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foreign  
LANGUAGES  
in OREGON  
SECONDARY  
SCHOOLS

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## FOREWORD

This handbook, *Foreign Languages in Oregon Secondary Schools*, is designed primarily for foreign language teachers, grades 7 - 12, but administrators will find that it offers a valuable overview of methodology and philosophy for the foreign language curriculum. It was developed by a committee of foreign language educators representing public schools, community colleges, Oregon institutions of higher education, and the Oregon Board of Education.

Educators are often asked who should study a foreign language. The Modern Language Association and the NEA Department of Foreign Languages recommend that it is desirable for every child to have the opportunity to hear and speak a second language, preferably not later than the third grade. The National Association of Secondary School Principals recommends that every high school student have the opportunity to elect a foreign language and continue it as long as his interest and ability permit.

The student of foreign languages should be encouraged to elect a second foreign language while continuing the first only after the first has been studied long enough to assure a reasonable control of its sound and structure system. The best predictor of student success with a foreign language is a trial period of one semester or a year's study of the foreign language preferably in elementary or junior high school.

Foreign language study should begin in the elementary school, if possible before adolescence, to take advantage of the younger student's natural capacity for imitative learning, to allow minimal interference from fixed speech habits and dependence on the printed word, and to assure a sequential foreign language study of at least six years. The student's choice of a foreign language depends upon the availability of trained teachers, the possibility of a sequential study, individual motivation, family preference, community background, vocational interest, and travel opportunities. Ultimately, the choice depends upon assurance that the language is taught in a listening, speaking, reading, writing sequence which is long enough to make proficiency possible. The handbook approaches foreign language teaching from this sequence.

*Foreign Languages in Oregon Secondary Schools* is the first foreign language curriculum publication issued by the Oregon Board of Education. It is the heartfelt hope of all those involved in its preparation -- committee members, Oregon Board of Education staff, members of the Board of Education, and myself -- that it will prove a useful instructional aid, thereby furthering the quality of foreign language learning in Oregon.

*Dale Parneel*

Superintendent of Public Instruction

## ESPECIALLY FOR ADMINISTRATORS

### A HANDBOOK ABSTRACT

Basic premises for foreign language programs are presented in the "Foreword" of this handbook. They are as follows:

- Every child should have an opportunity to hear and speak a second language, preferably not later than the third grade.
- Every high school student should have the opportunity to elect a foreign language and continue it as long as his interest and ability permit.
- Students of foreign languages should be encouraged to elect a second foreign language while continuing the first only after the first has been studied long enough to assure a reasonable control of its sound and structure system.
- The best predictor of student success with a foreign language is a trial period of one semester or a year's study of the foreign language, preferably in the elementary or junior high school program.
- The student's choice of a foreign language depends upon the availability of trained teachers, the possibility of a sequential study, individual motivation, family preference, community background, vocational interest, and travel opportunities.
- The student's choice of a foreign language is ultimately dependent upon assurance that the language is taught in a listening, speaking, reading, and writing sequence which is long enough to make proficiency possible.

The "Introduction" opens with the statement, "Language learning is complex. It ranges from the acquisition of simple automatic skills to an understanding of abstract and aesthetic meanings, all of which may occur in the same utterance or sentence. For this reason, no single method can solve all the problems of language teachers." Various methods of language teaching (grammar-translation, direct, audio-lingual, and structural), are described and evaluated. The audio-lingual method has been popular with teachers because the grammar-translation and direct methods minimized the speaking and listening skills. However, the skills of language learning go beyond a hearing and speaking approach only.

The handbook presents a structural approach to language learning in a listening, speaking,

reading, and writing sequence. The objectives of the structural approach, expressed in terms of learning, are:

- The student must learn the language so that he can understand and converse with a native without offending him.
- He must be able to read with ease, enjoyment, and appreciation.
- He must be able to write correctly and idiomatically.
- He must know and appreciate the history and culture of the country insofar as he is able.

