READ:

POINT TO APPROPRIATE WORD AS YOU GIVE REPETITION DRILL AND TO CUE IN IDENTIFICATION DRILL. HAVE STUDENTS RESPOND WITH FULL SENTENCES.

ONCE THIS SET..... IS TAUGHT, THE PATTERN CAN BE DRILLED IN A FAMILIAR 'PATTERN PRACTICE'.

TENGO: CALOR, FRÍO, HAMBRE, SED, SUEÑO, CUIDADO, RAZÓN, QUINCE AÑOS

PROGRAM 68; "MORE PRACTICE IN SITUATIONAL DISCRIMINATION"
CUE FOCUS SEQUENCE (REVIEWED) AND CUE RECOGNITION
ALL FORMS OF 'TO BE' STUDIED (THE 5 VERBS) ARE REVIEWED IN THIS PROGRAM IN CUE RECOGNITION FRAMES. FRAME FOUR VERBALIZES THE GENERALIZATION 'DISCOVERED' IN THE LAST PROGRAM ON TENER.

PROGRAM 68;
FRAME
4: TO USE TENER THE SPANIARD HAS TO HAVE SOMETHING. THIS SOMETHING IS LABELED BY A NOUN, THE OBJECT OF THE VERB. THE NOUN OBJECT CUES THE USE OF TENER TO TRANSLATE 'TO BE'. HERE IS THE SET OF NOUNS THAT CUE THIS CHOICE...

NOTE THE CUE FOCUS...

TENGO			I AM	
CALOR	SUEÑO		HOT	TIRED
FRÍO	CUIDADO		COLD	CAREFUL
HAMBRE	RAZÓN		HUNGRY	RIGHT
SED	15 AÑOS		THIRSTY	15 YRS.

FRAME 12 STATES: "YOUR CRITICAL ANALYSIS OF THE PATTERN TELLS YOU WHEN TO USE TENER OR HACER. YOUR ANALYSIS OF REALITY TELLS YOU WHEN TO USE SER OR ESTAR."

THIS CONTRAST IS RESPONSIBLE FOR THE TWO DIFFERENT LEARNING STRATEGIES DESCRIBED IN THE ABOVE QUOTED FRAMES AND EXERCISES. ONE, THE FORMER, DEALING WITH SER AND ESTAR WITH PREDICATE NECESSARILY INVOLVES A GOOD DEAL OF PRECODING ACTIVITY TRAINING IN BOTH THE NATIVE AND TARGET LANGUAGES SINCE BOTH ENGLISH AND SPANISH WERE FOUND TO SHARE SO MUCH PRECODING ACTIVITY IN COMMON RELATIVE TO THESE LANGUAGE SAMPLES. THE LATTER, WITH TENER AND HACER, ARE INVOLVED TO A GREATER EXTENT WITH SYNTACTIC CONSIDERATIONS WITH ONLY SOME SET-BUILDING ACTIVITY ON THE PRECODING LEVEL, AND THEREFORE REQUIRE MUCH LESS INSTRUCTION IN PRECODING BEHAVIOR.

DLP 72:3
PATTERN PRACTICE--TENER
MANIPULATIVE--TRANSLATION
DRILL

DLP 72:3 TENER VS. 'TO BE':

WE ARE THIRSTY.
TENEMOS SED.
WE ARE FOURTEEN YEARS OLD.
WE ARE COLD.
WE ARE VERY CAREFUL.

DLP 73:5
CUE RECOGNITION
FORMS OF 'TO BE'
TRANSLATION DRILL

DLP 73:5 REVIEW: CUES TO USE ESTAR HABER, HACER, SER, TENER

IT IS WINDY.
IT IS COLD.
HE IS COLD.
HE IS AN ARGENTINIAN.
HE IS FINE.
THERE'S A GAUCHO IN THE RODEO.

PROGRAM 71; "HOW MUCH HAVE YOU LEARNED"
A CUERECOGNITION PROGRAM
PROGRAM 71 CONTAINS AN UNPROMPTED CUE-RECOGNITION SEQUENCE USING SPANISH EQUIVALENTS OF 'TO BE'.

DLP 74:2
CUE RECOGNITION
SER/ESTAR WITH PRED. ADJS.
ENGLISH CONTEXTS
THIS IS A LATE PICK-UP ACTIVITY
AND VARIATION OF DLP 55:5

DLP 74:2 SER VS. ESTAR:
SITUATIONAL DISCRIMINATION DRILL

THE FRONT LEFT TIRE IS FLAT. (ESTAR)

DLP 74:5
CUE RECOGNITION
SPANISH EQUIVALENTS OF 'TO BE'
SPANISH CONTEXTS
PRE-TEST PRACTICE
THIS DRILL CONTAINS INCOMPLETE SPANISH SENTENCES WHICH ARE UNPROMPTED EXCEPT BY CONTEXT. THE LEARNER MUST RECOGNIZE THE CUES AND FORMULATE THE APPROPRIATE RESPONSE. THIS IS AN EASY TASK AFTER THE TRAINING THE LEARNER HAS ALREADY UNDERGONE.

DLP 74:5 PRE-TEST PRACTICE

(1) ¡CARAY, HOMBRE! ____ MUCHO CALOR ESTA MAÑANA. (HACE)

THERE ARE TEN PROBLEMS LIKE THIS.

PROGRAM 72; "SELECTIVE SELF-HELP"
PART 1, EQUIVALENTS OF 'TO BE'
CUE RECOGNITION
ENGLISH CONTEXTS
UNPROMPTED SEQUENCE

PROGRAM 72;
FRAME
1: SAY THAT THE AIR TEMPERATURE IS VERY LOW. (HACE MUCHO FRÍO.)
16: LOCATE ELLAS IN CARACAS. (ELLAS ESTÁN EN CARACAS.)

DLP 75:PART C
CUE RECOGNITION
FINAL EXAM
SER/ESTAR WITH PRED. ADJS.
ENGLISH CONTEXTS

DLP 75 First Semester Final Exam
Part C; ser/estar with pred adjs.
Situational Discrimination Drill

(2) Is the water hot enough to boil yet? (estar)

Part E
Cue Recognition
All forms of 'to be'
Spanish contexts

Part E; all forms of 'to be'

(2) Anita____ mucho frío (tener)
(12) Tomas____ venezolano. (es)

This exercise marks the end of the semester of SFC instruction.

DLP 79:11
Cue (re-)Focus and
Cue Recognition
Estar

DLP 79:11 Estar: Self Study and Written Practice

Individual study and practice. Students are directed to "read the generalization about the morphology of estar and... [do the written exercises.]"

DLP 80:7 and
DLP 81:8 and
DLP 83:supp.#1 and
DLP 84:10 are the same as DLP 79:11 immediately above, working with Ser, Estar, Haber.

This concludes the presentation of the forms of 'to be' in SFC. There is no further exercise which specifically focusses on any of these verbs, though the material just presented is thoroughly integrated in the context of many future exercises.

CHAPTER VI

COMING AND GOING IN ENGLISH AND SPANISH-- CONCEPTUAL CONTRASTIVE ANALYSIS REVISITED

SFC, IN DLP 54:1 TALKS ABOUT "THE UNIVERSE OF DISCOURSE IN COMMUNICATION", INDICATING THAT "MOST PEOPLE ARE AWARE OF THE FACT THAT CONTEXT OFTEN PROVIDES THE ONLY CLUE TO THE MEANING OF AMBIGUOUS WORDS. MUCH LESS ATTENTION, HOWEVER, IS GIVEN TO AN EQUALLY IMPORTANT FACT; NAMELY, THAT THE PHYSICAL ENVIRONMENT IN WHICH SPEECH TAKES PLACE PLAYS A MAJOR ROLE IN DETERMINING WHAT IS SAID, AND WHAT THE MEANING IS TO BE. FOR THE PRESENT INSTANCE, THE SPANISH ORGANIZATION OF THE UNIVERSE OF DISCOURSE IS SO DRASTICALLY DIFFERENT FROM THE ENGLISH THAT THE LEARNER INTUITIVELY REJECTS IT AS ILLOGICAL, MEANINGLESS, AND CONFUSING. THIS COUNTER-INTUITIVE REACTION CAN EFFECTIVELY BLOCK LEARNING IF THE STUDENT IS NOT FINALLY CONVINCED THAT THE SPANISH WAY OF ORGANIZING REALITY IS A LOGICAL ALTERNATIVE TO THE ENGLISH. YOUR PRIME TASK, IN THIS REVIEW, IS TO OVERCOME THE STUDENTS' INTUITIVE NEGATIVISM.

IF YOU CANNOT CONVINCE THEM THAT THE SPANISH LOGIC IS A VALID ALTERNATIVE TO THEIRS, THEY WILL NOT RESPOND TO THE CUES FOR CHOICE.

THEIR PROBLEM, IN A VERY REAL SENSE, IS PSYCHOLOGICAL, NOT LINGUISTIC, AND YOU MUST HELP THEM ADJUST TO A WAY OF

DEALING WITH REALITY WHICH THEIR INTUITION REJECTS. THEY WILL MAKE THE ADJUSTMENT WITH MUCH LESS DIFFICULTY AND SUBSEQUENT TRAUMA IF YOU BRING THEIR SUBCONSCIOUS REACTIONS TO THE SURFACE AND DESCRIBE THEM IN A SYMPATHETIC AND UNDERSTANDING FASHION."

PROGRAM 51, "TO GO AND TO COME: IR VS. VENIR"

BY WAY OF A PREVIEW OF THE STRATEGY THAT THIS INSTRUCTIONAL SEQUENCE WILL TAKE, IT WILL BE ONE THAT IS IN PART ALREADY FAMILIAR TO THE READER. THERE WILL BE A GUIDED DISCOVERY CUE REVELATION SEQUENCE IN ENGLISH. THIS WILL SERVE TO SURFACE NATIVE ENGLISH SPEAKER INTUITION ABOUT INFORMATION RELEVANT TO THE SPANISH WAY OF ORGANIZING THE EVENTS OF 'COMING' AND 'GOING', AS WELL AS A CUE FOCUS AND CUE RECOGNITION SEQUENCE.

