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Techniques for Remediating Errors Made by Spanish Speakers of ESL

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TECHNIQUES FOR REMEDIATING ERRORS MADE BY SPANISH SPEAKERS OF ESL

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TECHNIQUES FOR REMEDIATING ERRORS MADE BY SPANISH SPEAKERS OF ESL

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"Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont."

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This project by Edmundo J. Mora
is accepted in its present form.

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INTRODUCTION

This paper is intended primarily to meet the basic needs of Spanish speakers when they learn ESL and the basic needs of an ESL teacher in any Spanish-speaking country. Through an error analysis of compositions written by Spanish speakers of different nationalities and varying proficiencies, and based on my own experience as a student of English and later as an ESL teacher in Colombia and Mexico, I will attempt to prescribe some teaching strategies ESL teachers can use to help Spanish speakers with certain problem areas.

After analyzing the written compositions I found some problems to be common to all of the Spanish speakers, regardless of their level of proficiency in English. It is my hope that if an ESL teacher is aware of the difficulties his students have when they learn English, he may be able to anticipate some of the problems facing him in the classroom.

The idea of writing this paper was generated from the fact that even though many English-Spanish contrastive analyses have been written, none of these has been geared to specific problems Spanish speakers encounter when they learn English as a second/foreign language. As a matter of fact, most of the books written on contrastive analysis deal with phonetics, phonology, grammar and syntax. They ignore specific problem areas, and usually exclude teaching techniques which could help the Spanish speaker minimize his errors when he studies English. This study does not pretend to be comprehensive but will attempt to classify

linguistic errors into nine categories according to their degree of occurrence.

First of all I shall focus on a contrastive analysis between English and Spanish structure to ascertain which of the two languages prompts a linguistic error in the learner. Examples taken from the previously mentioned compositions will be presented in this study to illustrate a particular error and its cause. Once the contrastive analysis has been presented and the cause of the error has been determined, some teaching techniques will be formulated to aid the teacher in helping the Spanish speaker minimize his problems when undertaking the task of learning English.

It is my hope that this paper will help the ESL teacher meet his students' needs and will enable Spanish speakers to become aware of the most common problems they may experience when learning English, so that they can have a better chance of mastering the English language.

PART 1



CONTRASTIVE ANALYSIS

a. Wrong plural form of regular and irregular nouns.

In English most nouns add the s ending to the singular to form the plural. This s ending is added to the spelling of the singular noun to obtain its plural form.

<u>singular</u>	<u>plural</u>
book	books
table	tables
eraser	erasers
pencil	pencils
student	students
hat	hats
umbrella	umbrellas
dog	dogs
window	windows
tree	trees

Nouns ending in s, ss, sh, ch, x, or z form the plural by adding es

<u>singular</u>	<u>plural</u>
dress	dresses
match	matches
church	churches
bush	bushes
ax	axes
tax	taxes
loss	losses

Nouns ending in o preceded by a vowel add s. Musical terms ending in o add s

Vowel preceding "o"

<u>singular</u>	<u>plural</u>
cameo	cameos
patio	patios
rodeo	rodeos

Musical Terms

<u>singular</u>	<u>plural</u>
piano	pianos
alto	altos
cello	cellos

Some nouns ending in o preceded by a consonant add s. Others add es. Some form the plural either way.

Add "s"

<u>singular</u>	<u>plural</u>
kimono	kimonos
zero	zeros
dynamo	dynamos

Add "es"

<u>singular</u>	<u>plural</u>
negro	negroes
hero	heroes
potato	potatoes

Add "s" or "es"

<u>singular</u>	<u>plural</u>
cargo	cargos cargoes
motto	mottos mottoes
tornado	tornados tornadoes

Nouns ending in y preceded by a consonant, change the y to i and add es.

<u>singular</u>	<u>plural</u>
party	parties
city	cities
fly	flies
lady	ladies

Nouns ending in y preceded by a vowel, usually add s. In many cases the vowel before the final y is e.

<u>singular</u>	<u>plural</u>
alley	alleys
boy	boys
key	keys

Some nouns ending in f or fe change the f or the fe to v and add es. Some nouns ending in f have two plurals, one in s and one in ves. Some simply add s.

<u>change to "ves"</u>		<u>Add "s" or change to "ves"</u>		
<u>singular</u>	<u>plural</u>	<u>singular</u>	<u>plural</u>	
wife	wives	scarf	scarfs	scarves
shelf	shelves	wharf	wharfs	wharves
thief	thieves	beef	beefs	beeves
wolf	wolves	hoof	hoofs	hooves

Some nouns form the plural by a change in the vowel.

<u>singular</u>	<u>plural</u>
man	men
foot	feet
tooth	teeth
mouse	mice
goose	geese
louse	lice

Some nouns have the same form for both singular and plural.

<u>singular and plural</u>	
fish	fish
gross	gross
series	series
deer	deer
sheep	sheep

In Spanish as well as in English most nouns add the s ending to the singular to form the plural.

<u>singular</u>	<u>plural</u>
casa -house	casas - houses
libro -book	libros- books
taza -cup	tazas - cups

Nouns ending in i add es to form the plural. This plural form is called in Spanish "plural by analogy".

<u>singular</u>	<u>plural</u>
maní -peanut	maníes- peanuts
jabalí-wild boar	jabalíes- wild boars
ají -chili pepper	ajíes - chili peppers

Nouns ending in z form the plural by adding es. In this case the z changes to c.

<u>singular</u>	<u>plural</u>
lápiz -pencil	lápices -pencils
tapíz -tapestry	tapices -tapestries
perdíz-partridge	perdices-partridges
raíz -root	raices -roots

Nouns ending in n form the plural by adding es.

<u>singular</u>	<u>plural</u>
canción - song	canciones -songs
estación- season	estaciones -seasons
emoción -emotion	emociones -emotions
religión-religion	religiones -religions
nación -nation	naciones -nations
inyección- shot	inyecciones-shots

Nouns ending in r form the plural by adding es.

<u>singular</u>	<u>plural</u>
flor -flower	flores -flowers
amor -love	amores -loves
color -color	colores -colors
sabor -flavor	sabores -flavors
honor -honor	honores -honors

There is a limited number of nouns in Spanish that have the same form for both singular and plural.

<u>singular</u>	<u>plural</u>
crisis -crisis	crisis -crises
análisis-analysis	análisis -analyses

The following nouns are used only in the plural.

<u>plural</u>
pinzas -tweezers
tijeras -scissors

The following examples taken from the compositions written by Spanish speakers illustrate some of the most common problems they face when learning the plural form of English nouns.

-My classmate and I went downtown Brattleboro this morning. We saw many womens in the streets of Brattleboro, there were only a little mens walking in the streets. I think is because american mens work very hard.

-In Honduras people like to fish very much. One year ago my family went to fish to "el diviso" and my father fished two big fishes. We were very happy because we thnk our father is very smart, then we ated the two fishes in the home.

As indicated by the above examples, mistakes in the plural form of nouns are numerous. The most typical ones are the addition either of "s" or "es" to irregular nouns. (for examples: mens, addition of s to nouns that form the plural by a change in the vowel.) These errors are due to interference of the Spanish because in spite of the fact that Spanish has irregular nouns, they never change the vowel

to form the plural. The most possible source of this error is due to overgeneralization of the rule that states that most English nouns add "s" to form the plural.

b. Deletion of "s", in the third person singular, present tense.

In English the 3rd person singular form makes use of an s ending for all verbs, regular and irregular alike. The addition of the s ending is called "the subject-verb agreement rule."*

<u>To walk</u>	<u>To work</u>
I walk	I work
you walk	you work
he walks	he works
she walks	she works
it walks	it works
we walk	we work
you walk	you work
they walk	they work

Modal verbs such as: can, could, may, might, etc. are an exception to the above rule because of their "lack of subject-verb-agreement."**

Peter can play soccer very well

Helen can play basketball very well.

Verbs ending in s, ss, ch, x, zz, o add es to the

* Marianne Celce-Murcia, and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language, (UCLA., Department of English, 1977), pp. 33-34

** Ibid., pp 33-34

spelling of the third person singular for purposes of subject-verb agreement.

Paul pushes the door every day

The girl pushes the door every day

I catch the bus at 7 o'clock every morning

She catches the bus at 7 o'clock every morning

He catches the bus at 9 o'clock every morning

We catch the bus at 9 o'clock every morning

I go to school at 7 o'clock

Helen goes to school at 8 o'clock

Robert goes to school at 9 o'clock

We go to school every day

I fix TV sets

Louis fixes TV sets

Alberto fixes radios

Paul and Federico fix TV sets and radios

Verbs ending in y preceded by a consonant add es.
In this case the y changes to i.

Mark studies his lesson every month

Mary studies her lesson every day

Verbs ending in y preceded by a vowel add s.

I play tennis every five months

Helen plays tennis every two months

Paul plays tennis every three months

In Spanish verbs always inflect and each personal pronoun requires a specific suffix for purposes of subject-verb agreement.

Caminar (to walk)

yo	<u>camin<u>o</u></u>	-I	walkwalk
tu	<u>camin<u>a</u>s</u>	you	walk
el	} <u>camin<u>a</u></u>	-	{ he walks
ella			
nosotros	<u>camin<u>a</u>mos</u>	we	walk
ustedes	<u>camin<u>a</u></u>	you	walk
ellos	} <u>camin<u>a</u>n</u>	-	they walk
ellas			

The following examples taken from the compositions written by Spanish speakers show the type of ungrammatical sentences they produce when dealing with the present tense.

-My teacher walk to school at 8 o'clock. He drive his new car to school. He come to the classroom and open his books to teach to us English. Everyday he give to us many homeworks. I like to write the homeworks for the teacher, because I like to write English to learn it.

-I have one dog at the home, it like to run in the park with another dogs. It like to eat meat and milk, it also bark to cars and to the people...

Sometimes the cause of these ungrammatical sentences is due to the fact that the student does not know that the 3rd person singular in the present tense in English requires addition either of s or es (subject-verb agreement)

There are some other instances that despite of the fact that the student has been told over and over again that the 3rd person singular adds s, he keeps producing ungrammatical sentences like the above mentioned. This factor shows clearly that the learner has not internalized the subject-verb agreement rule.

Another cause of this error has to do with the over-generalization the students make of the pattern for conjugation of verbs, due to the fact that the personal pronouns: I, you, we, they take the same form of the verb:

<u>To eat</u>	<u>To send</u>
I eat	I send
you eat	you send
we eat	we send
they eat	they send

Students overgeneralize the above pattern and consequently produce ungrammatical sentences like the ones taken from the written compositions.

c. Wrong pattern for negative statements.

In English if there is no auxiliary verb or "be" verb present in the sentence, a new auxiliary verb; i.e. "do" gets introduced to precede the negative particle and carry the tense marker of the sentence. The rule that adds "do" to such a negative sentence is called "do insertion.*"

Mr. Lopez is not a good mechanic
 The books I found on the table are not mine
 I am not a good student
 We do not speak Italian
 Helen does not want to go to England
 They did not buy a new car

Do is used in the present tense with the pronouns: I, you, we, and they. Does is used with the third person singular (he, she, it.) Did is used with all pronouns in the past tense.

* Marianne Celce-Murcia, and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language, (UCLA., Department of English, 1977), pp. 52-53

The word no is also used in negative statements. No may be used before a noun without an article (a, an, the) or before a noun preceded by an adjective except much, many, enough, any or some.

Helen had no books

Joe had no idea of what happened

My friend could give no explanation of the accident

I said no such a thing

No maybe used before and adjective or an adverb in the comparative degree and before the words other and different.

The sick boy felt no better

Tom could work no longer

Richard is no different than his father

Take that pen. I have no other

In Spanish the negative particle no precedes the main verb of the sentence all the time.

El no habla Español - He doesn't speak Spanish

El no puede nadar - He can't swim

Los niños no quieren estudiar sus lecciones

The boys don't want to study their lessons

El libro no es interesante

The book is not interesting

Elena no es profesora - Helen is not a nurse

The following examples taken from the written compositions show some of the problems Spanish speakers have when learning to form negative sentences in English.

-In the university where I studied I had many nice friends. Many of my friends are working now at banks, schools and the offices. Many another of my friends not are working now. They are studying in another foreign countries.

-Everyday I get up at 7 o'clock. I not eat breakfast because I have class at 7:30. I run to school because I not want to lose my classes. I like to take many books to school because I like to study very much.

One cause of the above mentioned errors is due to interference of the Spanish, since Spanish unlike English has a preverbal negation rule.

Another cause of this problem has to do with the fact that in Spanish unlike English, we do not have such an auxiliary as do to carry the tense marker of a negative sentence, when the verb "to be" or the auxiliary verb is not present in the sentence.

d. Deletion of the auxiliary in requests.

In English in a yes/no question the auxiliary verb (the first one in the string in a sentence) should appear initially and mark the tense of the question. If there is no auxiliary, then the "be" verb should be fronted and carry the tense. If there is no auxiliary of "be" to carry the tense, then "do" must be introduced in initial position to serve this function.*

In Spanish a question is generally formed by applying the sub-aux inversion rule. This rule applies all the time with ser o estar (to be) or any other verb present in the sentence. However, there are some instances when the sub-aux inversion rule doesn't apply. In these cases a change of intonation accompanies the sentence placing emphasis on the word or words that the speaker wishes to emphasize.

* Marianne Celce-Murcia, and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language, (UCLA., Department of English, 1977), pp. 60-61

Habla el Español? -sub-aux inversion

(Does he speak Spanish)

Fueron ellos a cine? - sub-aux inversion

(Did they go to the movies?)

Canta Elena muy bien?- sub-aux inversion

Does Helen sing very well?

El habla Español? -emphasis on the subject

(Does he speak Spanish?)

El habla/Español? -emphasis on the object

Trajeron/ellos sus materiales? -emphasis on the subject

(Did they bring their materials?)

Trajeron ellos sus/materiales? -emphasis on the object

The following dialogue taken from one of the written compositions illustrates this problem area.