Since the structural approach presents the components of a language in a given order with a progression from the simple to more complex basic structures, linguistics or the study of human speech in all its aspects such as phonemes, morphemes, accent, and syntax is a significant part of the structural approach to language teaching.

The teacher using this approach must be aware of the importance and practical applications of phonology, morphology, and syntax if he is to teach effectively and efficiently. An extensive chapter on linguistics offers help in these areas.

The handbook content is arranged in the listening, speaking, reading, writing sequence with the chapter on linguistics covering the first two skills. Both reading and writing are dealt with in depth. Chapters on literature and culture aim to assist the teacher in meeting these objectives in language teaching.

A chapter on Latin approaches the study of this language to afford an opportunity to understand and appreciate a powerful civilization which produced concepts that are part of existing culture. Methods for teaching speaking, reading, writing, and grammar and syntax of Latin are treated extensively.

The foreign language teacher is urged to use technological aids to present and reinforce language skills and to provide formal and informal cultural enrichment in the classroom. These aids are presented on pages 66 through 70. A selected bibliography appears at the back of the handbook.

## ROLE OF THE LOCAL DISTRICT IN FOREIGN LANGUAGE PROGRAMS

This handbook sets forth objectives for foreign language study which have been essentially those of the Oregon Board of Education since 1953. These are succinctly presented in the

*Guide to Secondary Education in Oregon, 1966*, pages 21-24. The coordination of the various levels of a foreign language program is also discussed in the Guide which states:

“The effective articulation of a school district’s language program can be achieved only through careful and long-range planning involving the teaching staffs and administrators from the elementary schools (where such programs exist), the junior high schools, and the senior or four-year high schools.

“Progress from level to level should be continuous once the decision has been made as to the level at which the program of foreign language study should begin.” \*

Three plans for coordinating a foreign language program, beginning in the junior high school, time allotments, and content for the various levels and grades are suggested in the Guide.

The primary purpose of this handbook is to present instructional strategy for attaining these objectives. Planning for a foreign language program as outlined in the guide and handbook is the responsibility of the local administrator and staff who must consider the program in its relation to the total curriculum, needs of the students, availability of teachers, and the financial situation of the district.

These factors must also be considered in planning technological aids to strengthen a program. Research in recent years has demonstrated that an effectively used language laboratory can markedly improve the teaching of foreign languages, particularly the speaking and listening skills.\* The successful use of such equipment depends on teacher skills, quality of the programs used, the total language program, and the operation of the laboratory. If a district is not committed to a total foreign language program, it is not advisable to invest in expensive sophisticated laboratory equipment.

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\*Dr. David Culclasure, *Effective Use of Audiovisual Media*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1969, p.28.

## CONTENTS

Foreword . . . . .	i
Acknowledgments . . . . .	iii
Especially for Administrators (Abstract) . . . . .	v
Introduction . . . . .	1
Linguistics . . . . .	5
Reading . . . . .	35
Writing . . . . .	43
Literature . . . . .	47
Culture in Language Teaching . . . . .	51
Latin . . . . .	57
Technological Aids . . . . .	67
Selective Bibliography . . . . .	73

Interference between native language pronunciation habits and those of the target language should be limited as much as possible. For this reason, pronunciation drills should first be presented by an oral stimulus. Writing presents undesirable interference problems. Furthermore, the orthographic symbol r in Spanish *rápido* is a voiced alveolar trill. If a Spanish speaker is asked to read the English word *rapid*, he will substitute the r of his native language and say *rrrrapid*.

Learning the sound system of a foreign language involves recognition of sounds as well as production of sounds. When a Spanish speaker who is learning English is confronted with a picture of a ship and a sheep, he understands the difference. But when he hears the command, "Point to the sheep," he is often unable to decide which picture to choose.