A TRANSFER SEQUENCE MEDIATED THE TRANSITION FROM NATIVE LANGUAGE ORGANIZATIONAL PATTERNS THAT DEAL WITH COMING AND GOING TO THOSE SAME PATTERNS IN THE TARGET LANGUAGE. AND FINALLY, THERE WILL BE LABELS ATTACHED TO THE CONCEPTS OF COMING AND GOING IN THE TARGET LANGUAGE. SYSTEM FIRST, THEN SURFACE FEATURES. MUCH OF THE TEACHING WILL BE ON THE PRECODING LEVEL.

THIS IS PERHAPS THE MOST INTERESTING SAMPLE IN SFC PRESENTED SO FAR. IT IS A CASE IN WHICH ONLY A SMALL PART OF ENGLISH SPEAKER INTUITION WILL POSITIVIELY TRANSFER

INTO THE TARGET LANGUAGE ON A PRECODING LEVEL. IF TOO MUCH OF THE NATIVE SYSTEM IS ALLOWED TO CARRY OVER UNCHECKED, MISENCODED MESSAGES ARE SURE TO RESULT. THIS SAMPLE, THEREFORE, WILL REQUIRE SOME TRANSFER, INDEED, BUT IT WILL REQUIRE EVEN MORE TRAINING IN THE AREA OF REBUILDING THE NATIVE ENGLISH SPEAKER'S PRECODING BEHAVIOR ACCORDING TO THE BLUEPRINT OF THE SPANIARD'S.

THERE ARE MANY EXERCISES THAT ARE GIVEN FOR THE SOLE PURPOSE OF IMPLANTING THE SPANISH SYSTEM IN THE SUBCONSCIOUS OF THE ENGLISH SPEAKER, ANTICIPATING THE CUE RECOGNITION AND LABELING PROCESSES, SO THAT HE WILL ULTIMATELY ACQUIRE MUCH THE SAME COMMAND OVER THIS SAMPLE OF LANGUAGE AS NATIVE SPANISH SPEAKERS EXHIBIT.

THE LEARNER WILL BE CONFRONTED WITH TWO CONTRASTING ORGANIZATIONAL SYSTEMS, HIS OWN AND THE SPANIARD'S. CONSEQUENTLY, HE MUST KNOW AT WHICH POINTS THE SYSTEMS CLASH IN ORDER TO ENCODE THE ACTS OF COMING AND GOING AS THE SPANIARD DOES. IT IS WORTH REPEATING THAT THE PROBLEM IS NOT PRIMARILY A LINGUISTIC ONE AS WAS THAT OF THE <u>TENER</u> SAMPLE, BUT IS, RATHER, A CONCEPTUAL ONE AT FIRST. NO TRANSLATIONAL EQUIVALENTS WILL COMPLETELY SATISFY THE REQUIREMENT THAT THE POINTS AT WHICH BOTH SPEAKERS CONCEPTUALIZE DIFFERENTLY WILL BE UNDERSTOOD, SO THAT ACCURATE ENCODING CONSISTENTLY IS THE RESULT. THE CONCEPTUAL DIFFERENCES MUST BE RECOGNIZED CONSCIOUSLY,

AND THIS REQUIRES SPECIFIC INSTRUCTION IN THAT BEHAVIOR.

THE PROBLEM HERE IS INESCAPABLY ONE OF ESTABLISHING A CONTROL OVER THE CONCEPTUAL CONTRAST AT HAND BEFORE ENTERING THE LINGUISTIC REALM, FOR ONCE THE SYSTEM UNDERLYING THE LINGUISTIC FORMS IS LEARNED, THE REMAINING INSTRUCTION CAN CONCENTRATE ON THE GREATLY SIMPLIFIED PROBLEM OF THE MORPHOLOGY AND SYNTAX OF THE VERBS AND SENTENCES USING THE VERBS.

SURFACING PRECODING ACTIVITY

IF A CONTRASTIVE ANALYSIS HAS REVEALED A BEHAVIOR ALREADY PRESENT IN THE LEARNER WHICH IS AT ALL SIMILAR TO THE NEW BEHAVIOR TO BE BUILT INTO HIM, A TRANSFER FROM THE NATIVE TO THE TARGET LANGUAGE CAN BE MADE.

AS AN EXAMPLE, THE VERBAL SYSTEMS OF ENGLISH AND SPANISH BOTH USE AND CAUSATIVELY SEEM TO RELY ON THE FEATURES OR 'CUES' OF CYCLICITY, ORDER AND ASPECT OF THEIR VERBS. THESE FEATURES ON VERBS RESTRICT THEIR USAGE TO CERTAIN ENVIRONMENTS. THERE ARE MANY SIMILARITIES ON THE PRECODING LEVEL BETWEEN ENGLISH AND SPANISH WITH RESPECT TO THESE FEATURES, A POINT THAT SHOULD BE TAKEN ADVANTAGE OF BY THE INSTRUCTIONAL DESIGNER IN DECIDING WHERE TO BEGIN WHEN NO OTHER SIMILARITIES CAN BE FOUND.

WHILE THE NATIVE SPEAKERS OF THESE TWO LANGUAGES MAY BE FUNCTIONING LINGUISTICALLY IN TERMS OF THESE DISTINCTIVE

FEATURES, IT MAY BE IMPOSSIBLE FOR THEM TO EXPLAIN THE SYSTEM UNDERLYING THEIR USE. WITHOUT SOPHISTICATED LINGUISTIC TRAINING THEIR OWN ENCODING ACTIVITY IS OFTEN A MYSTERY TO THEM.

THIS BEING THE CASE, WITH THE LOGICAL TRANSFER POINT BETWEEN SPANISH AND ENGLISH ON THE PRECODING LEVEL, BEGINNING INSTRUCTION ON THE MORE SUPERFICIAL LINGUISTIC LEVEL (AS THE AUDIO-LINGUAL METHOD DOES) MAKES THE MISTAKE OF BYPASSING THE IMPORTANT PRECODING CUES ALTOGETHER AND COMPLICATES FUTURE LEARNING OF THE CORRECT DISTRIBUTION OF THE LANGUAGE SAMPLE.

IN THE PRECODING SYSTEM LIE THE PATTERNS OF PERCEPTION AND CONCEPTUALIZATION WHICH ARE TRANSFERRED TO THE LINGUISTIC ORDER SO AS TO MORE OR LESS FAITHFULLY REPRESENT THEM SYMBOLICALLY WHEN THE NEED TO COMMUNICATE ABOUT PERCEIVED REALITY COMES ABOUT. ON THIS LEVEL, LANGUAGES, IT SEEMS, MAY RESEMBLE EACH OTHER A GREAT DEAL, EVEN THOUGH THE RESPONSE LEVELS DIFFER VASTLY. THE FORM IS MERELY A MATTER OF MORPHOLOGY AND SYNTAX--MANIFESTATIONS OF THE UNDERLYING SYSTEM. BUT THE FORM CAN BE TEMPORARILY DISREGARDED IN FAVOR OF TEACHING THE UNDERLYING SYSTEM. THE FORM WITHOUT THE SYSTEM, AFTER ALL, IS USELESS.

THE PRECODING-ENCODING CONJOINING MECHANISMS IN BOTH LANGUAGES HAVE TO BE DETERMINED SO THAT THE CRITICAL CUES BY WHICH THE PRECODING ACTIVITY ASSUMES LINGUISTIC FORM

MAY BE REVEALED.

THE SECOND PROCEDURE SHOULD BE AN ATTEMPT TO DETERMINE THE EXTENT OF SIMILARITY OF THE CONJOINING DEVICES IN THE NATIVE AND TARGET LANGUAGES SO THAT THE LEARNER MAY BE CORRECTLY INFORMED AS TO HOW MUCH OF HIS OWN CONJOINING SYSTEM (RELATING CUES AND FORMS) IS TRANSFERABLE TO THE TARGET LANGUAGE PRECODING SYSTEM.

A THIRD STEP SHOULD THEN FILL OUT WHATEVER PART(S) OF THE TARGET LANGUAGE SYSTEM REMAIN AFTER ALL THAT THE NATIVE SYSTEM CAN TRANSFER HAS BEEN, IN FACT, TRANSFERED.

IT SHOULD BE MORE CLEAR, NOW, THAT THE SYSTEM (PRECODING) CAN HARDLY BE BYPASSED IF THE NATURE OF THE SIMILARITY BETWEEN NATIVE AND TARGET LANGUAGES IS ON THE PRECODING LEVEL, AND THAT INTUITED STUIULI MUST BE SURFACED IN ORDER FOR A PROGRAM TO DEAL EFFECTIVELY WITH THEM IN BUILDING TRANSFERS. IN THE FIRST PLACE, BEHAVIORAL PSYCHOLOGY DOES NOT DEAL WITH INVISIBLE ENTITIES SUCH AS INTUITED STIMULI OR SUBCONSCIOUS BEHAVIOR OF THE PRECODING LEVEL, AND NEITHER CAN THE TEACHER. INSTEAD, THEY ALL MUST DEAL WITH OBSERVABLE ENTITIES LIKE FEATURES OR CUES.

A PARTICULARLY THORNY PROBLEM IN TEACHING ENGLISH SPEAKERS THE SPANISH SUBJUNCTIVE CAN BE MADE MUCH EASIER BY MAKING THE ENGLISH SPEAKER CONSCIOUSLY AWARE OF THE USE OF THE

SUBJUNCTIVE IN ENGLISH (YES, THERE IS A SUBJUNCTIVE IN ENGLISH, ALSO) BEFORE TRANSFERING OVER TO THE SPANISH LANGUAGE. AGAIN, THE TWO LANGUAGES SHARE MANY PROPERTIES IN COMMON ON THIS SAMPLE, THOUGH THEY ARE NOT ON THE PRECODING LEVEL AS CONCEPTUAL BEHAVIOR, BUT ARE ON THE LINGUISTIC LEVEL, INSTEAD.