-The other day I found my friend Henry in the park. He was reads his newspaper in front of the shoestore of Raphael. Finally he finish to read his newspaper and went to speak to Raphael. He asked to Raphael:

Want you to smoke? (Henry)

Yes, thank you (Raphael)

Where you bought your newspaper? (Henry)

I bought it in the corner (Raphael)

I want to buy a newspaper. You know if there are more newspapers in the corner? (Henry)

Yes, I think there are more newspapers in the corner (Raph.)

Transfer of the Spanish pattern to make requests is clearly shown in the above examples. Spanish has no auxiliary to be introduced as a question marker, therefore Spanish speakers omit the "do" auxiliary when asking questions

in English.

e. Deletion either of "be" verb or "ing" suffix in the presente progressive, past progressive and future with "going to."

In English the progressive form of a verb is made up by using some form of the verb "to be" with the "ing" form of the principal verb. The form of a verb that ends in "ing" is called the present participle.*

The present progressive is made up of a form of the verb to be -(am, are, is), and the present participle of the principal verb (addition of the suffix ing.) The past progressive is made up in a similar way but the form of the verb to be has to be in the past tense (was, were.)

The future with going to is made up by using some form of the "be" verb with the particle going to preceding the infinitive form of the main verb.

He is sleeping now - present progressive

Mary was watching TV while her sister was dancing - past progressive.

He is going to buy a new house tomorrow - future with going to.

In Spanish as well as in English the present progressive and past progressive are made up by using some form of the verb estar (to be) with the ando or endo forms (ing) of the principal verb.

Carmen está estudiando su lección

(Carmen is studying her lesson)

* Norman Stageberg, An Introductory English Grammar,
(New York: Holt, Rinehart and Winston, 1967), pp. 74-75

Note: verbs ending in ar form the present participle by adding ando to the stem.

caminar - to walk

camin - ar
stem suffix

camin - ando (walking) -present
(caminando) participle

cantar - to sing

cant - ar
stem suffix

cant - ando (singing) -present
(cantando) participle

Verbs ending in er, or ir form the present participle by adding endo to the stem.

comer - to eat

com - er
stem suffix

com - i - endo (eating) -present
(comiendo) participle

llover - to rain

llov - er
stem suffix

llov - i - endo (raining) -present
(lloviendo) participle

escribir - to write

escrib - ir
stem suffix

escrib - i - endo (writing) -pres.
(escribiendo) partic.

In Spanish the future with going to is made up of a form of the verb ir (to go) preceding the preposition a (to) and the infinitive form of the main verb.

Voy a visitar a Elena mañana por la mañana.

(I am going to visit Helen tomorrow morning)

Pedro va a conducir un nuevo vehículo

Peter is going to drive a new car.

The following examples taken from the written compositions illustrate some of the most common problems Spanish speakers face when learning these constructions.

-My father is work for a new organization international.

he is make \$ 2000 bolivares for month. He loves his work and I and my family also like it.

-Mary's brother is go to study Chemistry and social sciences next year in the university of Columbia. His sister Mary going to learn English because she wants go to the United States next year too. She have four hours a day, two in the morning and two in the afternoon. She is learn a lot of English.

Despite the fact that Spanish and English have a similar structure for both the present and past progressive, Spanish speakers produce ungrammatical sentences as shown in the above examples. The cause of this error is due to the fact that Spanish speakers have not internalized the rule that underlines the progressive tenses in English. Sometimes this is due to the lack of awareness on the part of the student of the similarity of the structures of progressive tenses in both languages. Personally I have found that if a student is taught this type of structure through the traditional methods he doesn't internalize the construction of progressive tenses. Teaching a student to repeat "He is walking to school now" is not sufficient. He needs to meet with awareness what he is learning.

The errors produced in sentences with the future with going to are due to interference of the Spanish. The Spanish construction for the future with going to unlike the English one is not made up of the verb "to be", consequently-Spanish speakers sometimes omit the "be" verb when working with this structure.

f. Wrong form of irregular verbs in the past tense.

An irregular verb is a verb that does not form the past tense and the past participle in the regular way, that is, by adding d or ed to the form of the present tense. In English the past tense and the past participle of irregular verbs are formed in various ways. The most common way is by a change in the vowel: for example, sing, sang, sung. In the case of a few verbs, the same form is used for the present tense, the past tense and the past participle: hurt, hurt, hurt.*

<u>verb</u>	<u>past tense</u>	<u>past participle</u>
<u>sing</u>	<u>sang</u>	<u>sung</u>
<u>drive</u>	<u>drove</u>	<u>driven</u>
<u>begin</u>	<u>began</u>	<u>begun</u>
<u>swim</u>	<u>swam</u>	<u>swum</u>
<u>sink</u>	<u>sank</u>	<u>sunk</u>
<u>ring</u>	<u>rang</u>	<u>rung</u>
<u>ride</u>	<u>rode</u>	<u>ridden</u>
<u>burst</u>	<u>burst</u>	<u>burst</u>
<u>go</u>	<u>went</u>	<u>gone</u>

The past tense and the past participle of the verb to sing are formed by a change in the vowel. The i in sing changes to a in the past tense (sang) and the u in the past participle (sung). The verb to begin follows a similar change in the vowel. The verb to go has a different form for the past tense and for the past participle: go, went, gone. The verb to burst has the same form for the present tense, the past tense and the past participle.

In Spanish an irregular verb is a verb that changes its stem when conjugated in the present, past and future tense.

<u>present tense</u>	<u>past tense</u>	<u>future tense</u>
yo <u>llam</u> -o (I call) stem	Yo <u>llame</u> -é-(I called) stem	yo <u>llam</u> -aré(I will call) stem

* Norman Stageberg, An Introductory English Grammar,
(New York: Holt, Rinehart and Winston, 1967), pp. 92-93

The verb llamar is not and irregular verb because its stem is the same in the present, past and future tenses.

Let's examine now the verb ir (to go)

present tense

past tense

future tense

Yo voy (I go)

yo fuí (I went)

Yo iré (I will go)

The verb ir is irregular because its stem changes when this verb is conjugated in the present, past and future tenses.

The following examples show some of the most common problems Spanish speakers have when dealing with the past tense of irregular verbs. These examples as well as the ones which appear throughout out this work have all been taken from the compositions written by Spanish speakers.

-Henry and I went to the party last weekend. There were many boys and girls there. I had a good time and my friend did too. Yesterday morning I meeted my friend Henry and then we drived to the beach because we wanted to go to swim.

-Elizabeth speaks many languages very well. Yesterday she speaked in English to one group of Americans. Tomorrow she is going to speak in Italian to one group of Italians who arrived yesterday to the city. I like Elizabeth and want to speak many languages too.

These errors are due to the fact that Spanish speakers overgeneralize the rule that applies to the formation of the past tense of regular verbs (addition either of d or ed to the form of the present tense.)

g. Wrong form and use of quantifiers.

Some of the quantifiers that cause the most problems to Spanish speakers are: few, a few, little, a little, much and many.

The word few conveys a more negative idea than a few does. Few draws attention to what is lacking, a few draws attention to what is present. Few and a few are both used with count nouns.*

That tyrant has few friends, if any at all, but there are a few men who flatter him for their own advancement.

Conrad improved his knowledge of English greatly in a few years.

The same implications exist with little and a little, used with noncount nouns.

She has little money. Don't ask her to help you.

She has a little money. Ask her to help you.

Much and Many

The word many is used with things that are grammatically plural. The word much is used with things that are grammatically singular; it is used with noncount nouns and mass words.

Does Peter go to many shows?

Myriam does not drink much coffee

Augusto has many sisters and brothers

Was there much rain yesterday?

Certain expressions can be substituted for many and much.

* Terence Langendoen, Essentials of English Grammar, (New York: Holt, Rinehart and Winston, Inc., 1970), pp. 86-87

For many

a great number (of). A great number of students do not want to go to the party.

a large number (of). The foreigner told us a large number of stories.

a good number (of). Although not all of the students came to the party, a good number showed up.

For much

a great quantity (of). A great quantity of paper is used in printing books.

a large quantity (of). There was a large quantity of coffee in the coffee pot.

a good deal (of). Margaret spends a good deal of her time reading books and magazines.

a great deal (of). Jerry eats a great deal.

For both many and much

A lot (of). Humberto certainly has a lot of inter^est-ing books.

lots (of). Gerardo drinks a lot of milk with his tea.

plenty (of). My father has given me good advice plenty of times.

In Spanish the words un poco (a little) and poco (little) are used with singular nouns. The word poco (masculine) inflects to poca (feminine). The word un poco does not inflect for the feminine (una poca does not exist in Spanish.) The word un poco is used with both masculine and feminine.

Ella siempre pone un poco de azúcar en su café.

She always puts a little sugar in her coffee.

Me gusta comer un poco de carne con mi almuerzo.

(I like to have a little ^{feminine} meat for lunch)

Arturo tiene poco dinero hoy porque gastó la mayor parte ayer.

Arthur has little money today because he spent most of it yesterday.

The words poco and un poco can be pluralized in a regular way (addition of s)

<u>singular</u>	<u>plural</u>	
poco - little	pocos- few	
un poco - a little	unos pocos	} - a few
	unas pocas	

Tengo pocos amigos - I have few friends

Conseguí unos pocos libros para mi informe.

I got a few books for my report.

Solamente unas pocas señoritas vinieron a la ceremonia.

Only a few girls came to the ceremony.

The word bastantes (many) is used with plural nouns. The words mucho or bastante are used interchangeably with singular nouns. The quantifier bastante (singular) can be pluralized by adding s (bastantes-many)

Ella compró bastantes plátanos y papas ayer en el supermercado.

She bought many bananas and potatoes at the supermarket yesterday.

Juanita no toma mucho (bastante) chocolate con su desayuno.

Juanita does not drink much chocolate with her breakfast.

Mi hermano gusta leer bastantes novelas cada mes.

My brother likes to read many novels every month.

No necesito mucho dinero para mi viaje.

I do not need much money for my trip.

The following examples taken from the written compositions illustrate some of the problems Spanish speakers have when learning the English quantifiers.

-Yesterday morning Mauricio and I went to walk to downtown Brattleboro. Mauricio bought many beer and a little cigarettes Marlboro. I buyed some stamps and wine. I wanted to buy a new shirt, however I didn't buy the shirt because I had a few money.

-A few days ago Armando invited to me to go to the library because he has to do his homework, I walked with him to the library to help him with the homework. However; we didn't finish the homework because we found a fews books of th politics and customs of Mexico.

Some of these errors have to do with the students' lack of internalization of the rule that sets the form and usage of quantifiers. Some other errors are due to Spanish interference. In Spanish singular quantifiers add "s" to form the plural. Spanish speakers overgeneralize this rule and apply it to the English producing ungrammatical sentences as shown in the above examples.

h. Wrong position of adjectives

The verb to be and to become often occur in constructions with adjectives, which are called predicate adjectives. They describe the subject of the be or become.

Ofelia is pretty (pretty is an adjective in predicate position.)

Mr. Lopez became famous (famous is an adjective in predicate position.)

A number of other verbs may be followed by a predicate adjective. The trouble is, however, that most of these verbs may also be followed by adverbs. A test to determine whether an adjective form or an adverb form should follow is this: if you can substitute be, become, or seem to be for the verbs and have a sentence which is similar in meaning, then you need the adjective form. The substitute sentence does not have to mean exactly the same as the original sentence.

Test: Fill in the blanks with the adjective rapid or the adverb rapidly.

1. Your brother certainly grew _____. He was very small the last time I saw him. (Was or became can not be substituted for grew here and give a similar meaning. Therefore, the adverb form rapidly is needed in the blank.)

2. Your brother certainly grew _____ in his movements after the boss had spoken sharply to him. (Became can be substituted for grew here and give a similar meaning. Therefore, the adjective form rapid is needed in the blank.)

Some other verbs which may be followed by a predicate adjective are these:

set	fall	keep
appear	feel	lie
bang	flame	look
blow	flush	loom
blush	fly	make
break	get	play
bulk	go	prove
continue	grow	rank

Many of those verbs may also occur in predicate-adverbial constructions. Here are some paired sentences. The adjectival complements of those on the left are either adjectives or participles; the adverbial complements of those on the right are adverbs with -ly inflection.

ADJECTIVAL COMPLEMENT

Sue acts angry
My boss appears gruff
The door banged shut
The woman went insane
The man fell sick
The grass grew green

ADVERBIAL COMPLEMENT

The doctor acted quickly
The sun appeared briefly
The policeman banged noisily
The prisoner went reluctantly
The man fell accidentally
The grass grew rapidly

By substituting the appropriate form of be, become, or pretend to be for each of the verbs in those sentences as an empirical test for adjectival use, you will observe that the sentences on the left will still have meaning but those on the right will not.

"In English many adjectives are always attributive, never predicative."*

The main problem
a total stranger
a crack salesman

"A few adjectives are always predicative, never attributive."**

the baby is asleep
The boat is adrift

* Marianne Celce-Murcia, and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language, (UCLA., Department of English, 1977), pp. 171-172.

** Ibid., Chapter XXIV, pp. 171-172.

In Spanish the adjective agrees in person and number with the noun it modifies.

La casa blanca - The white house
femen.sing. femen.sing.

Los libros viejos - The old books
masc.plur. masc.plur.

Las niñas bonitas - The pretty girls.
femen.plur. femen.plur.

When an adjective has two paired forms, one always ends in /a/ while the other may end in /o/, /l/, /n/, /r/, or /s/. The /a/ forms combine with sex nouns ending in /a/: monja buena (good nun), alemana (German), española (Spanish), inglesa (English). The other forms combine with nouns ending in any of these phonemes and /e/: monje bueno (good monk), alemán (German), español (Spanish), inglés (English); profesor bueno (good teacher), alemán (German), etc. Exceptions to this language-wide pattern appear only in the case of sex nouns which have paired morphemes indicating sex (emperador-emperor; emperatriz-empress) or which terminate in a morpheme which contradicts the basic pattern (mujer-woman, madre-mother, etc.)

