Integrating Explicit Knowledge into the Second Language Classroom through Concept-Based Language Instruction

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Overview

I. Three Educational Traditions

II. Principles of Developmental Education

III. Survey of studies

– ESL: Particle Verbs (pull out, climb in, etc.)

– Spanish Aspect (perfect/imperfect)

– Chinese Topicalization (Word Order)

– French Pragmatics (*tu/vous; ne … pas/… pas*; *on/nous)*

– English Sarcasm

IV. Group Activities

V. Teacher Education

It is easier to assimilate a thousand new facts in any field than to assimilate a NEW POINT OF VIEW of a few already known facts.

L. S. Vygotsky

"The problem of the development

of the higher psychological functions."

Three Educational Frameworks

1. Traditional: Teacher-Centered

2. Constructivist: Learner-Centered
   – Piaget / Dewey / Spencer

3. Developmental Education: Development-Centered
   – L.S. Vygotsky

1. Teacher-Centered

- Teacher
  - Sets goals
  - Identifies means for reaching goals
  - Provides examples of means
  - Evaluates
  - Student is generally passive recipient of information
  - Cover material

2. Constructivism: Learner-Centered

- Teacher
  - Creates opportunities for learning
  - No direct transfer of knowledge
    - Students construct own knowledge
- Education
  - Spontaneous learning of the Natural Child
    - Spencer
      - In everyday life children learn effortlessly: educators should observe this process and find ways to replicate it in "sensible teaching"
- Teaching
  - Subordinated to spontaneous psychological development
  - Discovery learning and communicative language teaching

3. Developmental Education

- Education
  - "not only influences certain processes of development, but restructures all functions of behavior in a most essential manner" (1997: 88)
  - Artificial (intentional & systematic) development of the person
  - OBUCHENIE
    - Teaching < > Learning Dialectic
      - Leads & doesn't wait for development
  - Mediation
    - Conceptual Knowledge
    - Social relations
      - Zone of Proximal Development

Two Laws of Psychological Development
L.S. Vygotsky

1. Transition from natural to cultural forms of behavior mediated by tools, signs, symbols & CONCEPTS

2. Transition from interpsychological to individual intrapsychological forms of behavior.

  – Social character of the development of cultural means of transforming human behavior

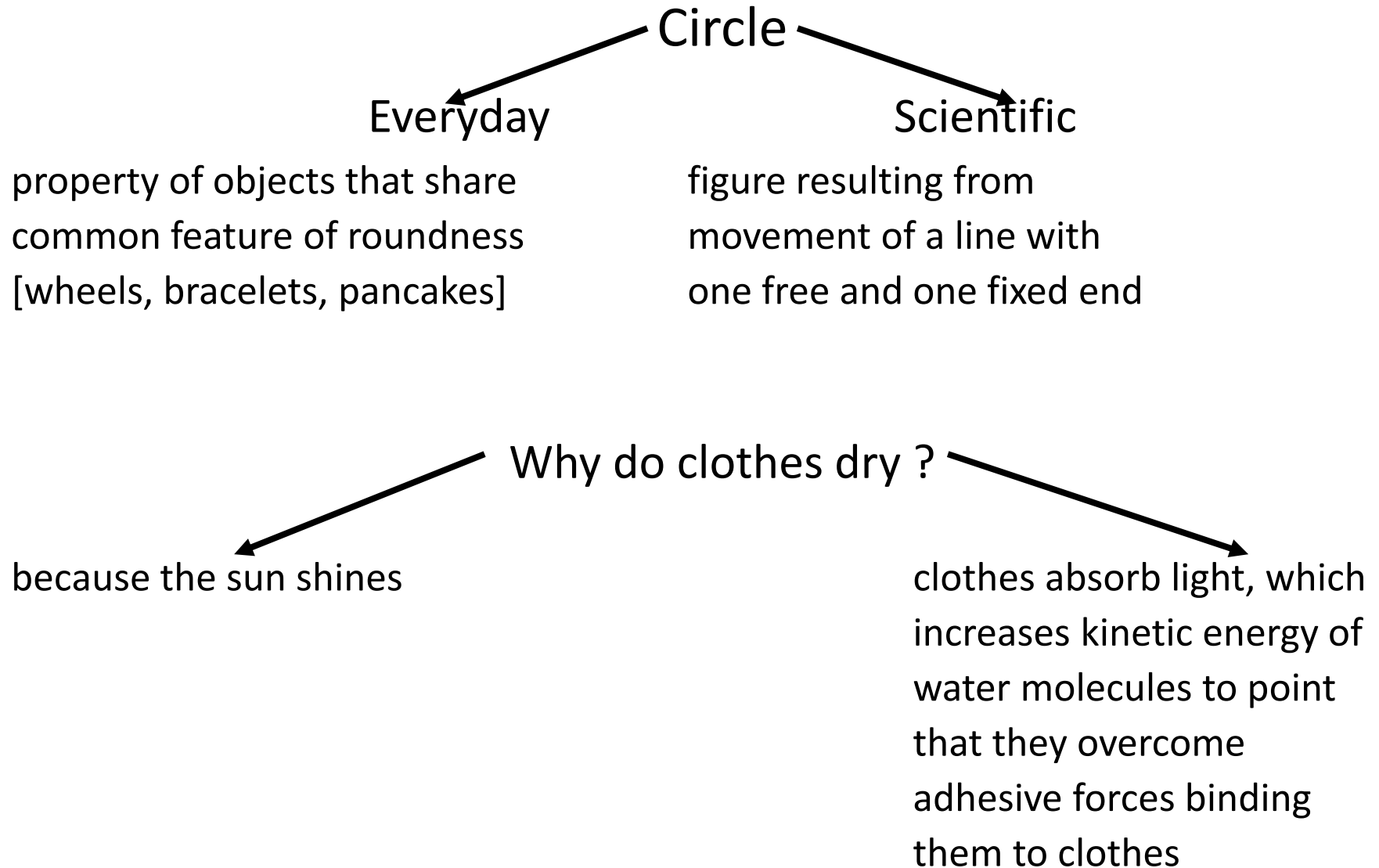   • I < > You ➔ I < > Me [I < > You]