WITH A MINIMAL PAIR SUCH AS INSISTÍ EN QUE ESTABA/
INSISTÍ EN QUE ESTUVIERA,

TEACHING MAY BE FACILITATED BY BASING AN EXPLANATION OF THE CHOICE OF SUBJUNCTIVE VERSUS INDICATIVE ABOVE ON THE LEARNER'S NATIVE TONGUE. THE IDENTICAL CONTRAST EXISTS IN ENGLISH IN THE PAIR I INSISTED THAT HE WAS THERE/
I INSISTED THAT HE BE THERE,

WHICH ALSO HAPPENS TO BE THE TRANSLATION OF THE SPANISH SENTENCES ABOVE. THE CUES ARE PRECISELY THE SAME IN BOTH LANGUAGES: A SUBJUNCTIVE VERB IN A CLAUSE SUBORDINATE TO AN INDEPENDENT CLAUSE WHOSE VERB IS ONE OF INFLUENCE ON THE SUBJECT OF THE SUBORDINATE CLAUSE. WHERE 'BE' OCCURS ABOVE IN THE ENGLISH VARIANT, THE SPANIARD USES THE SUBJUNCTIVE, SO THAT ON A STRUCTURAL LEVEL THERE IS AN IMMEDIATE BASIS FOR TRANSFER TRAINING AS SOON AS THE STRUCTURAL CUES WHICH THE NATIVE ENGLISH SPEAKER IS INTUITIVELY USING ARE BROUGHT TO HIS ATTENTION.

UNFORTUNATELY, WHAT IS OFTEN DONE IN TEACHING THIS MINIMAL PAIR IN SPANISH IS TO GO DIRECTLY TO THE STRUCTURAL CUES IN SPANISH, BYPASSING THE VERY SAME CUES WHICH THE NATIVE

ENGLISH SPEAKER ALREADY HAS IN HIS OWN LANGUAGE BACKGROUND.

THE EFFECTIVENESS OF THE LEARNING OF THE NEW BEHAVIOR MAY BE THWARTED SEVERELY BECAUSE, IN EFFECT, A NEW BEHAVIOR IS BEING TAUGHT FROM GROUND ZERO WHEN THE SAME BEHAVIOR COULD BEGIN WITH A STRONG RESPONSE ALREADY IN THE LEARNER AND ATTACHING THE NEW LEARNING TO IT.

THYME (1966, 220) EXPRESSES AN IMPORTANT CONSIDERATION CONCERNING TRANSFERS OF THE KIND BEING TALKED ABOUT.

> IF THE FORCEFUL FEATURE OF THE PRESENT SITUATION [IN THIS CASE, COMING AND GOING] IS INDEED THE CUE OF SOME ESTABLISHED INSTANCE OF LEARNING... THE LEARNER WILL RESPOND TO THE PRESENT SITUATION AS HE RESPONDS IN THAT ESTABLISHED INSTANCE, FOR THE REASON THAT THE PRESENT INSTANCE 'IS' A CASE OF THAT VERY INSTANCE.

WHAT THYME HAS INDICATED ABOVE IS THE CASE OF A POSITIVE TRANSFER WHICH MAY BE EFFECTED WHEN THE OLD AND NEW BEHAVIORS ARE SIMILAR. THAT IS NOT THE CASE WITH COMING AND GOING IN ENGLISH AND SPANISH. WITH RESPECT TO A CASE IN WHICH THE BEHAVIORS ARE NOT SIMILAR VALDMAN CONTINUES:

> THE SHARING OF THE COMPONENT AND THE SIMILARITY BETWEEN TWO SITUATIONS CANNOT DETERMINE THE DIRECTION OF TRANSFER, AND RELATES ONLY TO THE ISSUE OF WHETHER THERE WILL BE TRANSFER AT ALL.

IN THIS CASE, THE ENGLISH SPEAKER WILL BRING SOME INFORMATION FROM HIS OWN SYSTEM WHICH EVENTUALLY WILL CAUSE INAPPROPRIATE ENCODING IF IT COPIES INTO SPANISH WITHOUT

CHECKING IT BY MODIFYING HIS ENCODING SYSTEM SO IT ASSUMES THE FORM OF THE SPANISH ONE.

THE TECHNIQUE OF TRANSFER EXEMPLIFIED

PROGRAM 51 BEGINS BY CLEARLY ESTABLISHING ITS PURPOSE AND DIRECTION FOR THE LEARNER.

PROGRAM 51;
FRAME
2: YOU CANNOT LEARN WHAT CUES YOU TO USE IR AND VENIR IN SPANISH UNTIL YOU UNDERSTAND THAT SPANISH LOOKS AT THE ACTIONS OF COMING AND GOING FROM A DIFFERENT POINT OF VIEW THAN ENGLISH. MUST YOU FIRST UNDERSTAND THE USES AND MEANINGS OF 'GO' AND 'COME' IN ENGLISH BEFORE YOU CAN LEARN HOW SPANISH IS DIFFERENT? (YES)

IN THIS PROGRAM THE GENERALIZATIONS THAT GOVERN THE USE OF COMING AND GOING IN ENGLISH ARE PRESENTED TWICE. BELOW, THE SECOND CUE REVELATION STEP IS SHOWN IN ITS DEVELOPMENT AS WELL AS THE CUE FOCUS FRAME THAT VERBALIZES THE GENERALIZATION FOR THE LEARNER.

FRAME
17: SOMEONE KNOCKS AT YOUR DOOR. YOU ARE IN THE KITCHEN.... YOU LEAVE THE KITCHEN AND MOVE TOWARD THE DOOR, ARE YOU (1) GOING TO THE DOOR? (2) COMING TO THE DOOR? (1)
18: BEFORE YOU GET TO THE DOOR, THERE IS ANOTHER KNOCK AND A CALL, "ANYBODY HOME?" YOU SAY (1) I'M GOING. (2) I'M COMING. (2)

CUE FOCUS ON "POINT OF VIEW"

19: IN FRAME 17, YOU WERE GOING TO THE DOOR. IN FRAME 18 YOU SAID, "I'M COMING." WHOSE POINT OF VIEW WERE YOU USING WHEN YOU PICKED 'COME' INSTEAD OF 'GO' TO ANSWER THE PERSON AT THE DOOR? (THE PERSON AT THE DOOR.)

THE EXPECTED TRANSFER FRAME WILL APPEAR VERY SHORTLY IN THE PROGRAM. THE ABOVE SEQUENCE WAS WORKING WITHIN THE ENGLISH SPEAKER'S REALM OF ORGANIZATION OF REALITY AND IT IS NECESSARY TO MOVE OVER INTO THE SPANISH SYSTEM, STILL ON AN ORGANIZATIONAL

PLANE. BUT A WORD SHOULD BE SAID ABOUT THE NATURE OF THIS TRANSFER BEFORE IT IS ACTUALLY MADE BECAUSE IT DIFFERS MARKEDLY FROM OTHER TRANSFER FRAMES WHICH HAVE BEEN DISCUSSED. THIS IS BECAUSE THE MATERIAL WITH WHICH THE TRANSFER DEALS IS DIFFERENT FROM PREVIOUS MATERIAL.

A MAJOR REWORKING OF THE ENGLISH SPEAKER'S PRECODING ACTIVITY RELATIVE TO THIS SAMPLE WILL HAVE TO OCCUR BECAUSE, WHILE THE ENGLISH SPEAKER USES TWO POINTS OF VIEW IN SPEAKING OF COMING AND GOING, THE SPANISH SPEAKER USES ONLY ONE--HIS OWN. CONSEQUENTLY, IN THE DESIGN OF SUBSEQUENT INSTRUCTION, THE LEARNER MUST BE TOLD HOW MUCH OF HIS INTUITION HE MAY RELY ON, AND MUST LEARN HOW MUCH HE CAN NOT. FROM THERE, HIS OWN PATTERN OF CONCEPTUALIZATION WILL HAVE TO BE REBUILT 'A LA ESPAÑOL'.

BECAUSE OF THE CONCEPTUAL CONTRAST WORKING IN THIS PROGRAM AND IN THE EXERCISES TO FOLLOW, THE LEARNER IS NEVER LEFT TO FORGET THAT HIS SYSTEM IS NOT THE SAME AS THE ONE HE MUST ACQUIRE IN SPANISH. HE IS ALSO REPEATEDLY TOLD WHERE THE DIFFERENCE LIES. THE CONTRAST IS REITERATED IN EXAMPLE AFTER EXAMPLE AS WELL AS FRAME AFTER FRAME AD NAUSEUM.

WHEREAS IN PREVIOUS SAMPLES THERE WAS NO DANGER IN LETTING MOST OR PARTS OF THE NATIVE'S PRECODING ACTIVITY SEEP INTO THE SPANISH SYSTEM, HERE, WITH THE CONCEPTS OF 'COMING' AND 'GOING' SUCH SEEPAGE IS BOUND TO LEAD TO ENCODING ERRORS. PREVIOUSLY, INSTRUCTION WAS DESIGNED TO STRENGTHEN THE NOTION OF SIMILARITY; BUT HERE, IT IS THE NOTION OF DIFFERENCE WHICH IS STRESSED.

TRANSFER IS ACCOMPLISHED IN A CUE FOCUS FRAME WHICH, IN FACT, IS ALSO THE FRAME CONTAINING THE CONTRAST BETWEEN ENGLISH AND SPANISH. INSTRUCTION IS STILL INVOLVED WITH PRECODING BEHAVIOR.

FRAME
26: WE USE THE POINT OF VIEW OF THE PERSON TO WHOM WE ARE TALKING WHEN WE SAY, "I'M COMING." WE USE OUR OWN POINT OF VIEW WHEN WE SAY "I'M GOING." THE SPANIARD, IN SHARP CONTRAST WITH ENG-

LISH SPEAKERS, USES HIS OWN POINT OF VIEW IN CHOOSING BETWEEN IR AND VENIR.

FRAME 27, A CUE RECOGNITION FRAME, IS PREFACED BY AN INVITATION TO THE LEARNER: "LET'S PRACTICE READING THE CUES FOR CHOICE." NOTE THE PARALLELISM IN THE SEQUENCE BELOW IN FRAMES 31-34 IN WHICH THE LEARNER MUST CONCEPTUALIZE AS A SPANIARD, AND THE SEQUENCE OF FRAMES 17-19, IN WHICH HE CONCEPTUALIZED AS HE NORMALLY WOULD IN ENGLISH.

THE SEQUENCE IS OBVIOUSLY CONTRASTIVE REGARDING THE ENGLISH AND SPANISH SYSTEMS.