In Spanish the verbs ser and estar (to be) and parecer (to seem) often occur in constructions with adjectives. These adjectives which occur in predicate position, describe the subject of the ser, estar or parecer verbs.

Lucía es inteligente -Lucy is intelligent

Iván está cansado -Ivan is tired.

In Spanish adjectives always occur in postnominal position.

La casa azul es nueva - The blue house is new

El niño listo le dijo a sus padres que quería ir
adject.
al concierto.

The smart boy told his parents that he wanted to go to the concert.

It is also possible to place the adjective preceding the noun it describes or modifies.

Las verdes hojas cayeron de los árboles al suelo.
adject.

The green leaves fell off the trees onto the ground.

Me gusta mucho la nueva casa - I like the new house
very much. adject.

This type of structure rarely occurs in daily conversation. It is used in poetic language or when the speaker wishes to emphasize the quality of the object rather than the object itself.

The following examples taken from the written compositions show the most common errors made by Spanish speakers when learning adjectives in English.

-Last summer my mother and I went to Cuernavaca, it was the spring. There were a lot of flowers beautiful and trees green. I was very happy to look to them and my mother was very happy also. My cousin of Cuernavaca gived to us many flowers red, we brought them to home because my family likes flowers very much. I want to go to Cuernavaca in the next year because it is a city very nice.

-The other day I was walk down a street very large. I saw two boys sit in the park. They were speak to two girls wonderful. The girls wonderful were more or less nineteen years old and the two boys were more or less eighteen.

Interference of the Spanish word order or position of the adjectives (in Spanish adjectives always occur in post-nominal position except for the two exceptions above mentioned) is clearly reflected in the examples discussed here.

The examples from the compositions are the only problems regarding adjectives for Spanish speakers. Predicative adjectives are not a problem for Spanish speakers because in Spanish as well as in English the verb to be and to become often occur in constructions with adjectives.

María es inteligente - Mary is intelligent
 to be adjective to be adjective

i. Wrong use of prepositions: in, on, at.

A preposition is a word or a word group that functions to show a meaning relationship between its object (the nominal which normally follows the preposition) and some other word or words in the sentence. Prepositions ordinarily indicate relationships of time, space, direction, agency, or association.

After lunch he took a nap

The book is on the shelf

She gave the book to me

In the sentence, the accident occurred on the bridge, the word on is a preposition. The preposition on is followed by the word bridge which is called the object. The entire group of words, on the bridge, is called a prepositional phrase. The preposition on shows the relation between the noun bridge and the verb occurred. The entire phrase on the bridge tells where the accident occurred. We might use a number of prepositions to show the relationship between the noun bridge and the verb occurred. Each preposition would show a slightly different type of relationship, as you will readily see from the following illustrations.

The accident occurred under the bridge
 preposition

The accident occurred near the bridge
 preposition

The accident occurred above the bridge
 preposition

The accident occurred behind the bridge
preposition

The accident occurred beneath the bridge
preposition

The preposition in indicates confinement, containment, or general location within.

He ate his breakfast in the dining room

He was waiting for his girl friend in the car

The teacher is in the classroom

There was a large hole in the ground.

I did not know in which house Mr. Brown lived

German had a blue pencil in his pocket

In indicates location within continents, countries, states, and cities. Note that usage requires arrive in and come to for such locations, but arrive at for a place within such a location.

Brazil is in South America

Esteban stayed in Puerto Rico for several years

Alvaro arrived in Bogota yesterday

Alvaro came to Bogota yesterday

Alvaro arrived at the airport at 2 o'clock yesterday

In expresses state, condition or manner.

The beggar was dressed in rags

The movie was in technicolor

Arnold spoke in a loud voice

Victor spoke to the American in English

She asked for change in ten dollar bills

They looked at the old man in wonder

Can you say it in a general way?

Note that in is written together with stead in the word instead.

Why don't you study English instead of French?.

In with the meaning of "some time within" is used with expressions of periods of time. However it is not used with specific days.

I lived in Mexico for two months

In the future I will live in Colombia

Peter was born in 1946

I will take my vacation in August

Those dandelions bloom in spring (or in the spring,
Similarly with summer, fall, autumn, and winter.)

Chaucer lived in the Middle Ages

Shakespeare lived in the Renaissance.

The preposition on is used with the days of the week and days in general.

I have an exam on Tuesday

She went to Cartagena on Christmas day

Classes begin on Monday morning

What do you do on a sunny day?

The declaration of the Colombian independence was signed on July 20, 1810.

The use of on is optional before specific days.

I will visit you (on) Wednesday (or Christmas day, Friday afternoon, Friday night, June 5, the first of every month, etc.)

Exception: What do you do on a rainy day?

On clear days I sit on the river bank

On is used with the word occasion.

At times I cannot go to sleep at once. On such and occasion I read a book.

She regrets that she was absent from work on that occasion.

The preposition at

The relation between an emotion and its stimulus (normally an abstract stimulus) can often be expressed by at or by the instrumental by:

I was alarmed at/by his behavior.

At, in combinations such as: aim at (where the prepositional phrase is complementary to the verb), expresses intended goal or target:

After aiming carefully at the bird, he missed it completely.

At precedes words expressing an exact moment of time. It is used with expressions of clock time and with single words denoting a part of the day: dawn, daybreak, sunrise, noon, dusk, twilight, sunset, night, and night time.

Herbert came to see me at ten o'clock

School ends at 4:23 p.m.

She must be here at a quarter to seven

Do you ever get up at dawn?

Let's have lunch at noon today

It grows cold at night

Let us consider the following examples:

1. I live in Pasto, Nariño
2. I live on the west side of the town
3. I live at 26-77, 20th street.

That in is used in 1, on in 2, and at in 3 has nothing to do with the verb live, but rather with what the following nominal expression designates (roughly, one lives in cities, towns and countries; one lives on particular streets or parts of a town; and one lives at a particular address.)

In Spanish the preposition en (in, at) indicates confinement, containment, or general location within.

El estudiante está en el salón de clase

The student is in the classroom

El estudiante está en la puerta

The student is at the door

La niña llevaba una carta en sus manos

The girl was carrying a letter in her hands

Roberto vivió en Nueva York durante tres años

Robert lived in New York for three years

Juán estuvo en la escuela durante dos años

John was in school for two years

Encontré la sombrilla en la esquina

I found the umbrella at the corner

El extranjero estaba esperando el bus en la estación

The foreigner was waiting for the bus at the bus station.

En indicates location within continents, countries, states and cities.

Colombia está en Suramérica

Colombia is in South America

La familia de Hernando vive en Bogotá

Hernando's family lives in Bogota

Horacio fue a la escuela en la Universidad Nacional en Bogotá.

Horace went to school at the National University in Bogota.

En with the meaning of "some time within" is used with expressions of periods of time.

Planeo ir al Brazil en el futuro

I plan to go to Brazil in the future

Lo llamare en unos pocos minutos

I will call you in a few minutes

En is used with the months and seasons of the year

Me gusta pescar en Agosto

I like to go fishing in August

Hace frío en invierno

It is cold in the winter

Jerry terminó sus estudios en Abril

Jerry finished his studies in April

Voy a tomar mis vacaciones en el verano

I am going to take my vacations in the summer

Let's examine the following examples

1. Vivo en Pasto, Colombia - I live in Pasto, Colombia

2. Vivo en la calle 20 # 26-77 - I live at 26-77, 20th street.

3. Vivo en la calle 20 - I live on 20th street.

In Spanish the preposition en is used to refer to a city, to the name of a street and to a specific address.

The preposition sobre (on) is used to indicate the position of an object on any surface.

La caja está sobre el escritorio

The box is on the desk

Encontré el dinero sobre el césped

I found the money on the grass.

The prepositions sobre (on) and en (in) are used interchangeably.

Miré al gato durmiendo sobre la mesa

Mire al gato durmiendo en la mesa

I saw the cat sleeping on the table

The following examples taken from the written compositions illustrate some of the problems Spanish speakers have with the prepositions in, on and at.

-My classmate Luis come from Venezuela. He is a person nice. He like me and I like him. He invited to me to go to Venezuela next summer. He said me he has a big house in Caracas. He lives in Simon Bolivar avenue, in number 46.

-I was born in 24 September 1960 in Veracruz. I am nineteen years old. My mother was born in 6 April 1940. She is 39 years old. I have one sister, she is younger than I, she was born in 1962.

Most of the above errors are due to interference of the Spanish. The preposition en (in) is used to refer to different concepts of location, such as: dentro de or en (in), sobre (on), en un lugar específico (at). Therefore, Spanish speakers overgeneralize the use of the Spanish preposition en and produce ungrammatical sentences as shown in the examples here discussed.

PART II

TEACHING TECHNIQUES

The teaching techniques which appear throughout this second section have been tested in real classroom situations with satisfactory results in the process of teaching/learning English as a second language. Two teaching techniques are suggested for each problem are. There is no ~~one~~ right way to use these techniques. It is up to the teacher who is going to use them to change them, to adapt them or to think of his own examples. The teacher is free to pick and choose the techniques he would like to use, and he can decide for himself in which order he prefers to use them.

a. Wrong plural form of regular and irregular nouns.

A. First technique

A good way of presenting irregular nouns is to group together those irregular nouns that have the same characteristics. This grouping makes the various forms easier for the student to learn, as he has to learn each time only the group characteristics instead of the individual form of each noun. For example, nouns that are pluralized by a change in vowel: foot-feet; tooth-teeth.

These can all be presented in a mini-lesson. The following mini-lesson is an example of how this could be accomplished.

1. Teacher writes the following paragraph on the blackboard and then reads it out loud.

Yesterday morning I met my friend Juan. He had an accident two weeks ago and lost almost all

he only has one upper tooth.
 see his doctor pretty soon because
feet in the accident. His right
 and his left foot is bleeding.

ents read the paragraph once out
 es with class any new vocabulary
 Teacher calls particular atten-
 al and singular forms of the

ar - plural
 feet
 teeth

dents an exercise where students
 blanks with the correct plural
 oun. e.g.
 ught home two _____ yesterday.
 as 32 _____.

paragraph of their own using

ups of irregular nouns are su
 in several mini-lessons. They
 of two or three according to
 ficiency.

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B. Second technique

"A picture is worth a thousand words" Confucius.

Pictures can be used to help the learners internalize the plural form of irregular nouns. The following is one way this could be accomplished.

1. Teacher shows a picture that depicts an irregular noun and describes its contents briefly (length of description depends on class level. 3-5 sentences are suggested.)



This is Mrs. Lopez and Mrs. Castro. They are very busy women. They work for an international organization. They are spending their vacation in Cali now.

2. Teacher asks questions based on the description.
e.g. What are the names of the two women in the picture?
Who do they work for?
Where are they spending their vacation now?., etc.
3. Students ask each other questions and then describe picture.
4. Teacher asks questions in the singular. e.g.
What color is the woman's hat?
Which woman is taller?
Then teacher asks questions in the plural. e.g.
Are the two women wearing glasses?
Where are the two women going now?.

Teacher calls particular attention to the singular and plural forms of the irregular nouns discussed. He may write these forms on the board.

singular - plural

woman women

5. Class is divided into groups of two or three. One half of the class writes a short story using irregular nouns in the singular form and the other half writes a short story using nouns in the plural form. Then students exchange their papers for correction. This may help students internalize the plural form of irregular nouns.

Pictures that depict irregular nouns may be useful devices for the ESL teacher to help Spanish speakers become aware of the fact that some irregular nouns in English have two different forms: one for the singular and the other for the plural.

- b. Deletion of "s" in the third person singular, present tense.

A. First technique

1. Using the sound color chart teacher taps out a short sentence. e.g. I like coffee. Then has students say the sentence. A series of similar sentences can be tapped out using the pronouns: I, you, we and they. e.g.

They like coffee.

We play tennis

You eat meat

At the beginning sentences should be kept short

2. for the sake of clarity and simplicity.

2. Teacher taps a series of short sentences using the third person singular. e.g.

He likes coffee /s/

Mary plays tennis /z/

She plays tennis /z/

The "s" ending in these sentences is realized phonetically as two different sounds /s/ and /z/.

3. Students tap short sentences of their own using all of the personal pronouns. e.g.

We play football

Peter plays tennis

They play tennis

Helen plays tennis

4. Teacher taps a few sentences omitting their subjects. He asks the students to write them in their notebooks. Then he taps some personal pronouns and asks the students to supply the appropriate personal pronoun that corresponds to each sentence. e.g.

_____ runs fast
 _____ study the lesson
 _____ play soccer
 _____ works hard

(we) (I)
 (he) (she)

5. Teacher shows ~~some~~ pictures that depict people. e.g. he may show a picture of Mary walking to school. A student is asked to tap a sentence that describes the picture in the simple present tense.

Student : Mary walks to school

Teacher shows a picture of John and Mary walking to school. A student is asked to tap a sentence that describes the picture in the simple present tense. Student: John and Mary walk to school. Then students write these sentences in their notebooks and can write examples of their own.

In this way students have a chance to use the appropriate form of the verb according to the picture being shown. This helps the students internalize the rule of subject-verb agreement. (addition of the s ending to the third person singular in the present tense.)

B. Second Technique

a rod -s -s blue brown
 green red yellow black
 take color not give's
 and as it to this is
 his two white here too
 orange the is her the
 these do another that
 on the one are h
 ut end hi back there

which your my so get
 have many has line we
 our light I their how
 na out dark you w
 d'd what sh sa f
 different in of a none
 us got those both yet
 with on if had b no
 yes does let done they

at some longer -est
 given a art go right
 shall together taken
 who gave than long -er
 but short by told
 much were all co to nt
 was can took tell -ing
 left like very will is
 re 'll ed ed 't ed 'll

don't up to or won't
 sy want s k show
 now because first are
 next then shown from
 between tall would low
 high underneath less
 lost any behind front
 under showed beside id
 should down could n

This technique is based on the word charts # 1, 2, 3 and 4.