Key: Categories of Conceptual Knowledge

- Thinking Through Symbols—Cultural Thinking
  1. Syncretic thinking: unstable & typical of childhood
     - Thinking controlled by objects in the world
  2. Everyday concepts
     - Description of world available through senses
     - Knowledge acquired through experience
     - Highly empirical/contextual
       - Circle is a round object
       - Rules of Thumb for Teaching Language

Systemic Concepts

- Explicitly defined categories
  - Theoretical, abstract, non-personal knowledge
  - Independent of direct sensory experience
  - Context matters but not as in everyday thinking
    - Not passive with respect to contextual influence
    - Person actively and explicitly represents context in decision
    - Justification for acting grounded in theoretical knowledge

Everyday vs. Scientific Concepts

Circle

Everyday

Scientific

property of objects that share
common feature of roundness
[wheels, bracelets, pancakes]

figure resulting from
movement of a line with
one free and one fixed end

Why do clothes dry ?

because the sun shines

clothes absorb light, which
increases kinetic energy of
water molecules to point
that they overcome
adhesive forces binding
them to clothes

Negueruela (2003) on Rules of Thumb

- A concrete understanding of a linguistic concept, such as a rule of thumb, lacks generality, abstractness, coherence, independence, functionality, and significance
  - It can only be applied with difficulty to one context
    - namely the fill-in the blank activity or the constrained sentence level translation exercise.

Rule-of-Thumb

Reductive

Empirically based

Context Dependent

Gives impression that language is about using right forms and avoiding wrong forms —language controls the person

- Rather than that language is a cultural artifact to construct the meanings users need for communicative and cognitive activity

Example of Rule-of-Thumb
Infórmate

- Although ser and estar are both used with adjectives to describe nouns, they are used in different situations. An adjective with ser tells what someone or something is like,, emphasizing identification or inherent characteristics. An adjective with estar describes the condition of someone or something at a particular moment.

Example of Rule-of-Thumb

- Spanish Aspect (Preterit vs. Imperfect)
  - Preterit: "reports, records, narrates, and in the case of certain verbs (e.g., *saber*, *querer*, *poder*) causes a change of meaning
  - Imperfect: "tells what was happening, recalls what used to happen describes a physical or mental emotion, tells time in the past, describes the background and sets the stage upon which another action occurred"
    - (Whitely 1986)

What is a Systematic Concept: Vygotsky (1987)

- "a concept is not an isolated, ossified, and changeless formation, but an active part of the intellectual process, constantly engaged in serving communication, understanding, and problem solving"

Grammar as Concept

- The process by which speakers encode their perceptions of entities, actions and properties, and the relations between them, into meaningful grammatical [linguistic] form.