FRAME

31: YOU ARE IN THE KITCHEN WITH A RELATIVE.... SOMEONE KNOCKS AT THE FRONT DOOR. YOUR RELATIVE ASKS, "WILL YOU GO TO THE DOOR? DOES 'GO' MEAN MOVE THROUGH THE HOUSE TO THE DOOR? (YES)

32: WHICH VERB WILL YOU USE IN SPANISH? IR OR VENIR (IR)

33: ...THE PERSON AT THE DOOR KNOCKS AGAIN AND CALLS OUT, "ANYBODY HOME?" YOU NOW START FOR THE DOOR AND ANSWER, (1) I'M GOING." (2)"I'M COMING." (2)

34: WHAT WILL YOU SAY IN SPANISH? (1) YA VOY [I'M GOING.] (2) YA VENGO [I'M COMING.] (YA VOY)

THE ENTIRE SEQUENCE, INCLUDING THE CONTRAST IS PRESENTED AGAIN IN A SLIGHTLY DIFFERENT CONTEXT SO AS TO SHARPEN THE LEARNER'S CUE FOCUSSING BEHAVIOR AND PERCEPTION OF THE CONCEPTUAL CONTRAST BEING TAUGHT.

GUIDED DISCOVERY REVISITED

DLP 54:2
CUE FOCUS--COMING AND GOING; ENGLISH CONTEXTS

THIS PRESENTATION IS ANOTHER NOTE-WORTHY EXAMPLE OF AN IN-CLASS ORAL GUIDED DISCOVERY PROCESS AND IS GIVEN HERE IN ITS ENTIRETY TO THE RIGHT FOR OBSERVATION BY THE READER. THERE IS DEFINITELY A PATTERN THAT CAN BE OBSERVED. IT IS NOT AN UN-FAMILIAR ONE, AND CONTAINS THE STEPS (1) ENGLISH CUE FOCUS
(2) TRANSFER--BY CONTRAST
(3) SPANISH CUE REVELATION AND FOCUS.

DLP 54:2 COMING AND GOING

1. IF I SAY, "SO!" TO LOLA, WHICH DIRECTION WILL SHE MOVE? TOWARD ME OR AWAY FROM ME. (AWAY)
2. IF LOLA DESCRIBES HER MOVEMENT, WHAT WILL SHE SAY IN ENGLISH? (I'M GOING)
3. IF I SAY, "COME" TO LOLA, WHICH DIRECTION WILL SHE MOVE? (TOWARD ME)
4. IF LOLA DESCRIBES HER MOVEMENT, WHAT WILL SHE SAY IN ENGLISH? (I'M COMING)
5. LET'S PRETEND THAT LOLA WORKS IN THE SCHOOL OFFICE, AND IT IS FRIDAY. SHE IS AT HOME. I CALL HER UP FROM THE OFFICE AND SAY, "ASK YOUR MOTHER IF YOU CAN COME TO THE OFFICE TOMORROW." WHAT DOES LOLA SAY TO HER MOTHER? "MAY I COME TO THE OFFICE TOMORROW?"
"MAY I GO TO THE OFFICE TOMORROW?"
6. MOTHER SAYS, "YES", AND LOLA ANSWERS ME, "IT'S OK. I CAN COME TO THE OFFICE TOMORROW." WILL WHAT LOLA DOES BE THE SAME WHETHER SHE COMES TO THE OFFICE OR GOES TO THE OFFICE? (YES)
7. FROM WHOSE POINT OF VIEW IS SHE ORGANIZING THE DIRECTION OF MOVEMENT WHEN SHE USES "COME"? (MINE)
8. I ASK HER TO COME TO THE OFFICE AND SHE SAYS SHE WILL WHAT? (COME) SHE ANSWERS USING MY POINT OF VIEW.
9. FROM WHOSE POINT OF VIEW IS LOLA ORGANIZING THE DIRECTION OF MOVEMENT WHEN SHE ASKS HER MOTHER, "MAY I GO TO THE OFFICE TOMORROW?" (HERS)
10. IN ENGLISH I SAY, "COME" TO YOU AND YOU ANSWER USING THE SAME VERB AND MY POINT OF VIEW. HOWEVER, WHEN YOU TALK ABOUT THE SAME MOVEMENT TO ANYONE ELSE, WHAT VERB DO YOU USE? (GO)
11. SPANISH DIFFERS FROM ENGLISH BECAUSE EACH PERSON IN A CONVERSATION VIEWS THE DIRECTION OF MOVEMENT FROM HIS OWN POINT OF VIEW. IF I ASK LOLA, "VIENES A LA OFICINA MANANA?" WHAT VERB WILL SHE USE TO ANSWER, VENIR OR IR? (IR)
12. YOU ARE BUSY WHEN SOMEONE KNOCKS AT THE DOOR. THE KNOCK IS LIKE SAYING, "COME TO THE DOOR." YOUR ENGLISH INTUITION TELLS YOU TO SAY, "JUST A MINUTE,

DLP 65:2
CUE RECOGNITION
IR/VENIR
ENGLISH CONTEXTS
AT THIS POINT THE EXERCISE RE-ENTRY SCHEDULE BECOMES MORE RELAXED.
THIS DRILL IS A VARIATION OF DLP 55:7 ABOVE.

DLP 67:9
CUE RECOGNITION
IR/VENIR
SPANISH CONTEXTS

DLP 67:9 IR VS. VENIR: SITUATIONAL DISCRIMINATION DRILL

(1) EN EL BANCO EL SR. SÁNCHEZ PREGUNTA A SU AMIGO, ¿_____ (VIENE, VA) UD. A ESTE BANCO TODOS LOS VIERNES? (VIENE)

DLP 71:4
CUE RECOGNITION
IR/VENIR
SPANISH CONTEXTS
AND
DLP 73:2 (SAME)
VARIATIONS OF DLP 67:9

DLP 75: FINAL EXAM
IR/VENIR
VARIATION OF ABOVE EXERCISES IN SPANISH CONTEXTS.

THIS EXAM ITEM ENDS THE PRESENTATION IN SFC OF IR AND VENIR. AS WITH ALL THE FORMS OF 'TO BE', IR AND VENIR ARE OFTEN REINTEGRATED IN FUTURE MATERIAL, BUT WITHOUT SPECIFIC EXERCISES ON THIS SAMPLE.

I'M COMING." UNTIL YOU BEGIN TO THINK LIKE A SPANIARD, THIS SAME INTUITION WILL LIE TO YOU AND KEEP TELLING YOU IT'S WRONG TO SAY, "JUST A MINUTE. I'M GOING." UN MOMENTITO, YA VOY.

13. LET'S SEE HOW GOOD YOUR SPANISH THINKING IS. WHAT VERB WILL YOU USE IN THIS SITUATION. DINNER IS SERVED AND YOUR MOTHER SAYS, "COME TO DINNER." (VENIR)
14. YOU ARE WATCHING TV AND DO NOT HEAR HER. SHE SAYS LOUDLY, "ARE YOU COMING TO DINNER?" YOU ANSWER, "I'M COMING." (IR)....

BEFORE CONTINUING, STOP FOR A MOMENT TO REVIEW THE ORDER OF THE FOUR STEPS OR GENRES OF ACTIVITY THE LEARNER HAS JUST BEEN ENGAGED IN IN THE SEQUENCE ABOVE.

(1) 1-10: NATIVE LANGUAGE CUE REVELATION AND FOCUS.
(2) 11-12: TRANSFER FROM NATIVE TO TARGET LANGUAGES PRECODING LEVEL.
(3) 13-16: TARGET LANGUAGE CUE RECOGNITION.

DLP 55:7
CUE RECOGNITION
IR/VENIR
ENGLISH CONTEXTS

DLP 55:7 VENIR VS. IR: SITUATIONAL DISCRIMINATION DRILL

(1) YOUR MOTHER IS BUSY WHEN THE DOORBELL RINGS. SHE SAYS TO YOU, "WILL YOU GO TO THE DOOR?" (IR)

DLP 57:7
CUE RECOGNITION
IR/VENIR
SPANISH CONTEXTS

IF THIS SAMPLE HAD BEEN TAUGHT BY THE AUDIO-LINGUAL METHOD, OR BY ANY OTHER METHOD WHICH DID NOT TRAIN THE LEARNER TO RESPOND TO PRECODING CUES, ON WHAT BASIS WOULD HE BE ABLE TO RESPOND CORRECTLY TO PROBLEMS OF THIS TYPE? WITH THE CUES FOR CHOICE NOW KNOWN, THIS DISCRIMINATION IS GREATLY SIMPLIFIED.

DLP 59:2
CUE RECOGNITION
IR/VENIR
SPANISH CONTEXTS
VARIATION OF DLP 57:7 ABOVE.

(1) HUMANS ARE NOT COMPUTERS WHO, WHEN FED THE PRINCIPLES OF A GRAMMAR, UTTER ALL AND ONLY THE GRAMMATICAL SENTENCES OF THE LANGUAGE, MUCH AS A SENTENCE-GENERATING PIECE OF UNTHINKING MACHINERY.

(2) THE PROPERTIES AND RELATIONSHIPS OF THE REAL WORLD ARE NOT INDEPENDENT OF THE FORMS USED TO TALK ABOUT THEM. THAT IS, LANGUAGE DOES NOT EXIST APART FROM THE NEED TO USE IT TO COMMUNICATE ABOUT REAL THINGS.

(3) THERE ARE "PRECODING" DECISIONS WHICH GOVERN, AND ANTECEDE LINGUISTIC CHOICES, AND ARE AN IMPORTANT ASPECT OF NATIVE SPEAKER LINGUISTIC COMPETENCE. PRECODING ACTIVITY, FURTHERMORE, CAN AND SHOULD BE TAUGHT, IF THE LEARNER IS TO BE EQUIPPED AS THE TARGET LANGUAGE SPEAKER IS.

THE PRECODING ORDER CONTAINS THE PERCEPTIONS OF OUR REAL WORLD THAT WE THEN EXPRESS LINGUISTICALLY. WE KNOW THAT IDEAS ARE NOT GREEN OR COLORLESS, AND THAT THEY DO NOT SLEEP, FURIOUSLY OR OTHERWISE. CLINICALLY, PEOPLE WHO ENCODE MESSAGES THAT VIOLATE COGNITIVE CONSTRAINTS LIKE THAT ARE HIGHLY SUSPECT OF BEING MENTALLY DISADVANTAGED. OR ELSE, THEY ARE TRANSFORMATIONALISTS.