The teaching of sound recognition is made easier when the sound system of English is compared to that of the target language. All English sounds are not taught for recognition, but only those which the target language does not use to distinguish meaning. Thus, in comparing English to Spanish, a Spanish speaker will have difficulty with [iy] of *sheep* and the [I] of *ship*. Why? Because the sound [I] does not exist in Spanish. A few other difficult vowel sounds would be [ae] *pat*, [e] *pet*, [ə] *putt*, [u] *put*.

#### How to Teach Sound Recognition

In teaching sound recognition, numbered picture cards may be used. For example, a ship may be number one and a sheep may be number two. The teacher pronounces each word to make the student aware of the sound contrast. As he pronounces each word, the student responds with a number. Other words containing the vowel sounds [iy] and [I] may be so drilled. The same type of exercise may be used with sentences as well as words. A pair of numbered sentences, such as "They heat it" and "They hit it", can be presented and contrasted in the same way. These sound recognition exercises may be varied by having a student go to the blackboard to point to words or sentences.

#### How to Teach Sound Production

When the student is able to recognize sound contrast, he is ready to produce the sound. The same sound recognition drills may be used to teach sound production. This may be done by imitation, by comparing the new sound to its nearest equivalent in the target language and in the learner's native language, and by articulatory description. Certain devices which illustrate the general position of the tongue in articulating sounds help the learner to attain accurate pronunciation.

The following model may be used to teach the student to *recognize* and *produce* the English vowel sound [ɪ].

1. Listen to examples of the vowel [ɪ]:

it	lid
give	sit
fit	live
pick	kin
chip	did

2. You will hear three words, one of which contains the vowel sound [ɪ].

Identify the word with A, B, or C.

<u>A</u>	<u>B</u>	<u>C</u>
<i>mitt</i>	mate	mat
sheep	<i>ship</i>	shape
<i>pick</i>	Pete	puck
cheap	chap	<i>chip</i>

3. Listen and repeat:

it	lid
give	sit
fit	live
pick	kin
chip	did

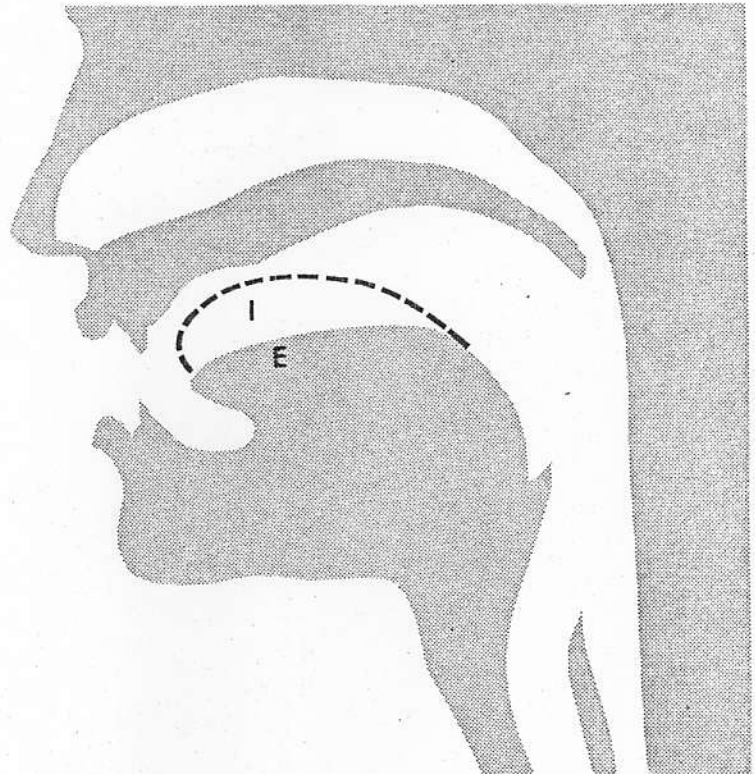
4. Contrast [eɪ] with [ɪ].

Listen and repeat:

[eɪ]	[ɪ]
pain	pin
sail	sill
mate	mitt
late	lit
laid	lid



5. Explain the vowel [ɪ] by drawing it and by describing it.



Description: [ɪ] is a high-front, open, unrounded vowel.