- It arises from a cognitive process in which the mind is organized to perceive and categorize reality.
 - (Newby 2012: p. 106)

Cognitive Grammar (Langacker, 2008)

- Centrality of meaning:
  - grammar subserves meaning rather than being an end in itself;
  - grammar and lexicon form a **continuum**;
  - grammatical meanings are generally more abstract than lexical meanings but it is a matter of **degree**;
  - meaning is a mental phenomenon, reality is **construed**;
  - conventional meaning (almost) always has conceptual motivation.

Cognitive Grammar & Language Instruction (Langacker, 2008)

- " The fact that grammar is meaningful, not an autonomous formal system, creates the potential for new and different approaches to learning and teaching it."

- "Learning grammar does not, however, have to be the soulless internalization of arbitrary restrictions."

- "If properly analyzed, every grammatical element makes a semantic contribution and every grammatical distinction has conceptual import. "

Example of Profiling
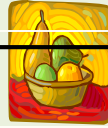
The waiter served the food to the lady.

The lady was served the food by the waiter

The lady was served the food

The food was served (Se sirvió la comida)

Two Domains of Development

1. Conceptual Knowledge of Language
2. Performance

Michel Paradis (2009). Declarative and procedural determinants of second languages

- Learning and performance guided by declarative knowledge
- Knowledge of L2 is equivalent to L1 lexical knowledge—declarative
- Declarative knowledge cannot become proceduralized or implicit as L1 is.
- Declarative knowledge can become speeded up or accelerated
- Declarative knowledge performance can serve as input to implicit learning system in some cases

Framework for Developmental Education

- Systemic Theoretical Instruction—P. Galperin
  - 1. Challenge and modify learner pre-understanding
    - Result of everyday knowledge or prior instruction
  - 2. Systemic (scientific/academic) concepts
    - Mediate Learner Performance of Practical Communicative Activity
  - 3. Visualize/Materialize Concept
    - Holistic / Synthetic rather than Segmented / Analytical
    - SCOBA: Schema for Orienting Basis of Action
  - 4. Concretize concept in practical activity: tasks, CALL, drama, SIM, …
  - 5. Verbalize (Languaging—Swain, 2006)
    - Communicated Thinking: concept and its use to other (I → You)
    - Dialogic Thinking: concept and use of concept to self (I → Me)
  - 6. Internalize to generalize (recontextualize)
    - Concept guides performance
    - External support in SCOBA not needed

STI (DE) Studies

- Negueruela (2003): Aspect & Mood in L2 Spanish
- Ferreira (2005): Writing in L2 English
- Yañez-Prieto (2008): Aspect & Metaphor in Spanish
- White (2010): Articles in L2 English
- Lee (2012): Phrasal Verbs in L2 English
- Lai (2012): Tense & Aspect in L2 Chinese
- Garcia (2012): Aspect in L2 Spanish
- van Compernolle (2012, 2014): Pragmatics in L2 French
- Kim (2013): Sarcasm in L2 English
- Polizzi (2013): Aspect in L2 Spanish
- Zhang (2014): Pragmatic Word Order in L2 Chinese (Teachability)
- Tsai (2014): Verb-Noun Collocations in L2 English
- Montalvo (2015): Copula Verbs in L2 Spanish
- Buescher (2015): Reading in L2 French
- Infante (2016): Aspect in L2 English
- Kurtz (in progress): International LLMs & Analogical Reasoning in U.S. Common Law

STI (DE) Studies

- van Compernolle, R. A., Gomez Laich, M. P., & Weger, A. (2016). Teaching L2 Spanish sociopragmatics through concepts: A classroom-based study, *The Modern Language Journal*, 100, 341-361.

Spanish Temporal Aspect

- **Yañez-Prieto, C.** (2008). *On literature and the secret art of invisible words : Teaching literature through language. Unpublished Ph.D. dissertation.* The Pennsylvania State University, University Park, PA.