1. Teacher has students tap a few sentences. e.g.

They like green rods

She speaks with him

He gives a rod to her

2. Teacher has students focus on sentences made up of the third person singular. e.g.

She gives a rod to him

He likes oranges

She puts it back there

he speaks with her

Teacher calls particular attention to the /s/ or /z/ that has to be tapped out in order to produce a grammatical sentence.

3. Teacher taps a few sentences omitting their subjects.

Then students are to choose from the charts the subjects that correspond to each sentence. In order to help the students decide which subject to use, the teacher may show them pictures that depict people. e.g. a picture of a boy would help a student to use the pronoun he. A picture of two or three boys would help the student to use the pronoun they, etc.

_____ give a yellow rod to her

_____ take two brown rods with him

_____ likes it too

_____ want another white rod.

4. Teacher taps a series of sentences leaving out the "s" ending of the third person singular. Then students are to supply the correct form of the verb. e.g.

she give _____ a brown rod to him

they want _____ our white rods

he want _____ my short rods

5. Using the words from the charts have students create a story from sentences they have written or read. The story may be written first in the first person singular. Then the story can be written in the third person singular.
6. Type this out and then cut it by sentences into individual pieces of paper. Then have the students gets in groups of two or three and put the sentences in order so that they re-form the story.

The activities above mentioned may help the students meet with awareness the conjugation of verbs in English. This helps the students hold in their minds the idea that the third person singular in English adds "s" because of subject-verbs agreement.

c. Wrong pattern for negative statements

A. First technique

To introduce a negative statement the teacher may point to a "rod sentence". As the student speaks the teacher points to the individual rods which represent each word. The following is one way this could be accomplished.

1. First the teacher may review short sentences in the affirmative form. e.g.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
we	study	English
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the boys	walk	to the park

<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>		
Cecil	reads	a book		
<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Oscar	speaks	Spanish	very	well

For sentences made up of the third person singular the teacher may use two rods to represent the form of the verb. One rod represents the stem of the verb and the other the "s" ending of the third person singular.

2. Teacher may point to "a rod sentence", using cards to introduce the auxiliaries do/does and the negative particle not. e.g.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
we	do	not	study English

<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
the boys	do	not	walk to school

After the teacher has given a few examples using the auxiliary do, the students may write similar examples. They may refer to the examples given by the teacher.

3. This step may be performed in a similar way as step # 2. This time teacher may introduce the auxiliary does. He may use only one rod to represent the form of the verb. Since teacher uses only one rod to represent the form of the verb, students can tell the difference between a negative sentence and an affirmative sentence because the teacher

used two rods to represent the verb in step 1. This helps the students internalize the fact that in negative sentences with the auxiliary does the "s" ending of the third person singular gets deleted because does carries the tense marker of the sentence.

4. Teacher may have the students make the "rod sentence" in order for them to internalize the material being covered. Teacher calls particular attention to negative sentences made up of the auxiliary does. Students may write a short story using the auxiliary do. Then they may write a short story in the negative form using the auxiliary does.
5. Teacher may type the story and then cut it by sentences into individual pieces of paper. Then he has students get in groups of two or three and put the sentences in order so that they reform the story.

B. Second technique

Due to the fact that errors made by Spanish speakers when learning to build up negative statements with the "be" verb are due to interference of the Spanish word order for this type of construction, I believe scrambled sentences are a good way to help the Spanish speakers internalize the correct word order of negative statements with the "be" verb. This is a good technique to use when the teacher's general objective is to have students work on their own individual pace. While the group of students concentrates on putting the sentences together the teacher can provide individual assistance to those who request it.

The high degree of concentration necessary in order to put the sentences together is helpful in that it gives the learners repeated opportunities to internalize the word order rules of negative\$ statements with the "be" verb. Since the learners are expected to work with as little guidance from the teacher as possible, it is my belief that at the beginning the sentences to be used in this exercise should be kept short for the sake of clarity.

When presenting this technique to a group of students for the first time I would take special care in letting them be aware of their freedom to choose at least one partner to work with. I think that sharing the responsibility of completing the exercise with someone else ~~reduces~~ the tension the students may feel during the initial exposure to the technique. Also, I would use cards, rather than a ditto sheet, because they seem to be easier to manipulate when two or more people are working on the same sentence. The materials and directions for this technique are as follows:

MATERIALS

Various sets of cards with one word printed clearly on each card. Each set when combined in the correct order will make one sentence. Each card in a set has a number in the upper left corner denoting the number of the sentence. Ten to fifteen sets are often used in a one hour class.

DIRECTIONS

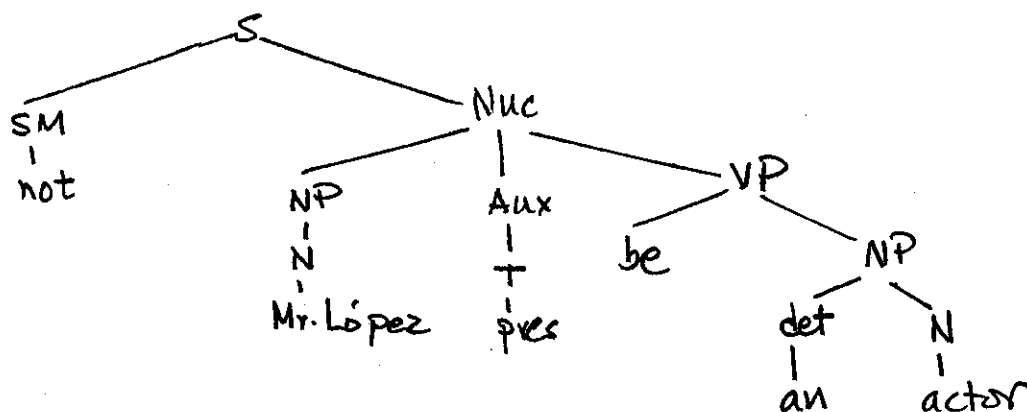
1. Group cards by the number written in the upper left corner.

- II. Shuffle each set and secure with a rubber band.
- III. Divide class into groups of two or three students.
- IV. Take a sample set and place the cards in scrambled order in a central location visible to all students.
- V. Show students how to arrange cards in correct order to form a complete sentence.
- VI. Give the following directions to the students (modified according to class level)
 1. Make a sentence using all the cards in the set.
 2. Write the sentence on a piece of paper numbering each sentence according to the number in the upper left corner of the cards.
 3. When finished with the set, shuffle the cards, secure with a rubber band and replace in a central location.
 4. Continue in this manner with each set until you have completed all the sentences.
 5. Show or give the teacher the sheet of paper with completed sentences.
 6. Write sentences on the board and discuss possible changes in word order.

Note: The directions for the scrambled-sentence exercise were taken from the handout: Scrambled Sentences, School for International Training, Brattleboro, Vermont.)

What follows are examples of word order skills that I would reinforce by the use of scrambled sentences exercises.

Example one: Mr. Lopez is not an actor



output of DS: not Mr López pres be an actor

Not placement: Mr López pres be not an actor

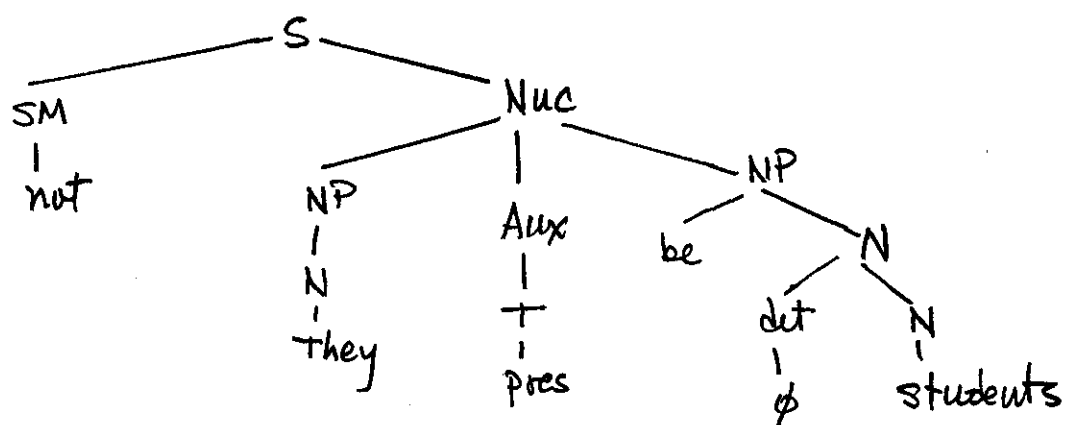
Affix A: Mr López be not an actor
+pres

Subject-Verb agreement: Mr López is not an actor

If the learners have been able to produce, orally, sentences like the one shown above, but still show difficulties in ordering some of its elements, such as: placing the sentence modifier (SM) not after the "be" verb, then a series of scrambled sentence exercises could help them clarify their doubts.

Example two:

They are not students



Output of DS: not they pres be students

NOT Placement: They pres be not students

Affix A: They be not students
+pres

S-Verb Agreement: They are not students.

If the learners have the same difficulties as they did with example one, then a series of scrambled sentence exercises could help them clarify their doubts.

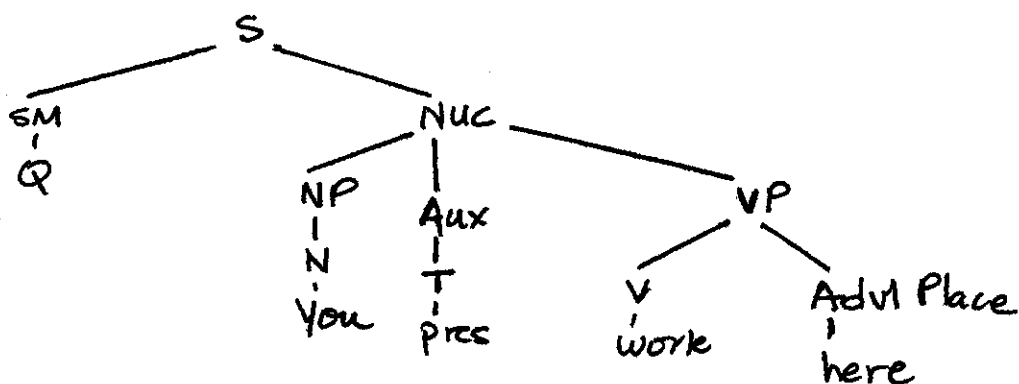
d. Deletion of the auxiliary in requests.

A. First technique

The rules of word order when asking questions can also present problems to Spanish speakers. The following example, where the learners are expected to insert the "do" auxiliary, can be of assistance to the teacher in clarifying the objectives on which to base a scrambled sentence exercise.

Example:

Do you work here?



Output of D.S.: Q you pres work here
 subject/aux inv.: pres you work here
 Do insertion: pres do you work here
 Affix A(ix): do + pres you work here
 S-S: Do you work here?

If the learners have been able to produce, orally, sentences like the one shown above, but still show difficulties in inserting some of its elements, such as the "do" auxiliary, then a series of scrambled sentence exercises could help them reinforce the idea that the "do" auxiliary gets introduced to mark the tense of the question when there is no auxiliary of "be" verb present in the sentence. A similar exercise may be used to introduce the auxiliary "does", and "did".

B. Second technique

Some sentences don't seem to have any X-words in them. The following sentence, for example, doesn't seem to have an X-word: (X-word refers to the auxiliaries do, does, did.)

Peter wants a book

and did.)

There is a subject (Peter) in the S position, and the "s" form of a verb (wants). But there doesn't seem to be anything in the X position (the regular position of the auxiliary verb)-and therefore nothing to bring forward to the \bar{X} position (where X-words go to make a Yes-No question.)

\bar{X}	S	X	V	
	Peter		wants	a book

But we know that we must have an X-word in the \bar{X} position in order to turn this sentence into a question. The X word we use in this sentence is does:

\bar{X}	S	X	V	
Does	Peter		want	a book

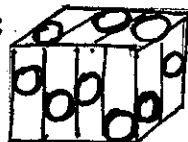
Peter does want a book

This sentence does have an X-word, then. The X-word is does. But in the sentence as we first saw it, the X-word does is hiding.

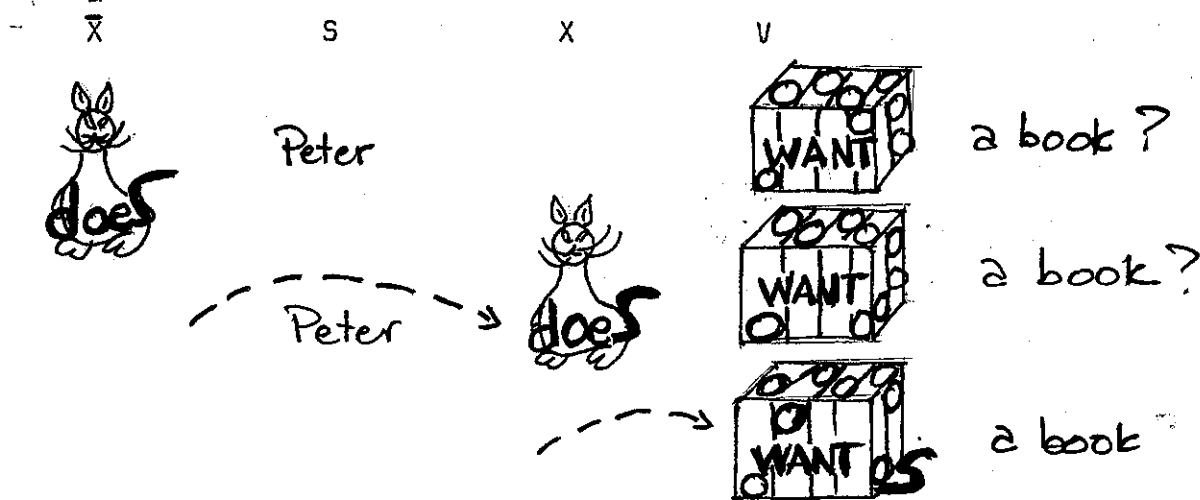
So now the question is, if the X-word is hiding in the sentence Peter wants a book, where is it hiding? To answer this question, let's pretend that does is a cat with a long, curly tail: Let's also pretend



that the verb (want) is a large box-the kind of box that has holes in it:



What do you think will happen when the does cat jumps over the subject into the X position and sees the box right beside it?