(4) "FOR CENTURIES THERE HAVE BEEN TEACHERS WHO, WITH ALMOST RELIGIOUS FERVOR, HAVE ADVOCATED THAT THE MOST EXPEDITIOUS WAY TO LEARN A SECOND LANGUAGE IS TO DUPLICATE THE LEARNING EXPERIENCES OF THE NATIVE CHILD. THIS APPROACH HAS NOW BEEN THOROUGHLY DISCREDITED." OR SO INDICATES DR. W.E. BULL (1971). RULES ARE ACCEPTABLE AND

ARE MORE EFFICIENT IN TEACHING THAN INDUCTIVE PROCEDURES, WHEN THEY ARE GIVEN, AND WHEN THEY ARE CORRECT STATEMENTS RATHER THAN MISLEADING OR UNINTERPRETABLE ONES.

(5) THE EVENTUAL GOAL OF INSTRUCTION MUST BE TO EQUIP THE LEARNER TO FUNCTION AS COMPETENTLY AND AS ACCURATELY AS THE NATIVE OF THE TARGET LANGUAGE. THIS CAN ONLY BE DONE BY ACCOUNTING FOR AND TEACHING TARGET LANGUAGE PRECODING ACTIVITY.

THE TEACHING STRATEGY OF SFC HAS BEEN ANALYZED INTO THIRTEEN GENRES OF ACTIVITY. ALL OF THEM WERE FOUND TO BE INCORPORATED INTO THE TEACHING OF ALL OF THE FOUR LANGUAGE SAMPLES STUDIED. ON A PRECODING LEVEL THERE MAY BE AS MANY AS EIGHT STEPS. FOUR OF THEM ENTAIL WORKING WITHIN THE NATIVE LANGUAGE. A FIFTH IS A TRANSFER FRAME OR EXERCISE GOING TO THE TARGET LANGUAGE FROM THE NATIVE LANGUAGE. AND THE REMAINING THREE THAT OCCUR ON THE PRECODING LEVEL ARE IN THE TARGET LANGUAGE. THERE ARE THREE MORE STEPS (GENRES OF ACTIVITY) THAT OCCUR WITHIN THE ENCODING ORDER, AS OPPOSED TO THE PRECODING ORDER. ALL THREE OF THESE INVOLVE THE TARGET LANGUAGE. THE TWELFTH AND THIRTEENTH ACTIVITIES ARE INVOLVED WITH THE DECODING PROCESS. DIAGRAMATICALLY, THE THREE MAIN AREAS OF FOCUS ARE:

PRECODING ACTIVITY---ENCODING ACTIVITY---DECODING ACTIVITY

THE FIRST GENRE OF INSTRUCTION MAY BE CALLED NATIVE LAN-

CHAPTER VII

DECODING VERSUS TRANSLATION

THERE IS SOME INSIGHT WHICH CAN BE GATHERED BY REVIEWING A HOMEWORK PROGRAM, NUMBER 49, REGARDING SFC'S INTEREST IN BUILDING A SPANISH, OR TARGET LANGUAGE FRAMEWORK OF CONCEPTUALIZATION AS WELL AS THE MORE SUPERFICIAL LINGUISTIC SYSTEM TO WHICH THE FORMER IS TIED. PART II OF PROGRAM 49 STATES:

"YOU HAVE NOW STUDIED SPANISH LONG ENOUGH TO BEGIN TO BE AWARE OF AN IMPORTANT FACT. TO LEARN TO TALK LIKE A SPANIARD, YOU HAVE TO DO MORE THAN MEMORIZE PATTERNS AND WORDS. YOU HAVE TO LEARN TO THINK LIKE A SPANIARD AND TO SEE AND ORGANIZE REALITY IN HIS WAY. AS A SPEAKER OF ENGLISH YOU SEE THE WORLD THROUGH AN ENGLISH WINDOW. WHEN YOU START TO TALK SPANISH, YOU NEED TO PULL DOWN THE SHADE ON THAT WINDOW AND PULL UP THE SHADE ON THE SPANISH WINDOW.

IT MAY SEEM A BIT STRANGE AT FIRST, BUT THERE ARE TWO DIFFERENT WORLDS OUT THERE. YOU WON'T SEE THEM, HOWEVER, UNLESS YOU LOOK OUT A DIFFERENT WINDOW."

THIS BIT OF PHILOSOPHY OF LANGUAGE BECOMES APPARENT IN PRACTICE IN SFC MANY TIMES. FOR EXAMPLE OF THE EMPHASIS ON CONCEPTUALIZING 'A LA TARGET LANGUAGE' AN EXTRACT FROM PROGRAM 38, PART 2 ON WEATHER WILL BE EXAMINED VERY BRIEFLY.

PROGRAM 38;
FRAME
1: WHEN THE SPANIARD DESCRIBES THE WEATHER, HE USES THE VERB ____(HACER)
2: TO DESCRIBE PRESENT WEATHER HE USES ONLY ONE FORM. IT IS ____ (HACE)
3: THE TRANSLATION OF HACE CALOR IS _____ (IT IS HOT).
4: DOES HACE MEAN "IT IS" TO A SPANIARD? (NO) (THE ENGLISH TRANSLATION DOES NOT GIVE THE SPANISH MEANING.)
5: TO A SPANIARD THE MEANING OF HACE IN HACE CALOR IS (MAKES)_____. (THERE IS NO LOGICAL SUBJECT FOR HACE IN WEATHER EXPRESSIONS.)
6: BOTH "TO MAKE" AND HACER CANNOT STAND BY THEMSELVES. WHEN YOU MAKE, YOU MUST MAKE SOMETHING. THIS SOMETHING IS THE OBJECT OF THE VERB (THE DONE-TO) AND THE WORD FOR IT IS ALWAYS A NOUN. THE SPANISH NOUN WHICH IS A COGNATE OF

"FRESH" IS _____ (FRESCO).
COPY HACE FRESCO.

14: TRANSLATE "THE WEATHER IS BAD." (HACE MAL TIEMPO.)

15: THE WORD THAT COMES AFTER HACE IN ALL THESE EXAMPLES IS ALWAYS A NOUN: CALOR, VIENTO, TIEMPO, ETC. THE ENGLISH NOUN FOR CALOR IS NOT HOT BUT (HEAT). (SO HACE CALOR MEANS "MAKES HEAT.")

16: THE TRANSLATION OF HACE CALOR IS (IT IS HOT.)

17: HOT IS (1) A NOUN (2) AN ADJECTIVE. (2)

18: IN ENGLISH WE SAY "IT IS VERY HOT, AND VERY WINDY" BECAUSE "HOT", AND "WINDY" ARE USED AS ADJECTIVES. THE SPANIARD CANNOT USE MUY IN HIS TRANSLATION OF THESE WEATHER EXPRESSIONS BECAUSE MUY IS AN ADVERB AND CANNOT COMBINE WITH A NOUN (CALOR, TIEMPO, VIENTO, ETC.) HE CANNOT SAY, "MAKES VERY HEAT", HE MUST SAY, HACE (MUCHO) CALOR. (MAKES MUCH HEAT.)

19: DOES WHAT YOU SAY IN ENGLISH TELL YOU VERY MUCH ABOUT WHAT WORDS AND FORMS YOU WILL USE TO GIVE THE SAME MEANING IN SPANISH? (NO)

20: WILL YOU EVER LEARN TO UNDERSTAND SPANISH LIKE A SPANIARD IF YOU REALLY BELIEVE THAT HACE MUCHO VIENTO REALLY MEANS "IT IS VERY WINDY?" (NO)

THE POINT SEEMS TO BE THAT MEANING AND TRANSLATION ARE TWO DISTINCT ITEMS WHICH OUGHT TO BE KEPT SEPARATED IN THE LEARNER'S THINKING; SPANISH MUST REMAIN IN THE SPANISH SYSTEM AND ENGLISH IN THE ENGLISH SYSTEM SO THAT THE LEARNER DOES NOT DECODE SPANISH WITH HIS BUILT-IN ENGLISH RULES.

THE GREAT AMOUNT OF TIME AND EFFORT THAT HAVE GONE INTO TEACHING THE LEARNER TO THINK IN THE TARGET LANGUAGE BY OBEYING THE TARGET LANGUAGE SPEAKER'S CUES CAN BE UTTERLY DESTROYED IF IN THE PROCESS OF DECODING, THE TARGET SYSTEM IS VIOLATED. DECODING MUST STAY INSIDE THE TARGET SYSTEM. IT MAY IN ADDITION BE RELATED VIA TRANSLATION TO THE NATIVE'S, BUT ONLY WITH THE UNDERSTANDING THAT THERE ARE TWO DIFFERENT PROCESSES OF THOUGHT GOING ON.

THE RULE OF THUMB HERE IS TO BEGIN WITH THE TARGET LANGUAGE REALITY IN DECODING, THEN RELATE THIS TO THE REALITY AS IT IS PERCEIVED AND ENCODED IN THE NATIVE LANGUAGE.

THERE ARE A NUMBER OF PREDICTABLE DECODING ERRORS WHICH OCCUR WITH TOO GREAT A FREQUENCY IN SPANISH CLASSROOMS BECAUSE THE TWO WORLDS (THE NATIVE'S AND THE SPANIARD'S) ARE NOT CLEARLY KEPT APART DURING DECODING. THE RESULT IS AN ERROR SUCH AS

* SE LLAMA ES JUAN.

INSTEAD OF

SE LLAMA JUAN.

NOTE THAT BY A SIMPLE TEACHING DEVICE, AND SOME REMINDERS DURING THE LEARNING PROCESS OF THE ABOVE SAMPLE, THE SOURCE OF ERROR IS CLEARLY BROUGHT INTO FOCUS FOR THE LEARNER.

HIS NAME IS PEDRO BUT SE LLAMA PEPE.

*SE LLAMA ES JUAN IS A DECODING ERROR THAT IS THE RESULT OF TRANSLATING VIA THE ENGLISH SYSTEM FOR THE EQUIVALENT ENGLISH SAMPLE. THE RESULT IS THAT THE SPANISH SE LLAMA JUAN (HE CALLS HIMSELF JUAN) IS RENDERED SE LLAMA ES JUAN (HIS NAME IS JUAN) WHICH IS AN ANGLICIZED RENDERING OF THE SPANISH.

IN A SIMILAR WAY, TEACHING THE SENTENCE

HACE DOS DÍAS QUE LLEGÓ,

TRANSLATING IT VERY LOOSELY AS

HE ARRIVED TWO DAYS AGO,

GIVES AN ENGLISH GLOSS FOR THE SPANISH WHICH ACTUALLY STATES

MAKES TWO DAYS THAT HE ARRIVED,

AND DESTROYS ALL THE WORK THAT HAS BEEN PUT INTO EXPLAINING THE USE OF HACER AS A SPANISH PATTERN REFLECTING A SPANISH VIEW OF REALITY, MORE AKIN TO THE ENGLISH PATTERN

TWO AND THREE MAKE FIVE.