#### Pronunciation Tests

- Pictures, to elicit an utterance, which contain one sound problem

Example:

To test the difference between [iʏ] of *sheep* and [ɪ] of *ship* the student is given a picture of a ship and responds orally, "This is a ship."

- Simple sentences read by the student

Example:

To test the difference between [æ] and [ɛ], the student reads the sentence, "The kitten is my pet." If one pronounces *pat* instead of *pet*, he has made an error in interpreting the vowel sound.

- Student voice recordings

The best way to test the pronunciation of the student is to have him record his voice on tape to be evaluated at a later time by the teacher. A card listing the interference areas of English and the target language could be prepared for each student of the foreign language.

Example:

1. Consonants aspirated in English and non-aspirated in the target language

French: Pierre = non-aspirated P

English: Peter = aspirated P

2. Points of articulation which differ in English and the target language

French: laissez-faire = tip of tongue against teeth

English: laissez-faire = tip of tongue against alveolar ridge

3. Pure vowel sounds versus diphthongs

French: laissez-faire = vowel tense and pure

English: laissez-faire = vowel diphthongized

- Performance ratings

Example:

Paul Pimsleur in his article "A French Speaking Proficiency Test," in *The French Review*, April 1961 suggests that the teacher rate the student with numbers which can be easily converted into grades:

2: Pronunciation like a native

1: Not native pronunciation, but adequate

0: Inadequate pronunciation

ORAL PERFORMANCE RATING SHEET \*

I. INDIVIDUAL SOUNDS	A	B	C	D	F
Vowels . . . . .	.	.	.	.	.
Consonants . . . . .	.	.	.	.	.
II. OVERALL SOUND	A	B	C	D	F
Intonation . . . . .	.	.	.	.	.
Accentuation . . . . .	.	.	.	.	.
Pace . . . . .	.	.	.	.	.
III. ACCURACY OF LANGUAGE	A	B	C	D	F
Word, order . . . . .	.	.	.	.	.
Tense, mood . . . . .	.	.	.	.	.
Form of words . . . . .	.	.	.	.	.
Grammar words . . . . .	.	.	.	.	.
Other words, idioms . . . . .	.	.	.	.	.
IV. RANGE OF EXPRESSION	A	B	C	D	F
Vocabulary . . . . .	.	.	.	.	.
Number of patterns . . . . .	.	.	.	.	.
New uses of known patterns . . . . .	.	.	.	.	.
V. AURAL COMPREHENSION	A	B	C	D	F
Completeness . . . . .	.	.	.	.	.
Speed . . . . .	.	.	.	.	.

Sound Recognition Tests

- Discrimination between minimal pairs

Example:

The teacher reads aloud one sentence. The student chooses one of two sentences on his answer sheet.

Stimulus: The boy hurt his shin.

Response: A. The boy hurt his chin.

B. The boy hurt his shin.

The student encircles the letter B.

---

\*Patricia Deitz, "An Oral Performance Rating Sheet," *The French Review*, Volume XXXV, No. 1, October 1961.

- Discrimination between English and the target language

Example:

The student marks E (English) or T (target) when he hears the vowel or consonant that is pronounced by the teacher in a mono-syllabic stimulus.

Stimulus: pa (aspirated)

Response: E

- Discrimination among sounds using multiple choice questions

Example:

1. The student hears a series of statements. Each statement describes one of three pictures which the student sees in a booklet or is shown by the teacher. The student chooses the picture being described.

Stimulus: Here is a bowl.

Response: A. A picture of a ball

B. A picture of a bell

C. A picture of a bowl

The student writes C on his paper because the picture fits the description that he hears.

2. The student looks at one picture. Several statements are made about the actions described in the picture and the student has to identify the statements as true or false.

Stimulus: The man is painting.

Response: False

Stimulus: The man is panting.

Response: True

3. The student hears questions. He chooses from a series of three printed replies the one that best answers the question.