Obviously, the does-cat heads straight for the large box and disappears right into it- all except for its long, curly tail ! Note that when the X-word does is not hidden in the verb, there is no tail (no -s) sticking out of the verb want. But the -s tail on the does-cat naturally goes wherever the does-cat goes.

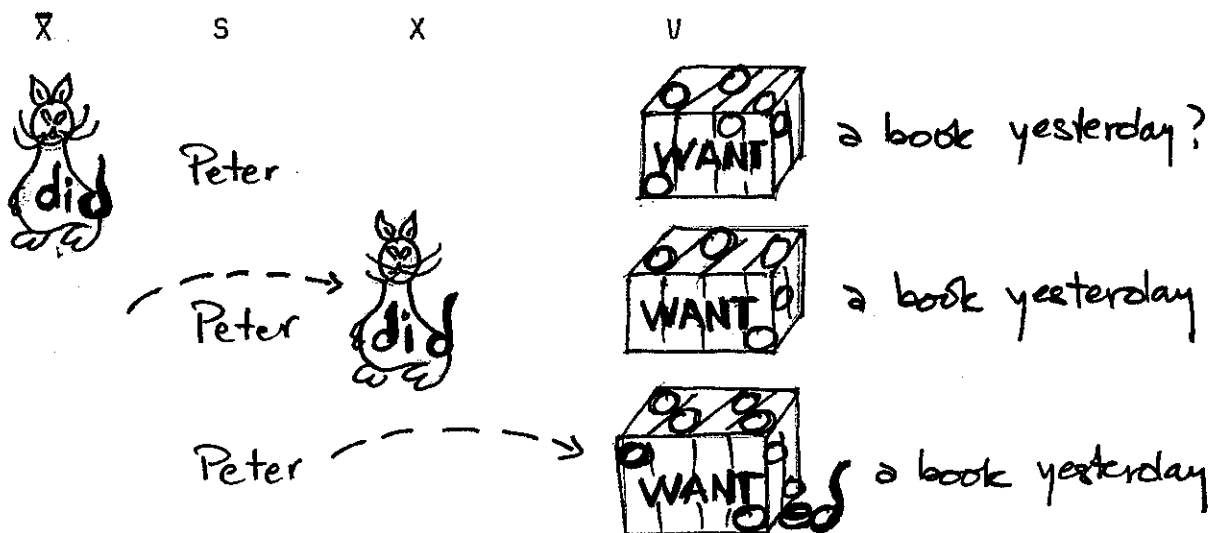
Here is another sentence that seems to have no X-word.
Peter wanted a book yesterday

To make this sentence a question, again we need an

X-word in the X position, But the X-word we must use this time is did not does:


X	S	X	V
Did	Peter		want a book yesterday?

Look above, and you will see that in the statement (Peter wanted a book yesterday) there is an ed on wanted. But in the question there is not. Where did the ed go? The ed on wanted is the tail of another cat hiding in the box:

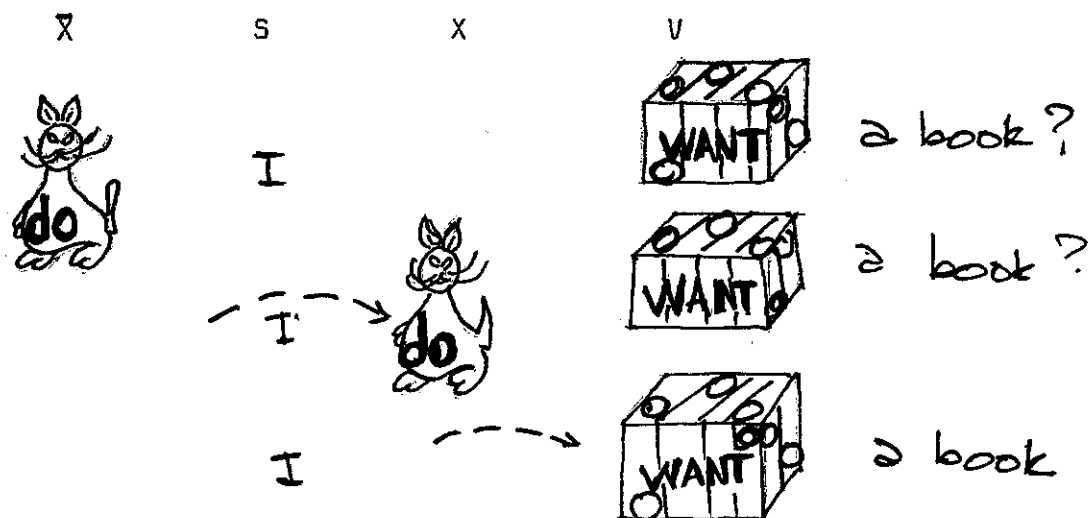


—This second cat is the did-cat. This cat has a long twisted tail: ed. When the X-word did is hidden in the verb want, the tail shows at the end: wanted. But when the X-word did is not hidden in the verb, there is no -ed at the end of want: did want.

There is one more cat: the do-cat. But the poor do-

cat has lost its tail. It looks like this:  .Now what do you think will happen when the do-cat hides in

the box? Since the do-cat has no tail, there won't be a any tail to stick out. All of the do-cat will be hidden in the box:



Once the teacher has presented the auxiliaries: do, does, and did as previously indicated, he may have the students do the following exercises.

Exercise 1.

Each questions begins with do, does or did. On the line below, write the question as a statement. Do not write the -X word. Instead, hide the X-word in the verb.

Examples: Does Helen play tennis every day?

Helen plays tennis every day

Did John like the house?

John liked the house

1. Does Robert need a pen?

2. Did Armando walk to school?

3. Do you want an orange?

4. Does your father speak Italian?

5. Did you work hard today?

6. Did Mauricio like his lunch?

Exercise 2.

Change each statement to a YES-NO question. You will have to take the X-word do, does or did out of the verb to begin your question. Be sure to take its "tail" along with it when you take the X-word out of the verb.

Example: Nelson played soccer last week

Did Nelson play soccer last week?

1. Jorge needs a new car

2. Alejandro speaks Spanish very well

3. Humberto walked to the park last Monday

4. Henry played the piano last night

5. Arturo likes to swim

Exercise 3

Here are the same sentences you used in Exercise 2. This time, complete each second sentence by writing on the line the hidden X-word before not. Note that when you add not the sentence means the opposite. So when we

add not we need a new subject-someone the statement is NOT true about:

Example: Nelson played soccer last week

Nelson's friend did not play soccer last week.

1. Jorge needs a new car
Jorge's cousin _____ not need a new car.
2. Alejandro speaks Spanish very well.
Alejandro's son _____ not speak Spanish very well.
3. Humberto walked to the park last Monday.
Humberto's wife _____ not walk to the park last Monday
4. Henry's sister _____ not play the piano last night.
5. Arturo likes to swim
Arturo's brother _____ not like to swim.

Exercise 4

On each line A, write a Yes-no question of your own that begins with do, does or did. On each line B, write a full sentence to answer your question in the negative. (You will have to use the word not after the X- word.) On each line C, change your subject to someone who DOES or DID do what the subject on line A does or did NOT do.

- Examples: 1. A: Does Emilio play soccer?
B: Emilio does not play soccer.
C: Joe plays soccer.
2. A: Did you like your coffee?
B: I did not like my coffee
C: Helen liked her coffee.

3. A: Do you want a banana?

B: I do not want a banana

C: Augusto wants a banana

1. A: _____

B: _____

C: _____

2. A: _____

B: _____

C: _____

- e. Deletion either of "be" verb or "ing" suffix in present progressive, past progressive, and future with going to.

A period of experimentation with a group of Spanish speakers was necessary for arriving at the following transcripts for the teaching of the present progressive, past progressive, and the future with going to. I believe that because the Spanish structure and the English structure for the construction of these progressive tenses are similar, Spanish speakers can become more aware of this similarity when they learn these progressive tenses through a CLL model which permits translation and consequently the problems they face with this type of structures will be minimized. For this problem area I suggest only one technique based on recorded conversations.

Transcripts - Stage I

The four dots indicate the pause which permits the client time to communicate what he has just heard from his counselor to the group. To help my students become aware of the similarity of the structures discussed here I

encouraged them to use progressive tenses as much as possible during our conversation.

Client 1: Estoy empezando a hablar en Inglés

Counselor: I am beginning to..... speak English

Client 2: Yo también estoy empezando a hablar Inglés

Counselor: I am..... beginning to..... speak English, too.

Client 3: Nosotros estamos entrando a un nuevo mundo

Counselor: We are..... entering..... a new world

Client 4: Yo estaba preocupado acerca de aprender

Inglés como mi segunda lengua.

Counselor: I was..... worried about..... learning English
..... as..... my second language

Client 1: Yo también estaba preocupado porque pensaba
que el Inglés era un idioma difícil

Counselor: I was..... worried too..... because.....
I thought..... English was..... a very.....
difficult language

Client 2: Ahora me siento libre para decir lo que
yo quiera

Counselor: Now..... I feel free..... to say..... whatever
..... I want to say

Client 4: Me parece que estamos perdiendo nuestro
temor para hablar en Inglés.

Counselor: It seems to me..... that we are..... loosening
..... our fear..... to speak in English.

Client 2: Si, y estamos aprendiendo mucho

Counselor: Yes, and..... we are..... learning..... a lot

Client 3: Yo estoy empezando a entender estructuras nuevas

Counselor: I am..... beginning..... to understand.....
new structures

Client 1: Me estoy divirtiendo y estoy aprendiendo
al mismo tiempo

Counselor: I am..... having a good time..... and I am.....
learning..... at the same time

Client 4: Me parece que esta es una forma interesante
para hablar una nueva lengua

Counselor: It seems to me..... this is a very..... interest-
ing way..... to speak a new language

Client 2: Muy interesante y fascinante

Counselor: Very interesting..... and..... fascinating

Client 3: Es como si estuviéramos hablando por teléfono

Counselor: It is..... as if we were..... talking.....
over..... the telephone

Client 1: Me siento muy relajado

Counselor: I feel..... very..... relaxed

Client 4: Yo también

Counselor: me too

Client 3: estoy listo para seguir estudiando

Counselor: I am..... ready..... to keep..... studying

Client 2: Yo diría que todos nosotros estamos listos
para seguir estudiando.

Counselor: I would say..... that all of us..... are
ready..... to keep..... studying

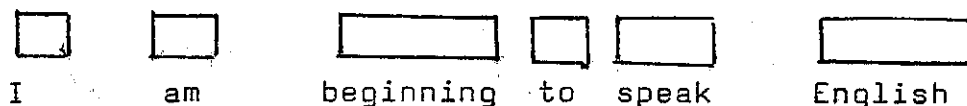
Client 4: Estoy de acuerdo contigo

Counselor: I agree..... with you

The previously mentioned transcripts of a conversation in Stage I can be taped in such a manner that nobody else but the learner speaking is recorded. Once the conversation has been recorded, the students can talk about what they felt while recording the conversation. I found this step to be very helpful in that it gives the learners repeated opportunities to feel free and secure to take an active part in their own process of learning English. The students seemed to trust each other and the counselor.

The next step consists of playing back the recorded conversation without interruption. After this step, the conversation is played back once again, but this time

sentence by sentence. Then the sentences are written on the board and the students make their own copies. The students may supply the translation of what they had said to the group. Finally the counselor explains to the group the grammar involved in the transcripts. The use of rods, pictures and operations helped me a whole lot to get the grammar across to my students. The teacher may point to a "rod sentence", e.g.



As the student speaks the teacher points to the individual rods which represent each word.

The teacher may perform operation techniques

An operation is a series of events or actions which is usually universally known and logically sequenced. The manipulation of objects or a gadget often accompanies it. An operation may also relate to skills development or involve body movement. It is an effective vehicle for introducing culturally-related actions (e.g., pay telephones in France, making tortillas in Mexico, vending machines in the US., tea ceremony in Japan, etc.)*

He may also use pictures depicting actions in progressive tenses (a boy walking to school, a girl riding her bike, etc.) to help the student internalize the construc-

* Thomas Andrew Winter and Gayle LaVerne Nelson, A Handbook of Operations for use in the ESL Classroom, (School for International Training, Brattleboro, Vermont.)

tion of progressive tenses in English.

Client Reactions to Stage I

Client 1: Para mi fue una experiencia muy fascinante tener la oportunidad de decir lo que yo quisiera decir en Inglés.

(It was a very fascinating experience for me to say whatever I wanted to say in English.)

Client 2: Nunca antes había pensado que sería tan fácil empezar a producir nuevas oraciones y nuevas palabras en un idioma extranjero. Cuando no sabía como decir en Inglés lo que quería decir, todo lo que tenía que hacer era preguntarle al consejero y mi problema estaba solucionado inmediatamente.

(Never before have I thought that it would be so easy to begin to produce new sentences and words in a foreign language. Whenever I didn't know how to say in English what I wanted to say all I had to do was ask the counselor and my problems were solved right away.)

Client 3: La forma en la que me hablaba el consejero me hizo sentir tranquilo, relajado y libre para tomar parte activa en la conversación.

(The way the counselor spoke to me, made me feel tranquil, ^{and} relaxed to take active part in the conversation.)

Client 4: Lo que me asombro fue el contenido de la conversación. En un principio creía que debía repetir después de mi profesor

pero cuando empezó la clase todo fue tan diferente.....

(What struck me was the content of the conversation. In the beginning I thought I was supposed to repeat after my teacher, but when the class started everything was so different.....)

Counselor: Fue grandioso ver como los estudiantes producían las oraciones en Inglés. Todo fue fascinante: la pronunciación, las estructuras, justamente todo fue grandioso. (It was great to see how the students produced sentences in English. Everything was great: the pronunciation, the structures, everything was just great.)