Lexical Aspect

	Dynamicity	Durativity	Telicity	Punctual
Activities	+	+	-	-
Accomplishments	+	+	+	-
Achievements	+	-	+	+
States	-	+	-	-

Verbal Aspect & Grammar

- Grammar allows user to override lexical aspect in order to bring a specific temporal perspective into linguistic discourse-- NEW PROFILE TEMPORAL FEATURES OF EVENT OR SITUATION

  – Morphological Endings of Verbs
    - Estar 'to be' (stative verb and therefore inherently, non-dynamic, durative and atelic) can be brought into discourse as TELIC
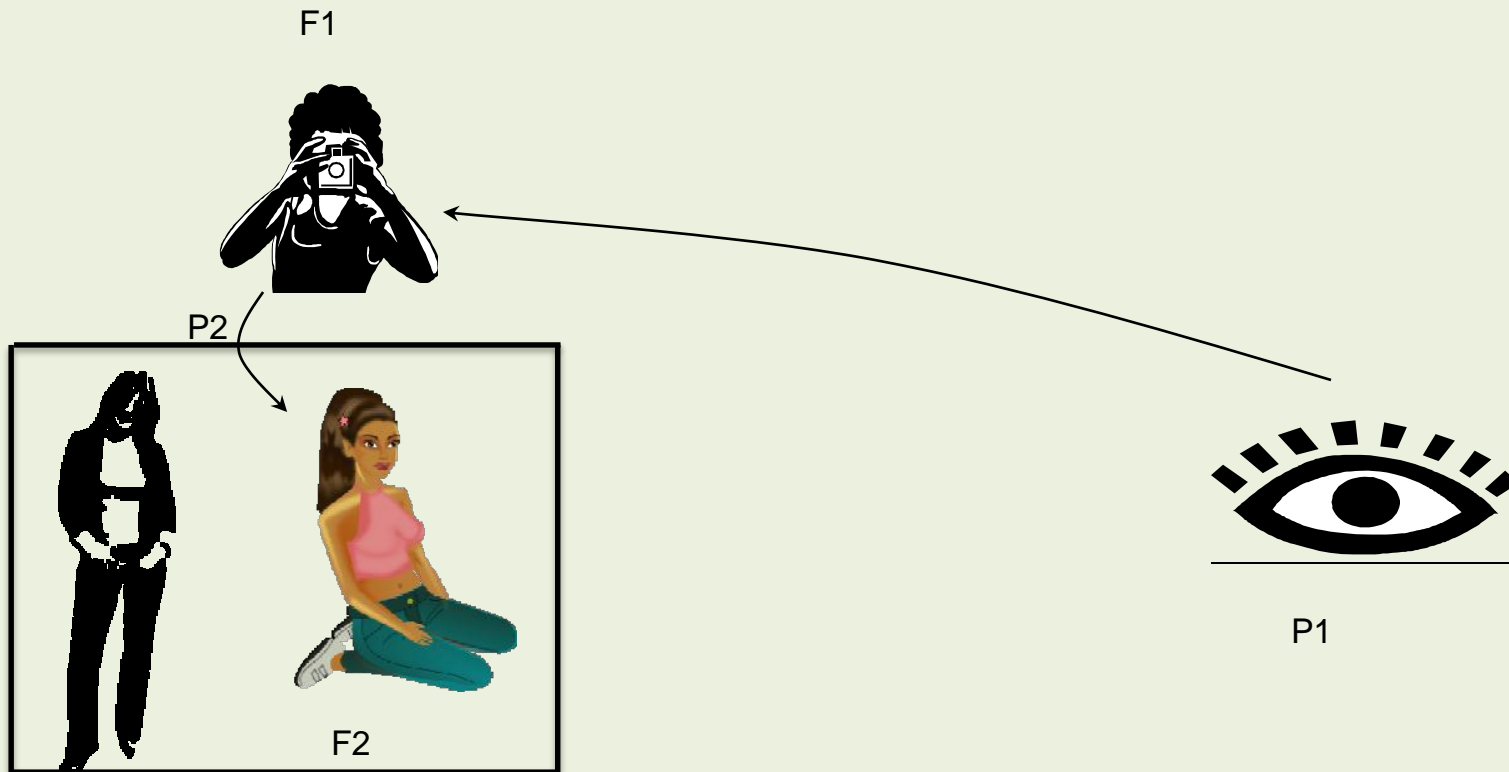   - *Estuvo en Madrid una semana* 'He/she was in Madrid for a week.