Stimulus: Here is an animal. Is it eating?

Response: A. Yes, it is peeping.

B. Yes, it is eating.

C. Yes, it is sleeping.

The student encircles B because it is the only suitable answer to the question.

4. The student hears a series of short conversations between two people. One person asks a question or makes a statement, and the other replies. After each conversation, the student selects from three printed statements the one statement which is correct according to what has been said.

Stimulus: 1st person — Do you have a hat?

2nd person — Yes, I have a blue hat.

Response: A. He has a hat.

B. He has a cat.

C. He has a bat.

The student encircles A because it is the only logical statement according to the sound stimulus.

- Recognition of sounds produced by the teacher

Stimulus: shoe

Response: A. chew

B. shoe

The student encircles response B.

- Imitation of sounds produced by the teacher

Stimulus: shoe

Response: shoe

Stimulus: chin

Response: chin

Note: The teacher may use the "Oral Performance Rating Sheet", page 14 .

- Articulatory description of sounds by use of multiple choice

Stimulus: ship

- Response: A. Final p aspirated  
 B. Final p non-aspirated

The student encircles response B.

Stimulus: zinc

- Response: A. Vocal cords vibrating  
 B. Vocal cords non-vibrating

The student encircles response A.

Stimulus: beet

- Response: A. Rounded lips  
 B. Spread lips

The student encircles response B.

Stimulus: tap

- Response: A. Tip of tongue  
 B. Back of tongue

The student encircles response A.

### Intonation and Stress

Although a student may master the articulation of vowel and consonant sounds, he must also master the intonation and stress patterns of the target language in order to communicate effectively. The teacher must be aware of the subtle and important shades of meaning which can be conveyed by a rise or fall of the voice (intonation) or the volume with which a syllable, word, or phrase is pronounced (stress).

#### Example: Intonation

	2	3	1
Normal statement:	I'm going to class.		
	2	2	1
Disgust:	I'm going to class.		
	2	4	1
Exclamation:	I'm going to class.		

#### Example: Stress

permit (noun)	blackbird
permit (verb)	black bird

No attempt is made to give a complete phonological description of the English language in this handbook. If all the different variants that the human ear is able to distinguish were recorded, the data would be extensive and unmanageable. For example, if one listens carefully, he is able to distinguish three different sounds for t in the words *tub*, *stub*, and *Latin*. An analysis of the t in these three words is as follows:

<u>tub</u>	<u>stub</u>	<u>Latin</u>
voiceless	voiceless	voiceless
alveolar	alveolar	alveolar
stop	stop	stop
aspirated	unaspirated	unaspirated
tense	tense	lax

It is evident that these sounds are phonetically different, but speakers of English identify them as the same since their differences do not distinguish meaning. If a speaker were to say *tub* [t<sup>h</sup>əb], by substituting the sound of t of *stub* and say [təb], it would be interpreted as the same word; however, it *would* sound strange. In English, there are no situations where the contrast between an aspirated and an unaspirated t makes any difference in the meaning of a word; therefore, they are assigned to one phoneme: /t/. On the other hand, [b] of *bin* and [p] of *pin* differ phonetically and the substitution of one sound for the other does make a difference in meaning. In this case /b/ and /p/ are two phonemes. In other words, given the environment \_ub and the choice [t] or [t<sup>h</sup>], an English speaker has only one choice, [t<sup>h</sup>]. The choice is predictable. However, in the environment \_in, an English speaker may choose either [b] or [p]. The choice is unpredictable. When the choice is predictable, the sounds are phonetic; but when the choice is unpredictable, the sounds are phonemic.

#### Intonation and Stress Tests

- Intonation

Robert Lado suggests in his book *Language Testing: The Construction and Use of Foreign Language Tests* (McGraw-Hill, 1964) that the student mark the intonational pattern of the sentence that he sees or hears by using the following number system:

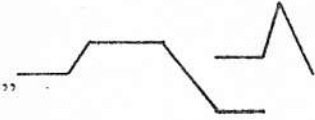
- 1: Low
- 2: Mid
- 3: High
- 4: Extra high

Example:

2 3 1 2 4 2  
 "These are three of the units. The fourth unit....." Or, the student might use lines.