Transcripts: Stages II and III

The following transcripts combine stages II and III. These transcripts were recorded with a group of students that had an intermediate level of English. In this conversation the writer, acting as the counselor gave more freedom to the students to express whatever they could by themselves. The students spoke first in English and then some of them used Spanish because they did not understand certain parts of the conversation. This aspect is explained in the discussion section of stages II and III.

1-Client 1: Yesterday while I was reading a book Peter came to my house.

Ayer mientras estaba leyendo un libro Pedro vino a mi casa (Translated by Client 1.)

2-Client 2: Yes, Peter told me he would come to class today.

Si Pedro me dijo que vendría a clase

hoy (Translated by Client 2.)

#3 Client 3: Now that we are in class, let's talk of what we were thinking of yesterday. Ahora que estamos en clase, hablemos de lo que estabamos pensando ayer. (Translated by Client 3.)

#4 Client 4: Yesterday I was thinking that it could be interesting to learn English. Ayer estaba pensando que podría ser interesante aprender Inglés. (Translated by Client 4.)

#5 Client 2: I was thinking the same

#6 Client 3: Tu estabas pensando que no es interesante aprender Inglés.

#7 Client 1: It is very interesting to learn English. I would also like to say something else.

#8 Client 2: Piensas que no es importante hablar Inglés?

#9 Client 1: No, it is very important to speak English

#10 Client 2: Entonces crees que es importante aprender Inglés.

#11 Client 1: Of course

#12 Client 2: I see, for you it is very important to learn English

#13 Client 1: When I finish studying English, I am going to study Italian.

#14 Client 2: I am going to study French because I would like to go to France someday.

Discussion: Stages II and III

As we can see from statements 1, 2, 3 and 4 someone in the class needed clarification regarding the content of said statements. To clarify this the speakers in all

four instances supplied the translation of what they had said. In statement 5 no translation was supplied, which indicated that the whole class understood the meaning of this sentence. In statement 6 which was translated by client 3, the translation was not accurate, and it didn't convey the meaning that Client 2 wanted to convey. In statement 8 the client switched to Spanish. The question was directed to statement 7. In statement 9, Client 1 did not switch to Spanish and held the English structure. He answered in basic English trying to make himself understood. In statement 10 we can see the client's desire to be sure that he understood the sentence. Here, the client once again spoke in Spanish. Statement # 11 shows the excitement client 1 felt upon finally being understood. Client 2, now being sure that he was understood, reenters the conversation in English.

Client Reactions to Stages II and III

Client 1: Fue' sorprendente escuchar como los miembros del grupo hablaban tan rápidamente en Inglés. Me parecía algo increíble.
(It was surprising to listen to the members of the group speaking in English so fast. It seemed something unbelievable.)

Client 2; Al principio traté de traducir todo lo que decían los demás, luego me limité a escuchar a los hablantes. Esto me ayudó mucho a comprender lo que pasaba en clase.
(At the beginning I caught myself trying to translate what the others said. Then I confined myself to listening to the speakers. This helped me a whole lot to understand what was going on in class.)

Client 3: Sentía que a pesar de que no sabía algunas palabras, siempre podía preguntarle a mi consejero. De esta forma obtenía el significado de lo que decía.

(I felt that even though I didn't know the meaning of certain words, I could always ask my counselor. In this way I got the meaning of what I said.)

Client 4: Me sentí muy incómodo al tener que hablar por el micrófono. En realidad no quería decir nada, pero después de un momento me sentí muy relajado porque todos los estudiantes hablaban con tranquilidad y seguridad.

(I felt very uncomfortable having to speak into the microphone. I didn't want to say anything, but after a while I felt very relaxed because I saw the other students speaking with tranquility and security.)

Transcripts: Stage IV

In stage IV the counselor corrects the clients whenever they make a mistake in terms of grammar or pronunciation. He does not offer better expressions or more exact idioms.

1 Client 1: We are going to speak in English now.

2 Client 2: I think that if we speak in English we are going to learn new vocabulary and new expressions.

3 Client 3: It would be very fascinating to say everything in English.

4 Client 2: We are go to be able to speak English very fast if we practice it every day.

Counselor: We are going to be able to speak English very fast if we practice it every day.

5 Client 2: We are going to be able to speak English very fast if we practice it every day, because I think this is the best way to learn a foreign language.

6 Client 1: Now, I feel I am making progress. I can speak faster and my pronunciation is getting better.

7 Client 3; When I first started to study English I had a lot of problems with my pronunciation but now I feel I am doing much better.

8 Client 1: It is ^{of} surprising to see how we handle a lot of English structures in auperiod of time short.

Counselor: It is surprising to see how we handle a lot of English structures in such a short period of time.

9 Client 1: It is surprising to see how we handle a lot of English structures in such a short period of time.

#10 Client 2: I feel very happy to learn English through this method. I am going to study many more languages through this method.

#11 Client 3: I would like to teach English using this method.

#12 Client 2: That seems to be an interesting idea.

#13 Client 1: I think we are all satisfied with what we have learned during the last two months of June and July

The procedure followed to explain the grammar involved in stages II, III and IV was the same as the one followed to explain the grammar involved in stage I. The learners' reactions in this stage were very similar to those of the learners in stages II and III. As a counselor I was very delighted to see how confident the students felt when speaking English into the microphone. They seemed to be very sedure when speaking the foreign language. Another factor that really struck me was the fact that the learners always welcomed correction when it was necessary. At the end of stage IV in the reflection phase I found it helpful to have the learners write a short story based on progressive tenses. Finally they recorded their stories to allow them to assimilate the material studied. I did not record any conversations in Stage V due to the fact that my students had a low intermediate level of English.

f. Wrong form of irregular verbs in the past tense.

The grouping together of irregular verbs that have the same characteristics makes the various forms of these irregular verbs easier for the student to learn, as he has to learn each time only the group characteristics instead of the individual forms of each verb. This minimizes the students' toil of learning every single verb as an independent unit.

A. First technique

Irregular verbs that form the past tense by a change in the vowel can be presented in a mini-lesson. For example the past tense of the following verbs is formed by a change in vowel. The i in begin changes to a in the past tense (began). The verbs sing and

drink follow a similar change in the vowel. The following mini-lesson show how this could be accomplished.

1. Teacher writes the following paragraph on the blackboard and then reads it out loud to the students. One or two students may read the paragraph out loud.

Last/week I began to study music. I am taking music because I want to become a famous singer. Yesterday I watched to a musical concert on TV. Julio Iglesias sang many beautiful songs. I like to watch musical programs and enjoy talking about music everywhere. Last night I went to a concert with a good friend of mine. Then we went to a café and drank some wine. When we got home we talked about the most famous singers and songs of today's world.

2. Teacher has students read the paragraph once out loud and discusses with students any new vocabulary and structures. Teacher calls particular attention to the present and past tenses of the underlined verbs. e.g.

<u>present</u>	<u>past</u>
begin	began
sing	sang
drink	drank

3. Using the sound color chart the students tap out the sounds which represent the present and past tenses of the irregular verbs underlined in the paragraph
4. The teacher may tap out the sounds which represent the present tense of the underlined verbs. Then he may tap a few sentences in the past tense

form of the irregular verbs studied in class. Then the students tap out the sound which represent the past tense of the irregular verbs and write down the sentences. e.g.

begin We _____ a new lesson last week.

drink Yesterday I _____ a lot of coffee

Sentences should be kept short for the sake of clarity.

5. The students in groups of two or three may write a paragraph of their ~~own~~ using the past tense of the irregular verbs studied in class. Then they may exchange their papers for correction.

B. Second technique

The following transcripts may be used to introduce irregular verbs which conform to a certain phonological pattern. e.g. sell-sold; tell-told.

Teacher can have students focus the conversation on specific topics, so that specific verbs arise in the transcripts. The verbs suggested here arose from the conversation "buying and selling things."

Transcripts: Stage I

The four dots indicate the pause which allows the client time to communicate what he has just heard from his counselor to the other members of the group.

Client 1: Vendí mi casa ayer

Counselor: I sold my house.... yesterday

Client 2: Porqué no me contaste?

Counselor: Why.... didn't.... you tell me?

Client 3: El me contó eso ayer por la mañana

Counselor: He told me.... that.... yesterday morning.

Client 1: Juan me vendió su carro y yo le vendí mi casa.

Counselor: John sold me.... his car.... and I sold him.... my house.

Client 3: Yo le conté a mi amigo Emilio

Counselor: I told.... my friend Emilio

Client 1: Yo también pero no quizo comprarla

Counselor: Me too.... but he didn't want to
.... buy it.

Client 2: Vas a comprar una casa nueva?

Counselor: Are you.... going to.... buy.... a new
house?

Client 3: Te gustan mucho las casas?

Counselor: Do you.... like.... houses a lot ?

Client 2: Depende

Counselor: That depends....

Client 3: A mi me gustan mucho

Counselor: I like.... houses.... a lot

Client 1: A mi también me gustan las casas, pero
prefiero los carros

Counselor: I like.... houses too.... but.... I
prefer.... cars.

The above transcripts of a conversation in Stage I can be taped in such a manner that only the learner speaking the foreign language is recorded. The procedure to explain the material covered and the grammar involved in Stage I is the same as stated in the transcripts written for the teaching of progressive tenses. The teacher may also call particular attention to the past tense of irregular verbs. e.g.

<u>present tense</u>	<u>past tense</u>
sell	sold
tell	told

Then the students may write a short story based on the past tense of the irregular verbs discussed.

Transcripts: Stages II and III

The following transcripts were recorded based on the irregular verbs: to know, to blow, and to grow. Here again the students were told to focus the conversation on a specific topic, "growing flowers." The teacher may suggest a specific topic for conversation according to the structures he wants his students to focus on.

1 Client 1: Now that we know the past tense of some irregular verbs we can talk about many things.

2 Client 1: Ahora que sabemos el tiempo pasado de algunos verbos irregulares podemos hablar de muchas cosas (Translated by Client 1.)

2 Client 2: Yesterday I studied English and I also sang many beautiful songs.
Ayer estudié Inglés y también canté bastantes canciones bonitas (Translated by Client 2.)

3 Client 3: I didn't know that you could sing beautiful songs.

No sabía que podías cantar canciones bonitas (Translated by Client 3.)

4 Client 4: Well, let's talk about something different.
Bien, hablemos de algo diferente (Translated by Client 4.)

5 Client 2: Did you grow any flowers in your garden last year?

6 Client 4: Me preguntas si me gustan las flores o no?

7 Client 1: Yes, I grew a lot of flowers in my garden last year.

8 Client 4: I like flowers. I also grew many flowers in my garden last year.

9 Client 3: I know you all like flowers

#10 Client 2: That's right

#11 Client 3: But last year the wind blew very hard

- # 12 Client 1: Fortunately we all planted our flowers in sheltered areas.
- # 13 Client 4: I think this has been a very interesting conversation.

Discussion: Stages II and III

As we can see from the transcripts written for Stages II and III everybody in the group understood the conversation. The only exception was Client 4. He asked a question in Spanish (sentence # 6) to reassure himself that he had understood sentence 5. However the translation was not accurate, and it didn't convey the meaning of what Client 2 had said. In statement 7, Client 1 answered the question (statement 5) correctly. This helped Client 4 to understand the meaning of statement 5.

Transcripts: Stage IV

The counselor and the clients may now record a conversation using the past tense of the irregular verbs studied in stages I, II and III. The counselor may also introduce a new set of irregular verbs. For example, a set of irregular verbs which conform to a certain phonological pattern: get-got; forget-forgot. Here again, the teacher (counselor) may suggest a specific topic for conversation according to the structures he wants his students to focus on.

- # 1 Client 1: It is fascinating to know that we have the chance to speaking English.
- # 2 Counselor: It is fascinating to know that we have the chance to speak English.
- # 3 Client 1: It is fascinating to know that we have the chance to speak English.
- # 4 Client 2: The first time we spoke into the microphone this week Peter told us that John sold his car.
- # 5 Client 3: Then we talked about flowers.

- # 6 Client 4: It was a very interesting conversation, for I like to grow flowers.
- # 7 Client 1: I think we all grew a lot of flowers last year.
- # 8 Client 3: Why we don't get some money to plant more flowers this coming summer?
- # 9 Counselor: Why don't we get some money to plant more flowers this coming summer.
- #10 Client 3: Why don't we get some money to plant more flowers this coming summer.
- #11 Client 2: I forgot to bring a book on Biology that explains how to grow flowers
- #12 Client 1: I think it would be a good idea to read my friend's book
- #13 Client 4: That's right.
- #14 Client 2: Why don't we eat out tonight to talk about this great idea.

Because of the students' level of proficiency in English I did not record any conversations in Stage V. Also the clients' reactions to Stages I, II, III and IV in this section were very much the same as those of stages I, II, III and IV recorded for the teaching of progressive tenses in English. The transcripts written for the teaching of progressive tenses and for the teaching of the past tense of irregular verbs were both recorded with the same group of students.

g. Wrong form and use of quantifiers.

A. First technique

I. First of all the teacher may review the use of some and any. e.g.

Do you have any books?. Yes, I.....

Does she have any money? No, etc.

Then the teacher using rods introduces count and non-count nouns. For count nouns he may use several rods, but for non-count nouns he may use only one rod to reinforce the idea of 'non-count'. Rods maybe used according to the colors of the objects being described. For example, a yellow rod may stand for a banana, a brown rod for coffee, a white rod for milk, etc.

2. The teacher takes two yellow rods and says: I have two bananas. Then he takes three orange rods and says: I have three oranges. The teacher then asks two or three students to repeat this scene. He may then substitute the numbers two and three for the expressions a few. e.g.

I have a few bananas.

I have a few oranges.

The teacher may need to do up to five of these sequences to establish the basic forms. Then two or three students are asked to take the teacher's place in order for them to internalize the use of the quantifier a few.

3. The teacher takes a brown rod and shows a picture of a man drinking half a cup of coffee. He says: The man is drinking some coffee.

Two or three students are asked to repeat this scene. He then substitutes the word some for a little. The man is drinking a little coffee.

Two or three students are asked to repeat the same scene.