CHAPTER VIII

A MODEL OF A TEACHING STRATEGY FOR USE IN THE ESL CLASS AND IN TEXTS

IN ADDITION TO THE PAIR OF LANGUAGE SAMPLES PRESENTED IN THIS THESIS, OTHER SAMPLES WERE EXAMINED, BUT THEY DID NOT ADD ANYTHING NEW TO THE STATEMENT OF PHILOSOPHY OR TO THE STEPS THAT GROW FROM THAT PHILOSOPHY. ONLY TWO OF THE FOUR SAMPLES WERE RECORDED, AS THESE, (THE CONCEPTS OF COMING AND GOING IN SPANISH, AND THE FIVE SPANISH VERBS THAT CORRESPOND TO THE ENGLISH 'TO BE') WERE SUFFICIENT TO ILLUSTRATE THE POINTS THAT WERE CONSIDERED IMPORTANT. THE OTHER TWO SAMPLES ARE EXTENSIVE IN TERMS OF THE NUMBER OF EXAMPLES AND EXPLANATIONS GIVEN THEM AND WERE USED INSTEAD TO CORROBORATE THE FINDINGS DISCOVERED BY EXAMINING THE TWO RECORDED SAMPLES. THE LATTER SAMPLES DID VERIFY WHAT WAS FOUND IN THE RECORDED ONES.

PART OF THE FINDINGS FALL INTO WHAT MIGHT BE CALLED A 'PHILOSOPHY OF LANGUAGE', AND THE REST, INTO ANOTHER CATEGORY CALLED 'TEACHING STRATEGIES' WHICH ARE BASED ON THE PHILOSOPHY. THEY WILL BE DISCUSSED IN THE ORDER IN WHICH THEY APPEAR ABOVE.

THERE ARE FIVE IMPORTANT NOTIONS ABOUT LANGUAGE THAT GOVERN THE CONSTRUCTION OF MATERIALS IN SPANISH FOR COMMUNICATION AND SHOULD GOVERN THOSE ASSEMBLED FOR ESL INSTRUCTION.

DLP 61:7
CUE (RE-)FOCUS
IR/VENIR
ENGLISH CONTEXTS

DLP 61:7 REVIEW OF CUES FOR CHOOSING VENIR AND IR

(2) I ASK PACO TO COME HERE IN SPANISH. WHICH VERB DO I USE, IR OR VENIR? (VENIR)
(3) WHOSE POINT OF VIEW DO I USE?... (MINE)

DLP 62:10
CUE RECOGNITION
IR/VENIR
ENGLISH CONTEXTS
VARIATION OF DLP 55:7

DLP 64:6
MANIPULATIVE
VENIR (INDIRECT)

DLP 64:6 DOUBLE ITEM SUBSTITUTION

TEACHER USES VISUAL GRAMMAR FLASH CARDS 86-97 TO CUE THE POINT OF DEPARTURE. CUES SUBJECT OF SENTENCE ORALLY AT THE SAME TIME.

TÚ VIENES DE LA CASA.
YO...
JORGE...
NOSOTROS...

DLP 64:7
COMMUNICATIVE
IR/VENIR
THIS EXERCISE IS THE FIRST ENTRY OF THIS SAMPLE IN COMMUNICATIVE FORMAT.

NOTE, IN REVIEW, THE LONG SERIES AND SEQUENCES OF STEPS WHICH PRECEDE THIS COMMUNICATIVE DRILL.

DLP 64:7 QUESTION/ANSWER: VENIR AND IR

¿A QUÉ HORA VIENES TU A LA ESCUELA TODOS LOS DÍAS?

GUAGE CUE REVELATION. THIS KIND OF EXERCISE IS DESIGNED TO SURFACE EITHER PREVIOUS KNOWLEDGE ACQUIRED DURING THE COURSE OF INSTRUCTION OR NATIVE SPEAKER PRECODING ACTIVITY. AS MANY OF HIS OWN PRECODING SIGNALS AS WILL BE RELEVANT IN THE TARGET LANGUAGE DISCUSSION ARE SURFACED IN THE NATIVE LANGUAGE FIRST, SO THE LEARNER CAN RECOGNIZE THEM CONSCIOUSLY.

IT IS IMPORTANT TO NOTE THAT THE TYPICAL ESL CLASS IN THE UNITED STATES IS NOT LINGUISTICALLY HOMOGENEOUS. IT MAY BE IMPOSSIBLE FOR THE INSTRUCTOR OR TEXT DESIGNER TO PREPARE MATERIALS WITH THE PRECODING ACTIVITY OF A LARGE NUMBER OF LANGUAGE GROUPS TAKEN INTO CONSIDERATION. IF THIS IS NOT POSSIBLE, AN ALTERNATE STARTING POINT OF INSTRUCTION IS NECESSARY SINCE ALL OF THE STEPS WHICH DEAL WITH PRECODING ACTIVITY IN THE NATIVE LANGUAGE WILL HAVE TO BE BYPASSED.

THIS DOES NOT AT ALL MEAN THE ENTIRE TEACHING STRATEGY IS INVALID WHEN THERE ARE SEVERAL UNFAMILIAR LANGUAGE GROUPS IN THE SAME CLASSROOM. IT MEANS EITHER THAT INSTRUCTION MUST BEGIN IN AND CONCENTRATE ON TARGET LANGUAGE BEHAVIOR, PRECODING AND ENCODING, OR ON LANGUAGE (PRECODING) UNIVERSALS BY, IN EFFECT, SAYING TO THE LEARNERS: "LOOK, THIS IS WHAT ALL OF YOU ARE DOING IN YOUR RESPECTIVE LANGUAGES, AND HERE IS WHERE AND HOW IT RELATES TO ENGLISH." IN OTHER WORDS, RATHER THAN BUILD FROM THE

INTUITIONS OF THE NATIVE LANGUAGE SPEAKER, THE INSTRUCTOR WILL HAVE TO WORK EXCLUSIVELY WITHIN THE TARGET LANGUAGE, BUILDING, INSTEAD, UPON PREVIOUS INSTRUCTION IN THE TARGET LANGUAGE, UNTIL THE LEARNERS REACH A POINT IN THEIR COMPETENCY AT WHICH EXPLANATIONS MAY BE UNDERSTOOD. AT THAT TIME, PRECODING DECISIONS OF THE TARGET LANGUAGE SPEAKER MIGHT BE OFFERED. THIS IS NOT THE PREFERRED ORDER OF PROCEDURE, BUT IT SEEMS THERE IS LITTLE CHOICE IN THE MATTER WHEN HOMOGENEITY IS ABSENT.

THE PROCESS BY WHICH THE CUE REVELATION STEP IS ACCOMPLISHED IS SIMILAR TO ONE OF LEADING THE LEARNER THROUGH A COMPLEX MAZE SO THAT HE MAKES THE CORRECT TURNS EVERY TIME WITHOUT BEING AWARE OF WHY HE MADE THEM. IT IS A GUIDED DISCOVERY TECHNIQUE WHICH CAUSES THE LEARNER TO 'DISCOVER' ALL THE RELEVANT CUES HE WILL HAVE TO ATTEND TO LATER ON. CUES ARE THE SIGNALS HE MUST OBEY BEFORE ENCODING SUCCESSFULLY. THIS TECHNIQUE OF GUIDED DISCOVERY IS EXEMPLIFIED SEVERAL TIMES IN THE THESIS.

THE SECOND GENRE OF INSTRUCTIONAL ACTIVITY MIGHT BE CALLED NATIVE LANGUAGE CUE FOCUS. IT DEALS WITH MAKING THE CRITICAL CUES VERY OBVIOUS TO THE LEARNER BY VERBALIZING THEM AND GIVING THEM FORCE. THIS MAY BE DONE WITH PRECODING OR ENCODING ACTIVITY. LENDING A CUE FORCE MEANS GIVING IT THE POWER TO ATTRACT THE LEARNER'S ATTENTION MORE STRONGLY THAN ALL OTHER COMPETING, BUT IRRELEVANT CUES,

AND MAKING IT EASILY IDENTIFIABLE TO HIM. THIS MAY BE ACCOMPLISHED THROUGH INSTRUCTIONAL DESIGN. TO CONTINUE THE MAZE ANALOGY, THIS WOULD BE LIKE TELLING THE LEARNER WHY HE WAS ABLE TO MAKE THE CORRECT TURNS IN THE MAZE. A GENERALIZATION ON THE NOW REVEALED CUES IS TOLD TO THE LEARNER, GIVING SOME VERBAL STRUCTURE TO THE CUE(S) AND RELATIONSHIPS OF CUES. THIS IS THE 'GRAMMAR RULE'.

THE NEXT STEP THAT IS OFTEN FOUND IN THE INITIAL PRESENTATION OF A LANGUAGE SAMPLE IN SFC IS NATIVE LANGUAGE CUE RECOGNITION, AND TRAINS THE LEARNER TO RECOGNIZE CUES RAPIDLY AND ACCURATELY BY TRAINING DRILLS THAT CALL FOR RESPONSES BASED ON THE RECOGNITION OF CRITICAL CUES. A LARGE NUMBER OF THE EXERCISES IN SFC DEAL WITH THIS STEP. THIS MIGHT BE ANALAGOUS TO PRACTICE IN RUNNING THE MAZE, SO THAT THE PROCESS BECOMES LESS A CONSCIOUS ONE AND MORE A SUB-CONSCIOUS ONE.

THE QUESTION MAY BE ASKED AT THIS POINT AS TO WHY THE CUE IS FIRST SURFACED IF IT IS ONLY TO BE LATER RE-SUBMERGED INTO THE SUB-CONSCIOUSNESS OF THE LEARNER? NOTE THAT A CUE MUST FIRST ASSUME SOME CONCRETE, MANAGEABLE FORM. AN INTUITION DOES NOT MEET THIS REQUIREMENT, AND INTUITED BEHAVIOR IS DIFFICULT TO DEAL WITH AS SUCH. IN SIMPLE TERMS, THE LEARNER MUST COME TO KNOW WHAT IT IS HE MUST EVENTUALLY RECOGNIZE, AND THIS REQUIRES THAT THE CUE ASSUME SOME CONCRETE FORM. LATER ON IN THE TRAINING PROCEDURE,

THE CUE RECOGNITION IS TUCKED AWAY INTO THE LEARNER'S SUBCONSCIOUS, SO THAT HE MAY FUNCTION IN TERMS OF THE CUE, WITHOUT HAVING TO THINK ABOUT IT, WHICH WOULD SLOW HIM DOWN TO AN UNACCEPTABLE PACE OF ENCODING.