Example:

"These are three of the units. The fourth unit....."

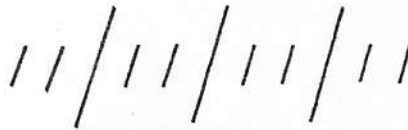


If the student speaks or reads the item being tested, the teacher should have a scoring sheet containing the key utterances with the acceptable intonation and the problem spots clearly marked.

- Stress

In evaluating stress, the teacher reads aloud a word, phrase, or sentence, and the student marks on his paper the syllable or syllables which receive the stress. These may be underlined or stricken as follows:

These are three of the units. The *fourth* unit.....



## MORPHOLOGY

Morphology is the study of the smallest unit of speech that has meaning. *Cats* is one word, but consists of two morphemes, one meaning the domestic feline, and the other indicating plurality represented by s. Morphemes are essentially those elements of speech that we are accustomed to classifying as stems or roots, inflections or endings, and affixes.

The linguist is concerned with the ways in which morphemes are put together in words, and the ways in which they change in various grammatical constructions. Example: cat + s

In English the plural morpheme may vary according to the final consonant of the one *morpheme* to which it is attached. Example: cat + [-s] dog + [-z] dress + [+z].

An oversimplified, but practical way to identify morphemes is to classify them as root morphemes, derivational morphemes, and grammatical morphemes. A knowledge of root and derivational morphemes helps the student to understand what he is saying. Example: inoperable consists of three morphemes: in- which carries the meaning of negation; -oper-, meaning work; and -able, a suffix used for adjectives. A student must be taught to recognize produce, and use these forms in order to understand and generate other words. With the word "tolerable", a student may then generate other words, such as "intolerable".



The morphology of a language becomes complicated when morphemes have unpredictable variants. The morpheme for the past tense is sometimes predictable, but the student must learn exceptions. In English, a verb may be put into the past tense by adding either the sound [-t] talk-talked; [-d] tag-tagged; [ɪd] need-needed. The rule is a simple one: to verbs that end in -d or -t or a vowel, add [ɪd]; to verbs that end in voiced consonants (other than d) add [-d]; to verbs that end in voiceless consonants (other than t) add [-t].

Examples:

omit	omitted	[ɪd]
live	lived	[-d]
miss	missed	[-t]

Not all the variant forms of past tense morphemes are predictable. There are exceptions. If the past tense of *live* is [lɪvd] *lived*, then the past tense of *give* is [gɪvd] *gived*. Analogy may help with verbs like *believe* and *laugh*, but it does not help with verbs such as *give*, *is*, or *grow*. When the student is faced with unpredictable variations there is nothing to do except to memorize them. It may be helpful to group these exceptions and learn them as a category. A student learning English may find it less confusing to learn and practice the verbs *must*, *cost*, *cut*, *cast* as a group which has no past tense signal.

It is important to realize that being able to recite forms in a paradigm is of little value unless one knows how to use the form in a larger construction. It is essential, therefore, that morpheme variations be learned within the larger grammatical construction. It is useless to learn this paradigm:

mine  
ours  
yours  
theirs  
his  
hers

This paradigm would not teach the student that *mine* replaces *my book*. A paradigm of forms becomes meaningful and has communicative value only when it is remembered in a complete structure.

I have John's book and he has *mine*. (my book)

John has my book and I have *his*. (his book)

Mary has John's book and he has *hers*. (her book)

## SYNTAX

Syntax is the pattern or arrangement of morphemes combined to form larger constructions. The most common methods used to analyze the syntactical patterns in a language are: (1) immediate constituent analysis; (2) structural markings or formal contrast; (3) transformational grammar. These analyses form the basis for the construction and effective utilization of the drill materials for teaching grammatical structures.