Then teacher shows pictures of people either drinking: coffee, water, milk, etc. or eating: meat, soup, etc. Students are to produce the sentences

Using a little

which describes the pictures being shown. e.g.

The man is drinking a little water

The woman is eating ~~a~~ little meat

4. The teacher writes on the board the questions:
How much?/How many? and the quantifiers: a little
and a few.

He then takes two yellow rods and gives them to a student. He asks him, "how many yellow rods do you have?" The teacher points to both quantifiers: a little and a few. The student is to choose from the two quantifiers, the one which answers the question correctly.

Then he may show a picture of a woman drinking milk. He asks the student, "how much milk is the woman drinking?" The student is to select the quantifier which answers the question correctly.

5. Finally the teacher gives both the rods and the previously mentioned pictures to the students. They are to ask each other questions using the quantifiers discussed here. This time the teacher erases from the blackboard the questions how much/how many? to make it sure that the students understood the use of the quantifiers: a little/a few.

B.. Second technique

The dialogue here is designed to introduce the quantifiers a little and a few.

Student 1: Hi, John

Student 2: Hi Paul

S1: John, do you eat a lot of bread with your coffee?

S2: No, I eat a little bread with my ~~coffee~~est.

S1: Do you drink a lot of coffee with your breakfast?

S2: Sometimes, but generally I only drink a little coffee.

S1: Do you eat a lot of bananas with your lunch?

S2: No, I eat a few bananas with my lunch;

1. As the students listen to the utterances of the dialogue and repeat them, they are hearing and using the new forms in the context of a natural conversation. They are also beginning the task of memorizing the dialogue. You must make sure that the students understand the meaning of the dialogue utterances. To this end the teacher may use pictures.
1. After the students have had an opportunity to imitate the dialogue sentences two or three times and have begun to grasp the meaning of the new forms, you can have them make substitutions in the dialogue sentences in order (~~in order~~) for them to internalize the use of the quantifiers a little and a few. e.g.

I eat a little bread with my breakfast
lunch
dinner

I eat a little bread with my breakfast
meat
butter

2. Using the same substitution technique, drill the sentence within the framework of the dialogue.

S1: Hi John

S2: Hi Paul

S1: Do you eat a lot of bread with your breakfast?

S2: No eat a little bread with my breakfast
cheese
cake

S1: Do you drink a lot of coffee with your breakfast?

S2: Sometimes, but generally I only drink a

a little coffee

water

tea

S1: Do you eat a lot of bananas with your lunch?

S2: No, I eat a few bananas with my lunch

apples

oranges

3. In ~~one~~ sense, the dialogue-oriented lesson provides simulated conversation activity from the very beginning—since even the imitative repetition drills are within the framework of a conversation. But now you will want to use the dialogue in a series of activities that gradually make the transition from simulated conversation (the practice of predetermined utterances) toward real communication. e.g.,

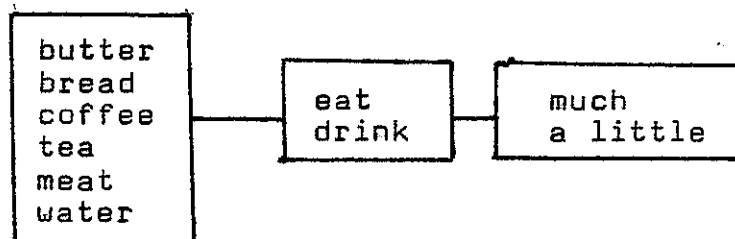
Present a chain-dialogue drill, with the students selecting substitution words at random from a list of words well known to them written on the board:

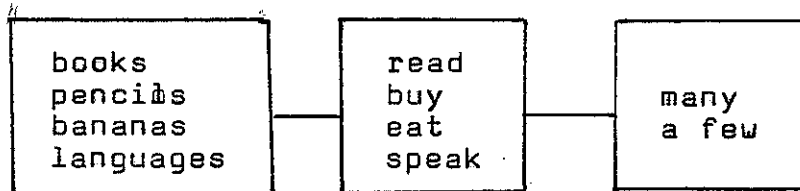
S1: John, do you eat a lot (word from the list)

S2: No, I eat a little (word from the list), etc.

This activity may help the teacher to make sure that the students understand the use of the quantifiers a little and a few.

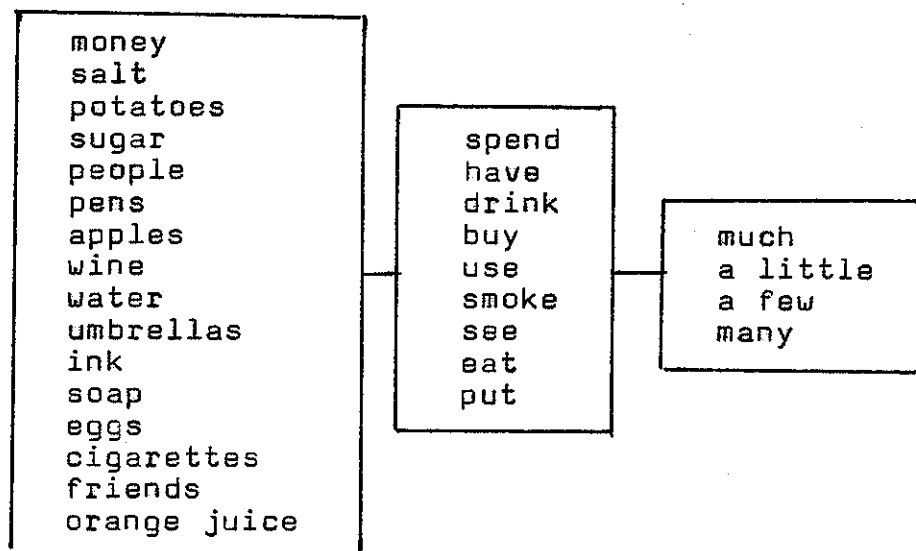
4. The teacher may draw the following charts on the board.





Using the words from the above charts the students ask each other questions using much/a little and many/a few.

5. The teacher may draw another chart mixing count and non-count nouns with a list of verbs that the students may use to ask questions.



A good way to determine if the students have learned the use of much/many and a little/a few is to have the students make questions using the words from the chart. The students should find the appropriate words to ask questions. e.g.
 Do you smoke a little cigarettes? ~~Wrong~~
 Do you smoke a few cigarettes? Right
 Do you have much friends? Wrong
 Do you have many friends? Right , etc.

It is important to let the students know that many nouns in English can be used as either count or non-count nouns. For example: beer, coffee, tea, cake, etc. Unfortunately I did not take this aspect into consideration for the sake of clarity and simplicity.

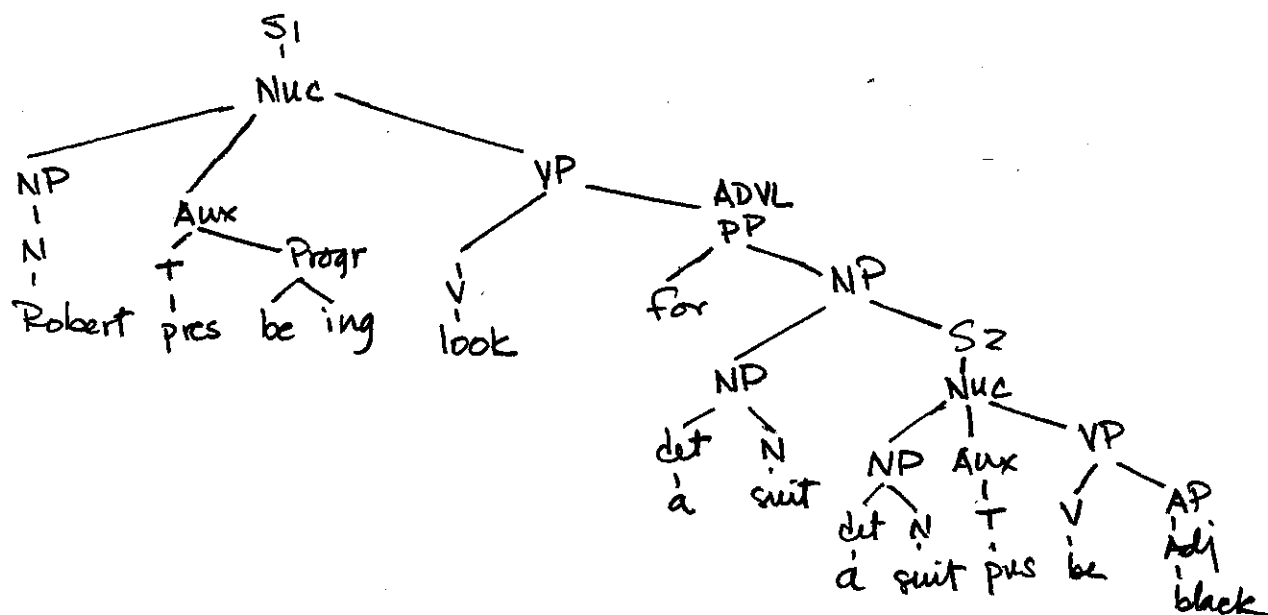
h. Wrong position of adjectives

A. First technique

Since most of the problems Spanish speakers have when learning the proper position of adjectives in English are due to interference of the Spanish word order (adjectives in Spanish most of the time occur in postnominal position) I would use a technique based on scrambled sentences. This is a good technique to use when the teacher's objective is to have students work on word order. The scrambled sentences technique may help the students reinforce the idea that adjectives in English most of the time occur in prenominal position. The high degree of concentration necessary in order to put the sentences together is helpful in that it gives the learners repeated opportunities to internalize the word order of adjectives in English. The following trees are for illustration of the teacher. The learners should only work with the cards.

Example 1:

Robert is looking for a black suit.



Output DS: Robert pres be ing look for a suit (a suit pres ^{be} black)

Rel pro sub: Robert pres be ing look for a suit (which pres be black)

Rel pro +
deletion: Robert pres be-ing look for a suit (black)

Adj. Preposing: Robert pres be-ing look for a black suit

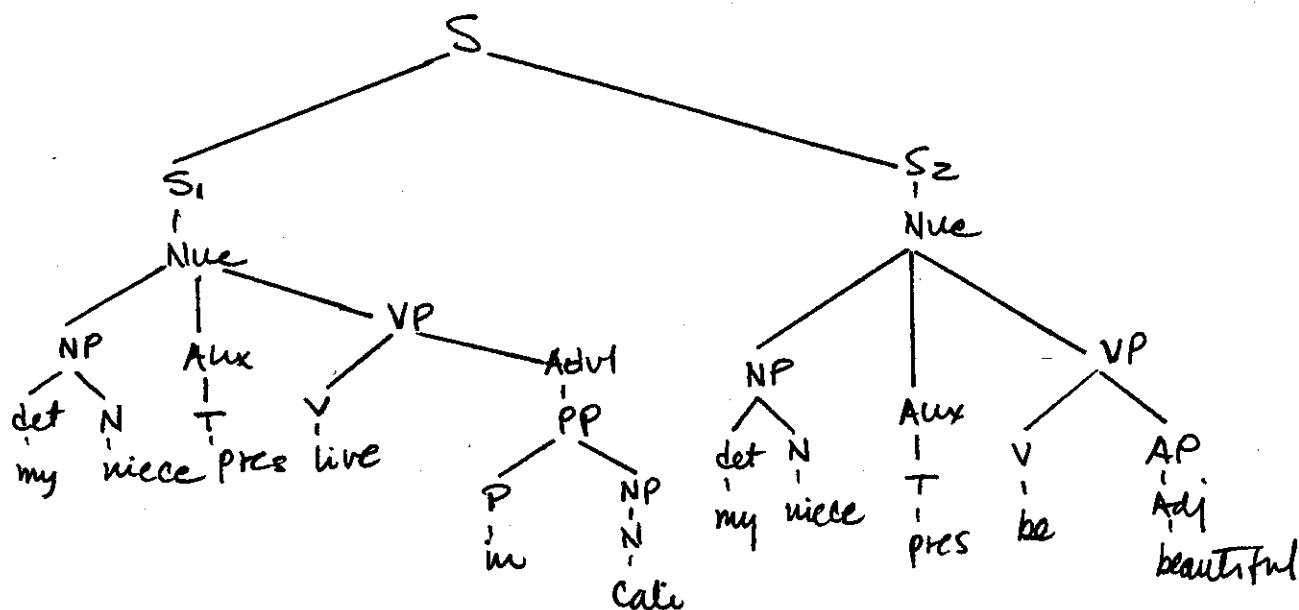
Affix (2x): Robert ^{+pres} be ^{+ing} look for a black suit

S-V agreement: Robert is looking for a black suit

If the learners have been able to produce, orally, sentences like the one shown above, but still show difficulties in ordering some of its elements, such as, adjective preposing, then a series of scrambled sentence exercises could help them internalize the proper position of adjectives in English.

Example 2:

My beautiful niece lives in Cali



output DS. my niece live in Cali (my niece pres be beautiful)
 Non Restrict embed- : my niece (my niece pres be beautiful) pres live in Cali
 Rel Pro Sub: my niece (who pres be beautiful) pres live in Cali
 Rel pro +
 deletion : my niece (beautiful) pres live in Cali
 Adj Preposing: my beautiful niece pres live in Cali
 Affix A (ix) : my beautiful niece ^{+ pres} live in Cali
 S- V-agreement: My beautiful niece lives in Cali

If the learners still have difficulties in preposing the adjective, then a series of scrambled sentence exercises could help them clarify their doubts.

The materials and directions for this exercise are as stated in pages 45 and 46.

B. Second technique

1. The teacher takes a yellow rod and says: I am taking a yellow rod. He asks two or three students to repeat this scene. He may need to do up to four of these sequences to establish the basic forms. Then the teacher gives the rods to the students. They utter the sentences: I am taking a (depending on the color of the rod) rod.
2. Then teacher (~~then~~) asks a student to take a blue rod. He asks the student. Are you taking a blue rod?. The student answers ~~the~~ question in the affirmative form. Yes, I am taking a blue rod. The same question is repeated. This time using an adjective that does not correspond to the rod being taken. e.g.,

Are you taking a brown rod? (Teacher)

No. I am not taking a brown rod. I am taking a blue rod. (Student)





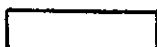

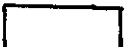
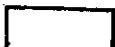






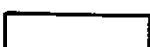
Then the students are given the rods. They ask each other questions in the affirmative and negative forms.