A TARGET LANGUAGE CUE LABELING STEP SHOULD ALSO BE INCLUDED. THIS SERVES MERELY TO LABEL THE CUES, AND MAKE ALL THE INFORMATION THE LEARNER HAS ACQUIRED ABOUT THEM EVOCABLE AT AN INSTANT WITH THE MERE MENTIONING OF THE COVER TERM, OR LABEL.

IT IS IMPORTANT TO NOTE, ALSO, THAT ALL OF THE ABOVE STEPS DEAL WITH PRECODING BEHAVIOR IN THE NATIVE LANGUAGE PRIMARILY. NOTHING HAS BEEN DONE OR SAID YET ABOUT TEACHING ANYTHING AT ALL IN THE TARGET LANGUAGE DIRECTLY, ALTHOUGH ALL OF THE ABOVE INSTRUCTION SHOULD PRECEDE INSTRUCTION IN THE TARGET LANGUAGE, AS IT IS RELATED VERY CLOSELY.

THE TRANSFER FROM NATIVE LANGUAGE CUE RECOGNITION TO TARGET LANGUAGE CUE REVELATION IS A VERY CRITICAL STEP IN THE TEACHING STRATEGY. IT DEFINES AND INFORMS THE LEARNER OF EXACTLY HOW MUCH OF HIS NOW SURFACED INTUITED NATIVE CUING BEHAVIOR IS RELEVANT TO THE TARGET CUING SYSTEM, SO THAT IF THE BEHAVIOR IS ENTIRELY TRANSFERABLE ON A PRECODING LEVEL, FOR EXAMPLE, HE IS TOLD THAT HIS NATIVE SPEAKER INTUITIONS WILL NOT MISLEAD HIM IN THINKING IN THE TARGET LANGUAGE, AND THAT HE CAN USE THEM.

OR, IF ONLY PART OF HIS COGNITIVE BEHAVIOR WILL TRANSFER INTO THE TARGET LANGUAGE SYSTEM, HE IS TOLD EXACTLY HOW MUCH OF IT HE CAN RELY ON. THE REST MUST BE REBUILT 'A LA TARGET LANGUAGE', COMPLEMENTING THE NATIVE SYSTEM, SUCH THAT THE NET RESULT WILL STILL BE A FULLY OPERATIONAL MODEL OF TARGET LANGUAGE PRECODING COMPETENCE ON WHICH HE MAY DEPEND TO ENCODE CORRECTLY. IN A THIRD CASE, IN WHICH LESS OF THE NATIVE'S PRECODING BEHAVIOR IS TRANSFERABLE, WHAT LITTLE IS USABLE WILL SERVE AS THE BASE FOR A MAJOR RESTRUCTURING OF THE PRECODING ORDER SO THAT THE LEARNER STILL MAY ENCODE COMPETENTLY. THE END RESULT OF INSTRUCTION, TO REPEAT, IS ALWAYS TO ENSURE THAT THE LEARNER HAS A WORKING MODEL OF COMPLETE LINGUISTIC COMPETENCE IN THE TARGET LANGUAGE. (THE CONCEPT OF 'COMPLETE LINGUISTIC COMPETENCE' INCLUDES THE NOTION OF PRECODING BEHAVIOR AND IS MORE THOROUGHLY DISCUSSED IN EARLIER CHAPTERS OF THE THESIS.)

THE TEACHING STRATEGY AND THE GOAL DO NOT CHANGE AS THE DEGREE OF SIMILARITY BETWEEN NATIVE AND TARGET LANGUAGES VARIES, AS WAS ORIGINALLY EXPECTED BEFORE REVIEWING THE DATA FROM SFC. ONLY THE STARTING POINT OF INSTRUCTION, AND THE TYPE OF TRANSFER ACTIVITY BETWEEN THE NATIVE AND TARGET LANGUAGES. THE DEGREE OF TRANSFERABILITY FROM THE NATIVE TO THE TARGET LANGUAGE DETERMINES WHERE THE STARTING POINT AND EMPHASIS OF THE INSTRUCTION MUST BE, WHETHER PRINCIPALLY IN THE NATIVE LANGUAGE (AS WOULD BE POSSIBLE

IN A LINGUISTICALLY HOMOGENEOUS CLASS) OR PRINCIPALLY IN THE TARGET LANGUAGE (AS WOULD BE NECESSARY IN A LINGUISTICALLY NON-HOMOGENEOUS CLASS) IN WHICH CASE THE NEXT TWO STEPS BECOME MORE IMPORTANT. THESE ARE TARGET LANGUAGE CUE FOCUS AND CUE RECOGNITION, ALSO ON THE PRECODING LEVEL, IF NECESSARY, (THAT IS, IF THE CUES ARE PRECODING CUES), OR ON THE LINGUISTIC LEVEL (IF THE CUES ARE MORPHOLOGICAL OR SYNTACTIC.)

THE DEGREE OF NATIVE TO TARGET LANGUAGE DIVERGENCE IS A SIGNAL TO THE INSTRUCTIONAL DESIGNER TO MODIFY HIS CENTRAL TEACHING STRATEGY TO ACCOMMODATE THE DIFFERENCE THROUGH INSTRUCTIONAL DESIGN.

THE NEXT STEP IS ALSO A SIGNIFICANT ONE, AND SHOULD BE BUILT INTO A LANGUAGE TEACHING STRATEGY. IT TRAINS THE LEARNER IN ASSOCIATING THE CRITICAL TARGET LANGUAGE CUES WITH THE DESIRED FORM OF RESPONSE, BY JOINING THE CUES WITH THE SURFACE FORM OF THE LANGUAGE THEY SIGNAL, SO THAT WHEN THE ENGLISH LEARNER OF SPANISH OBSERVES A SITUATION THAT CUES HIM TO ENCODE THE SUBJUNCTIVE, HE WILL NOT ONLY RECOGNIZE THAT THE SUBJUNCTIVE IS REQUIRED, BUT WILL SUPPLY THE CORRECT FORM OF THE SUBJUNCTIVE. CUE-RECOGNITION DOES NOT, IN OTHER WORDS, MEAN THAT THE CORRECT FORM OF LINGUISTIC RESPONSE WILL AUTOMATICALLY BE MADE. THERE HAVE TO BE SPECIFIC EXERCISES THAT TRAIN THE LEARNER BOTH TO FIND THE IMPORTANT CUE AND ATTACH

AN APPROPRIATE FORM TO IT.

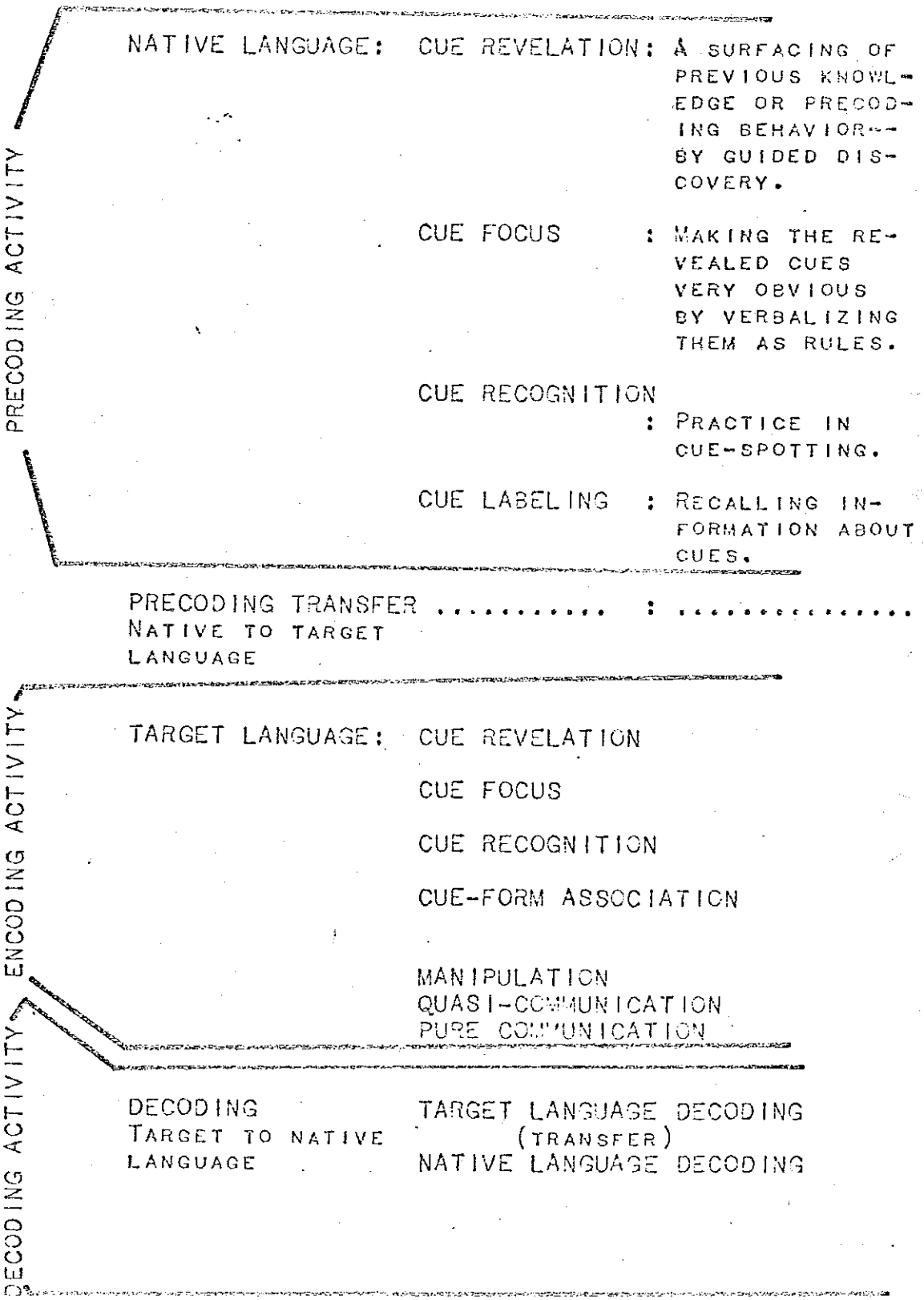
WHAT HAS BEEN DISCUSSED SO FAR WAS PRIMARILY CONCERNED WITH PRE-CODING DECISIONS, AND THEREFORE IS UNIQUE IN THE EMPHASIS GIVEN IT IN SFC. BUT THE STEPS, AS DEFINED ABOVE, AND EXEMPLIFIED IN THE THESIS CAN BE DUPLICATED BY THE ESL TEACHER OR OTHER INSTRUCTIONAL PRODUCT DESIGNER. THE YIELD IN TERMS OF ACHIEVING ONE'S INSTRUCTIONAL OBJECTIVES CAN BE GREATLY INCREASED OVER THE YIELD OF OTHER AVAILABLE OR IMPROVISED PRODUCTS, AS SFC HAS CONSISTENTLY DEMONSTRATED IN SPANISH LANGUAGE INSTRUCTION.