There are two basic assumptions that are implicit in learning grammar through pattern practice. First, language is a system of patterns in which every item receives its value from the total complex in which it functions. The systematic aspect implies structure, which refers to the ordered or patterned set of contrasts or oppositions in a language, whether in the units of sound, in the grammatical inflections or in the syntactical arrangement. Second, learning a second language requires an acquisition of a new set of habits. A structural approach recognizes that when a student begins the study of a foreign language, his language cannot follow the slow, natural processes of the direct method. The native speaker moves through these patterns, making expansions, substitutions, and contractions without thinking about them and without real awareness. The patterns have become habits, so deeply embedded in the early years of his development, that they seem almost instinctive. An adult may acquire a new set of habits by intensive drill.

A teacher who utilizes pattern practice realizes that these habits are formed through practice, correction, and more practice. In order to adequately cover these points in an exercise, each pattern drill develops the student's awareness of pattern and his ability to manipulate the construction in the target language. A most important psychological principle of pattern drill involves reinforcement, which must be immediate and must occur frequently during the learning period. The student must make an immediate, correct response. It is for this reason that the response is given in the text and accompanying tapes. Minimal steps are basic to learning grammar through pattern practice. The material is presented in successive, logical, sequential steps so that the student proceeds from the known to the unknown. His chances for making errors are reduced and he succeeds as he learns.

- Transformation drill

The transformation drill requires the student to recall as well as memorize and mimic. The teacher begins the drill by saying the model sentence followed by the change which the student is to make. The example below teaches a student to change a present tense statement to a present tense question.

Model sentence: John writes French well.

Correct answer: Does John write French well?

Begin exercise: John writes French well.

Mary writes Spanish well.

Mary reads Spanish well.

## MORPHOLOGY AND SYNTAX TESTS

- Testing discrimination of sound changes

1. Identification of singular/plural nouns

The teacher pronounces a noun and the student writes S (singular) or P (plural).

Stimulus: mice

Response: P

Stimulus: piece

Response: S

2. Identification of tense (past)

The teacher pronounces a verb and the student writes *past* or *present*.

Stimulus: live

Response: present

Stimulus: missed

Response: past

- Testing syntax

1. Substitution

The student is given a sentence (oral or written). He sees three words on his answer sheet, one of which can be substituted for a word in the sentence. He encircles the letter of the word which can be substituted.

Stimulus: He works *badly*.

Response: A. good

B. often

C. constant

The student encircles B.

2. Completion and expansion

- a. An incomplete statement is given. The student selects a correct reply.

Stimulus: I always wash my hands\_\_\_\_\_

Response: A. in the bathroom

B. in the washing machine

C. in the car

The student encircles A because it is the only logical rejoinder.

Stimulus: He works\_\_\_\_\_

Response: A. good

B. hardly

C. well

The student encircles response C.

- b. The student is given a sentence to expand by adding one or more words.

Stimulus: I have a *book*.

Stimulus: red

Response: I have a *red book*.

Stimulus: I have a red book.

Stimulus: which

Response: I have a red book *which is interesting*.

### 3. Transformation (oral or written)

#### a. Change of number: verbs, objects, or pronouns

##### (1) Verbs

The student hears or sees a sentence. He hears a different subject. He must repeat the same sentence using the new subject, and, if needed, he must make the necessary verb change.

Stimulus: John *plays* in the garden.

Stimulus: John and Mary

Response: John and Mary *play* in the garden.

##### (2) Objects which govern prepositional change

Stimulus: John and Mary play *in* the garden.

Stimulus: merry-go-round

Response: John and Mary play *on* the merry-go-round.

##### (3) Pronouns

Stimulus: They *play* in the garden.

Stimulus: he

Response: He *plays* in the garden.

#### b. Change of tense, mood, or voice

##### (1) Tense

Stimulus: John and Mary *play* in the garden.

Stimulus: yesterday

Response: Yesterday, John and Mary *played* in the garden.

## (2) Mood

Stimulus: *John and Mary play* in the garden.