3. To reinforce the idea that the adjective in English gets placed before the noun the teacher may introduce the conjunction or. e.g.

A student is asked to take a white rod. The teacher asks him: Are you taking a green rod or a white rod?.

Then the students ask each other questions using this type of construction.

4. The teacher may then have the students practice structures with adjectives. He may point to a "rod sentence". As the student speaks the teacher points to the individual rods which represent each word. e.g.

				
I	have	a	blue	house
				
My	father	bought	a	new
				
She	has	a	white	dog, etc.

At the end of this exercise the teacher may ask the students to write some similar sentences. Then the teacher may have the students make the "rod sentence." They may refer to the "rod sentence" made by the teacher.

5. In order for the students to internalize the proper position of adjectives in English the teacher may perform a concentration game as a follow-up. The following sentences are an example of the type of constructions I used for this exercise. The teacher may think of his own examples according to the structures he wants his students to focus on.
- Do you have a new house. Yes, I have a new house.
 Did you see an old man yesterday?
 No, I saw a young man yesterday
 Did Helen buy a gray dress?
 Yes, Helen bought a gray dress
 Did Roberto Carlos sing a beautiful song?
 Yes, Roberto Carlos sang a beautiful song.

The materials and directions for a concentration game are as follows:

MATERIALS

A set of cards. Each card has a large clearly printed number on one surface and a large clearly printed word or phrase on the opposite surface.

DIRECTIONS

- I. Invite students to gather in a circle around a table or on the floor
- II. Arrange the cards in a central location, numbered side up. The cards can be in numerical order, or more challenging, placed at random.
- III. Give the following directions to your students(modified according to class level):

1. The first student chooses a number and either he/she or the teacher turns the card over.
2. The same student chooses another number, attempting to match the first one.
3. If the words or phrases on the two cards don't make a match, both cards are turned back over and returned to their original positions.
4. The second student (moving clockwise) then follows the same procedure. If a match is made, the student removes the two cards from the game and the same person continues to choose pairs until he/she fails to make a match.
5. The game continues in this manner, moving around the circle until all the words have been matched.

IV. Follow-up: All the pairs can be arranged faced up. Students can then make notes or ask questions about pairs that are unfamiliar to them.

V. Variations:

1. The class is divided into groups and play alternates between groups and a point is received for a correct match.
2. A student who makes a successful match makes sentences using the words.

NOTE: The direction for the concentration game were taken from the handout: Index Card Games for the ESL Classroom, School for International Training, Brattleboro, Vermont.)

i. Wrong use of prepositions: in, on, at.

A. First technique

Role-Playing: Asking directions

It is no good at all to ask the students to act out roles which demand a general knowledge they don't have.

It need not be complicated at all—a short reading assignment, a short dialogue, but some source of knowledge is necessary or the role play won't come off.

ROLE PLAYING: ASKING DIRECTIONS

Situation

Mr. and Mrs. Castro are looking for their friend in Bogota. This is their first time in Bogota and want to get in touch with their friend Andres. They are being given directions by a policeman. Their friend they are looking for lives on Western Avenue at 74-85, but they don't remember his address.

Roles

Mr. Castro— very anxious to find the house in which Andres lives. He is desperate and wants to take a taxi to get to his friend's house.

Mrs. Castro—She does not want to take a taxi— she prefers to get to his friend's house by walking as to have a chance to visit some important places of Bogota.

Policeman— Encourages Mr. and Mrs. Castro to take a taxi, for a taxi driver can help them find the place they are looking for.

Useful Expressions

Mr. Castro (to his wife) "Why don't we take a taxi now?"
"I'm not sure if Andres lives
on Western Avenue or on

Boyaca Avenue.

"I'm tired of talking about our friend's address."

"I think I now remember Andres' address. He lives on.... Western Avenue at.... 74-85."

Mrs. Castro (to his husband)

"Let's start walking...."

"If you are sure Andres lives on Western Avenue we can always ask somebody for directions to get there."

"We may have the chance to visit the National museum, the zoo, and the...."

Policeman (to Mr. and Mrs. Castro)

"Bogota is a big city... why don't you take a taxi."

"If your friend lives on Western Avenue you'd better take a taxi."

"It is very easy to take a taxi."

The roles are assigned to three students. The students take home the role play exercises, learn the useful expressions and think about what they may say on their own. When they perform the role play in class, they stand up and walk about, and they are not allowed to have the written copy in their hands. The teacher may take one of the roles to keep the play moving; this is especially useful in the

beginning when the students are learning to do role plays. Also it may help the students to feel secure and willing to participate in the role play. After the students have acted out this role play, the teacher may have them prepare similar role plays so that they can become aware of the uses of the prepositions: in, on and at.

Finally the teacher calls particular attention to the prepositions in, on, at. He may go over the role play again and write on the board sentences containing the previously mentioned prepositions. e.g.

He lives on Western Avenue at 74-85

If you are sure Andres lives on Western Avenue

If your friend lives on Western Avenue....

The students may write similar sentences, again using the prepositions above mentioned. Then, they may write a short story so that they can act it out in a role play situation.

B. Second technique

The following transcripts may be used to help Spanish speakers internalize the various uses of the prepositions in, on and at. I encouraged my students to use the prepositions discussed here as much as possible.

Transcripts: Stage I

The four dots indicate the pause which allows the Client time to communicate what he has just heard from his counselor to the other members of the group.

Client 1: Usualmente hace frío en la mañana

Counselor: It is.... usually cold.... in.... the morning.

Client 2: y algunas veces por la tarde

Counselor: And.... sometimes.... in.... the afternoon.

Client 3: Creo que el invierno es la estación más fría del año.

Counselor: I think winter.... is the coldest.... season.... of the year.

Client 4: Ocasionalmente hace frío en Julio

Counselor: Occasionally.... it is.... cold.... in July.

Client 2: A mi me gusta el clima caliente

Counselor: I like.... the hot.... weather.

Client 3: A mi también. Por ejemplo en Agosto voy a la playa.

Counselor: Me too.... For example.... in August.... I go to the beach

Client 1: En el verano me gusta visitar a mis amigos en Cartagena

Counselor: In the summer.... I like to visit.... my friends.... in Cartagena

Client 4: A mi me gusta pescar en el verano. Especialmente los Sábados

Counselor: I like.... to go fishing.... in.... the summer.... Especially.... on Saturdays

Client 2: En un día caluroso me gusta nadar con mis amigos

Counselor: On a sunny day.... I like.... to go swimming.... with my friends.

Client 3: Yo prefiero nadar los Domingos

Counselor: I prefer.... to go swimming.... on Sundays.

Client 1: A que horas te gusta nadar?

Counselor: What time.... do you like.... to go swimming?

Client 3: Generalmente me gusta nadar a las dos de la tarde.

Counselor: Generally.... I like to go swimming....

at two o'clock.... in.... the afternoon.

Client 2: Yo prefiero nadar a la una de la tarde

Counselor: I prefer.... to go swimming.... at one
o'clock.... in.... the afternoon.

Client 4: Porque no vamos a pescar el Viernes?

Counselor: Why.... don't.... we go.... fishing....
on Friday?

Client 1: Me parece ideal y podemos nadar al mismo
tiempo

Counselor: That's great! and we.... can.... go
swimming.... at the same time.

Client 3: Voy a invitar a unos amigos mios.

Counselor: I am.... going to.... invite.... some....
friends of mine

The above transcript of a conversation in Stage I can be taped in such a manner that only the learner speaking the foreign language is recorded. The procedure to explain the material covered and the grammar involved in Stage I is the same as stated in the transcripts written for the teaching of progressive tenses. The teacher may also call particular attention to the prepositions involved in the transcripts. He may write some sentences that contain the prepositions discussed here. e.g.

It is cold in July

I go to the beach in August

In the summer I like to visit my friends

I like to go fishing in the summer. Especially on
Saturdays

I like to go swimming at two o'clock in the afternoon.

The

The above sentences were recorded in Stage I. The students may write a short story using the prepositions:

in, on and at. Then they may tape-record their own stories. This step is very helpful in that it gives the learners repeated opportunities to internalize the various uses of the prepositions discussed. Also the students feel free and secure to participate actively in the conversation.

Transcripts: Stages II and III

The following transcripts combine Stages II and III. The group now knows the basic uses of the prepositions in, on at. During this conversation some other uses of in, on and at will be discussed.

- # 1- Client 1: Yesterday we talked about the seasons of the year.
Ayer hablamos acerca de las estaciones del año. (Translated by Client 1.)
- # 2- Client 2: It was interesting to see that most of us like to go swimming in the summer. Fue interesante ver como a la mayoría de nosotros nos gusta nadar en el verano. (Translated by Client 2.)
- # 3- Client 3: Some of us like to go swimming on Saturdays and some others like to go swimming on Sundays.
A algunos de nosotros nos gusta nadar los Sábados y a otros los Domingos (Translated by Client 3.)
- # 4- Client 4: I personally prefer to^{go} fishing, especially in August
Personalmente prefiero pescar, especialmente en Agosto
- # 5- Client 2: Last year I used to go fishing almost every weekend.

- # 6- Client 4: Me too, but I had an accident in 1977,
Now I only go fishing once a month.
- # 7- Client 1: Last summer I went fishing with my
friends, then we went swimming. We had
a good time
- # 8- Client 4: I went fishing for the first time on
July 5, 1978
- # 9- Client 3: I went fishing for the first time in 1976
- #10- Client 2: We've been talking a lot about fishing
and swimming. There is a party on Saturday.
night at my friend's house. Why don't
we join him?
- #11- Client 1: Quieres que vamos a pescar el Sábado
por la noche?
- #12- Client 2: Of course not. I said there's going
to be a party at my friend's house.
Do you want to go?
- #13- Client 1: Why not!
- #14- Client 3: Well, we'll see each other on Saturday
night at my friend's house.

Teacher calls particular attention to the prepositions:
in, on, at. He may write on the board sentences that contain
the prepositions discussed. e.g.

Some of us like to go swimming on Saturdays

I prefer to go fishing in August

I had an accident in 1977

I went fishing for the first time on July, 1978 -

I went fishing for the first time in 1978

The students may write a short story using the pre-
positions discussed. Then they may tape-record their own

stories.

Discussion: Stages II and III

As we can see in statements 1, 2, 3 and 4 somebody in the group needed clarification. The speakers in all four instances supplied the translation of what they had said. The rest of the conversation was easily understood by the members of the group. However in statement 11, Client 1 showed clearly that he didn't understand statement 10. He asked Client 2 a question in Spanish. Client 2 answered this question in basic English trying to make himself understood. Statement 13 illustrates the excited response of Client 1 upon finally being able to understand statement 10. Then he re-enters the conversation in English.

Transcripts: Stage IV

- # 1 Client 1: Peter, what do you usually do in July and August
- # 2 Client 2: Well, sometimes I visit my friends in Cali, but before leaving Pasto I buy some books to start my classes in September, for books are very expensive in Cali
- # 3 Client 3: What do your friends do in Cali?
- # 4 Client 2: One of them is studying Chemical engineering at the "University of Valle." He lives on "Caicedo Avenue"
- # 5 Client 4: And what do the others do?
- # 6 Client 2: They are also studying. Henry studies law at "Santiago University." He wants to become a famous lawyer. He lives at 25-86, 16th Street. Juan studies

Mathematics. He's the best student in his class. He lives on "Madero Avenue"

7 Client 3: I also have a lot of friends in Cali and Bogota. I visit my friends in Bogota from time to time. One of friends is a very famous physician. He works for the "Tortuga Hospital" and lives on 35-84, "Chapinero Avenue"

8 Counselor: I also have a lot of friends in Cali and Bogota. I visit my friends in Bogota from time to time. One of my friends is a very famous phisician. He works for the "Tortuga Hospital" and lives at 35-84, "Chapinero Avenue"

9 Client 3: I also have a lot of friends in Cali and Bogota. I visit my friends in Bogota from time to time. One of my friends is a very famous physician. He works for the "Tortuga Hospital" and lives at 35-84, "Chapinero Avenue."

#10 Client 1: I used to live in Bogota. I attended the "Universidad Nacional" for two years. My family and I lived on "Simon Bolivar Avenue."

#11 Client 2: I hate big cities. People are always busy and the streets are always crowded.

#12 Client 3: I agree with you. Big cities have many problems and the cost of living is very high compared to that of small towns.

Teacher may call particular attention to the prepositions: in, on, at. He may write some sentences that contain the

prepositions here discussed. e.g.

He lives on Caicedo Avenue.

He lives at 25-86, 16th street.

He lives at 35-84, "Chapinero Avenue."

I lived on "Simon Bolivar Avenue.", etc.

The students may write a similar story as the one recorded. Then they may tape-record their own stories.

Discussion: Stage IV

As we can see from the above transcript the speakers did not have much of a problem in understanding the conversation. The only exception was Client 3 who misused the preposition on. The writer acting as the counselor corrected Client 3 who welcomed this correction. In statement 9, Client 3 uttered his statement in a correct way.

Because of the students' level of proficiency in English I did not record any conversations in stage V. Also the Client's reactions to stages I, II, III and IV in this section were very much the same as those of stages I, II, III and IV recorded for the teaching of progressive tenses and for the teaching of the past tense of irregular verbs. All of the transcripts which appear throughout the second part of this project were recorded with the same group of students.

To conclude I would say that in my past teaching experience I felt I was the responsible for the learning situation all the time. This research project has taught me that the students can also accept the responsibility for his own learning. During my past teaching experience I thought that the student should memorize first in order to communicate in the new language. I now realize that the

students can also use their talent, and imagination to figure out things by themselves, to communicate in the new language with confidence and security.

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