THE NEXT THREE EXERCISES ARE CALLED MANIPULATIVE, QUASI-COMMUNICATIVE, AND PURE COMMUNICATION. WHEN THEY ARE SEEN IN THE DATA SECTION THEY MAY BE FAMILIAR LOOKING TO THE READER AS THEY COME FROM THE AUDIO-LINGUAL METHOD MATERIALS AND ARE THE MANIPULATIVE VARIETIES OF SUBSTITUTION AND REPETITION DRILLS AND THE LIKE, ALONG WITH THE MORE COMMUNICATIVE DRILLS OF THAT METHOD. BUT WHILE THEY MAY BE FAMILIAR, NOTE THEIR PLACE IN THE ENTIRETY OF THE TEACHING PROGRAM IN TERMS OF ALL THE INSTRUCTION (MUCH OF IT PRECODING) THAT PRECEDES THEM. THE PRECODING AND MANIPULATIVE EXERCISES COMPLEMENT EACH OTHER, WITH FIRST AND PRIMARY EMPHASIS ON THE FIRST, PRECODING ACTIVITY. NEITHER WILL WORK ALONE AS EFFICIENTLY AS THE TWO TOGETHER AND IN CORRECT PROPORTION.

THE FINAL TWO STEPS DEAL WITH THE PROCESS OF DECODING,

AND TAKE THE LEARNER FIRST THROUGH THE CRITICAL INFORMATION OF THE TARGET LANGUAGE SYSTEM AND THE FORMS THEY SIGNAL ON THE LINGUISTIC LEVEL, TO THE CUES AND LINGUISTIC FORMS OF THE NATIVE LANGUAGE. THIS IS ONLY SECONDARILY A PROCESS OF TRANSLATION. THE MESSAGE MUST FIRST BE DECODED WITHIN THE TARGET LANGUAGE IN TERMS OF ITS OWN SYSTEM OF CUES AND FORMS, THEN, AND ONLY THEN, MAY THE MESSAGE BE TRANSLATED, EQUATING THE TARGET MESSAGE TO ONE IN THE NATIVE LANGUAGE, WITH THE PECULIARITIES OF ITS OWN CUE AND FORM SYSTEM. TRANSLATION ALONE DOES NOT PRESERVE THE INTEGRITY OF THE TARGET LANGUAGE SYSTEM AND THE RELATIONSHIPS THAT WERE TAUGHT IN THE ENCODING PROCESS CAN EASILY BE DESTROYED BY DIRECT TRANSLATIONS OF THE TARGET LANGUAGE.

THE MODEL OUTLINED



What Remains to be Done--
The Greatest Challenge

The greatest challenge still remains. It is a two-fold one, and requires that a deliberate confrontation with the English language be made so as to yield an adequate description of its associated precoding activity. Second, that ESL people build a teaching strategy by the steps which have been outlined here, and proven in other places in the experimental teaching of SFC.

What, for example, is the answer to this question:
When do I use 'to become' (to become rich; a man)
'to get to be' (to get to be president)
'to grow' (to grow old)
'to turn' (to turn to stone; ripe)
'to get' (to get tired; better)
or just an unmodified verb--'to vaporize'?

Is there precoding activity which has to be accounted for? Does this activity lie on the organization-of-sets level--a perceptual phenomenon? If so, what are the sets? How restrictive are the sets in selecting one of the above forms? Do the sets mix at any point(s)? Is there anything similar happening in the language group(s) to which I have to teach this material? How much of their native language intuitions will function in English with respect to this language sample? Can a direct transfer be made from native to target language, or is only a small part of the native language precoding activity identical? How can the learning environment be designed so as to

MAKE THE SETS EASILY IDENTIFIABLE TO THE LEARNER? WHAT KIND OF MATERIALS CAN BE DESIGNED TO ACCOMPLISH A CUE-FORM ASSOCIATION ONCE THE SETS ARE DETERMINED? HOW MUCH EXPLANATION? HOW MUCH MANIPULATION? WHAT EVIDENCE DO I ACCEPT AS AN INDICATION THAT THIS MATERIAL HAS BEEN INCORPORATED INTO THE LANGUAGE BEHAVIOR OF THE LEARNER?

ALL OF THE SAMPLES ABOVE INDICATE THAT A NEW STATE HAS BEEN ACHIEVED. IN ENGLISH, THERE IS A SMALL SET OF VERBS WHICH ALONE ARE ABLE TO SIGNAL THIS PIECE OF INFORMATION; VERBS LIKE VAPORIZE, SOLIDIFY, EQUALIZE, LIQUEFY. 'TO BECOME' WILL TAKE ADJECTIVES (TO BECOME RICH) AND NOUNS (TO BECOME A MAN)--THIS IS A SET CLASSIFICATION, AND IS PRECODING ACTIVITY REQUIRING SOME ORGANIZATION OF THE ELEMENTS IN REALITY WHICH FIT INTO THE SETS LABELED 'NOUN' AND 'ADJECTIVE'. 'GET', AS IN, 'HE GOT RICH!, SEEMS TO INDICATE THAT THERE IS SOME ACTIVITY ON THE PART OF THE SUBJECT EFFECTING THE OUTCOME, WHEREAS 'TO BECOME' SEEMS NOT TO INCLUDE THIS CONDITION. THE CONCEPT OF 'EFFECTING AN OUTCOME' IS PRECODING ACTIVITY. IT NEEDS TO BE DEFINED AND DELIMITED FOR THE LEARNER. 'TO GROW OLD' APPEARS TO BE A SPECIAL CASE--A NATURAL EVOLVING PROCESS, WHILE 'TO TURN' SEEMS TO BE RESTRICTED TO ADJECTIVES + NATURAL PROCESSES, AS IN, 'IN THE FALL, THE LEAVES TURN BROWN.' 'TO TURN INTO' LOOKS LIKE IT MAY BE RESTRICTED TO NOUNS, AS IN, 'THE WATER TURNED INTO ICE.' THESE CASES NEED TO BE FURTHER ANALYZED.

ANOTHER PROBLEM WHICH OCCURS WITH GREAT FREQUENCY IN THE ESL CLASSROOM IS INVOLVED WITH THE DISTRIBUTION OF VERBS SUCH AS TALK, SAY, SPEAK, TELL. THE CUES NEED TO BE INVESTIGATED BEFORE THESE CAN EVER HOPED TO BE TAUGHT SUCCESSFULLY.

THE ABOVE REPRESENTS (QUITE INCOMPLETELY) THE BEGINNING OF THE KIND OF ANALYSIS WHICH MUST BE DONE IN ENGLISH, BUT HAS NOT. UNTIL THIS KIND OF WORK IS DONE, ESL PEOPLE WILL HAVE ONLY HALF THE INFORMATION THEY NEED (THE METHODOLOGICAL HALF) TO TEACH SUCCESSFULLY.

WORKS CONSULTED

BULL, W.E., BRISCOE, L.A., BROWN, M.J., DELLACCIO, CARL, LAMADRID, E.E. SPANISH FOR COMMUNICATION: AN ECLECTIC APPROACH. HOUGHTON MIFFLIN CO., BOSTON. 1972.

_____, AND LAMADRID, E.E. "OUR GRAMMAR RULES ARE HURTING US." MODERN LANGUAGE JOURNAL, NOVERBER 1971.

_____. (ORIGINATOR). A VISUAL GRAMMAR OF SPANISH. CALIFORNIA, UNIVERSITY OF; LOS ANGELES, 1961.

CHOMSKY, NOAM. "THE INDEPENDENCE OF GRAMMAR." SYNTACTIC STRUCTURES, CHAPTER II. 1957

_____. "LINGUISTIC THEORY." NORTHEAST CONFERENCE. 1966

HUNTER, MADELINE. TEACH FOR TRANSFER. TIP PUBLICATIONS, 1971

MARKLE, S.M. GOOD FRAMES AND BAD. JOHN WILEY AND SONS, 1969.

MOLINA, HUBERT. "A MODEL OF A PEDAGOGICAL GRAMMAR: SPEAKERS OF ENGLISH LEARNING SPANISH." UCLA, 1971.

OLLER, JOHN W. JR. "TOWARD CONSISTENT DEFINITIONS OF SOME PSYCHOLINGUISTIC TERMS." LINGUISTICS, 57, MAY 1971.

STOCKWELL, R.B., BOWEN, J.D., MARTIN, J.W. THE GRAMMATICAL STRUCTURES OF ENGLISH AND SPANISH. THE UNIVERSITY OF CHICAGO PRESS, 1965.

THYNE, J.M. THE PSYCHOLOGY OF LEARNING AND TECHNIQUES OF TEACHING. UNIVERSITY OF LONDON PRESS LTD., 1966.

VALDMAN, A. (ED.). TRENDS IN LANGUAGE TEACHING. ADDISON-WESLEY, 1965.

WHORF, B.L. LANGUAGE THOUGHT AND REALITY THE M.I.T. PRESS, 1956.

XIEM, NGUYEN VAN. "THE ROLE OF EXPLANATION IN THE TEACHING OF THE GRAMMAR OF A FOREIGN LANGUAGE; AN EXPERIMENTAL STUDY OF TWO TECHNIQUES." CALIFORNIA, UNIVERSITY OF;LOS ANGELES, 1969. AN UNPUBLISHED MA THESIS.