Stimulus: Tell John and Mary to play in the garden.

Response: *John and Mary, play* in the garden.

## (3) Voice

Stimulus: The man *sees* John and Mary in the garden.

Stimulus: passive

Response: John and Mary *are seen* in the garden by the man.

## c. Verb substitution involving changes of prepositions and objects

Stimulus: I *see* John and Mary in the garden.

Stimulus: look

Response: I *look at* John and Mary in the garden.

## d. Verb substitution

Stimulus: I have *seen* John and Mary play in the garden.

Stimulus: watch

Response: I have *watched* John and Mary play in the garden.

## e. Replacement of nouns by pronouns

Stimulus: *John and Mary* play in the garden.

Stimulus: John and Mary

Response: *They* play in the garden.

## f. Replacement of masculine nouns and adjectives by feminine nouns and adjectives

Stimulus: Mary is a *beautiful girl*.

Stimulus: John

Response: John is a *handsome boy*.

- g. Change from affirmative to negative, or negative to affirmative.

Stimulus: John and Mary *play* in the garden.

Stimulus: negative

Response: John and Mary *don't play* in the garden.

- h. Change from animate to inanimate.

Stimulus: *Who* is in the garden?

Stimulus: thing

Response: *What* is in the garden?

- i. Change from indirect discourse to direct discourse.

Stimulus: Tell me that *I'm telling you* the truth.

Response: *You're telling me* the truth.

- j. Give a synonym for the requested word.

Stimulus: Everything is *less expensive* in Spain.

Stimulus: less expensive

Response: Everything is *cheaper* in Spain.

- k. Give an antonym.

Stimulus: The woman is *young*.

Stimulus: young

Response: The woman is *old*.

## l. Give the question.

Stimulus: John and Mary are in the garden.

Stimulus: in the garden

Response: Where are John and Mary?

## m. Answer the question.

Stimulus: *Where* are John and Mary?

Response: *In the garden.* (or, John and Mary are in the garden).

## n. Give a command to another person.

Stimulus: Go tell John that *he has* to see Mary.

Response: John, *you have* to see Mary.

## o. Add a word (adjective or adverb).

Stimulus: John and Mary *are playing* in the garden.

Stimulus: still

Response: John and Mary are *still* playing in the garden.

## p. Change to causitive structure.

Stimulus: John *pushes* Mary

Response: John *has* Mary *pushed*.

## q. Change from short sentences to one sentence by using relative pronouns.

Stimulus: Mary has long hair. Mary curls her hair.

Response: Mary has long hair *which* she curls.



## r. Numbers, time, age, money, and dates

Stimulus: *How much* is sixty-seven and eighty-three?

Response: Sixty-seven and eighty-three is *one hundred fifty*.

Stimulus: *How much* is four times ninety-three?

Response: Four times ninety-three is *three hundred seventy-two*.

Stimulus: *What* is one-third of two hundred sixteen?

Response: One-third of two hundred sixteen is *seventy-two*

Stimulus: By my watch, it is nine thirty-five; it is five minutes fast. *What* is the correct time?

Response: It is *nine-thirty*.

Stimulus: During my vacation I went to Alaska with \$2,000 in traveler's checks. I returned home with \$2.50. *How much money* did I spend during my vacation.

Response: *\$1,997.50*

Stimulus: *What is the date* of Veterans' Day?

Response: Veterans' Day is *November 11*.

Linguistics is a dynamic science which is expanding and changing rapidly. Linguistic research has expanded to include anthropological linguistics, computational linguistics, psycholinguistics and sociolinguistics. Despite this spread of linguistic research, language pedagogy continues to receive primary attention, however teachers of modern language should expect many important changes in the next few years.

For instance, the most recent linguistic theory of grammatical analysis is transformational-generative grammar. It is *not* a new program, nor is it a new way to teach language. Transformational grammar is a scientific way of studying how language functions; a body of knowledge which the teacher may be using to vitalize language teaching.