SCOBA: Verbal Aspect (Yañez-Prieto 2008)

P2

F1

P1

F2
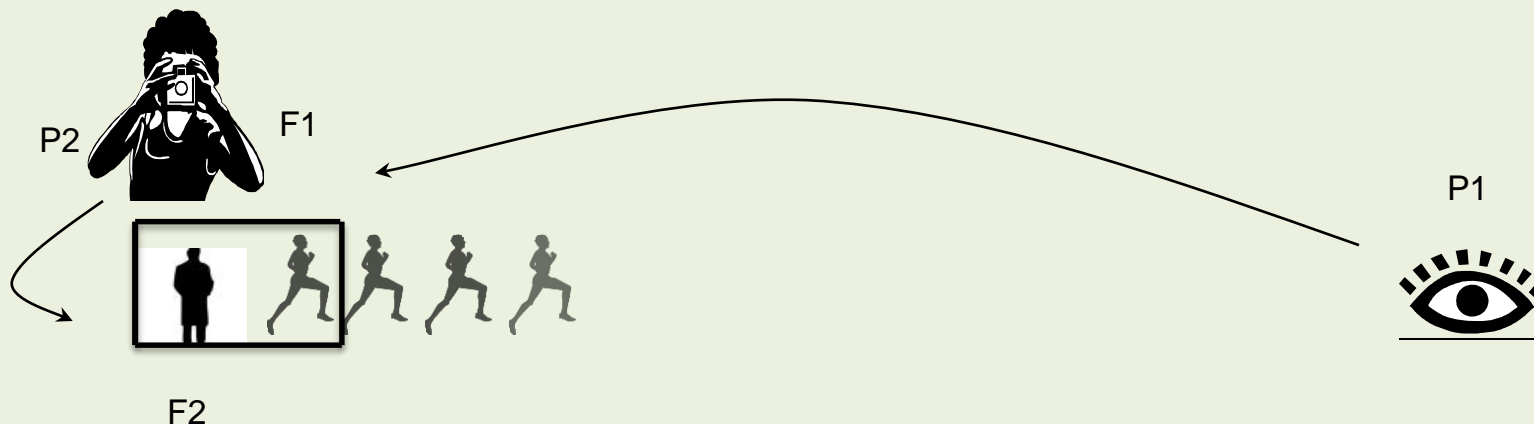
PRETÉRITO

A las 5 / en ese momento/ *corrió* hacia la estación de trenes
At 5 o'clock /at that time/ she ran toward the train station

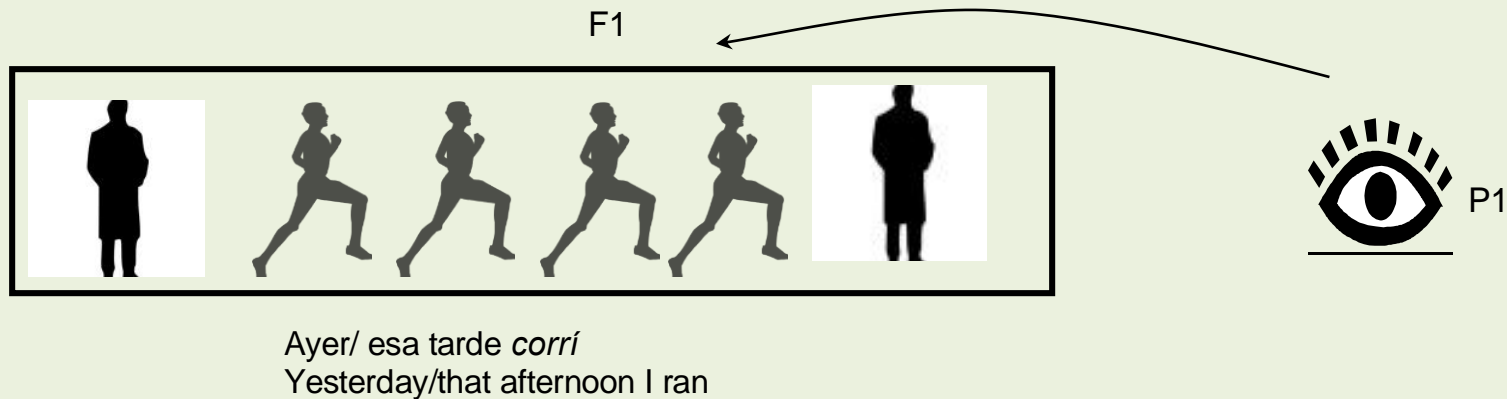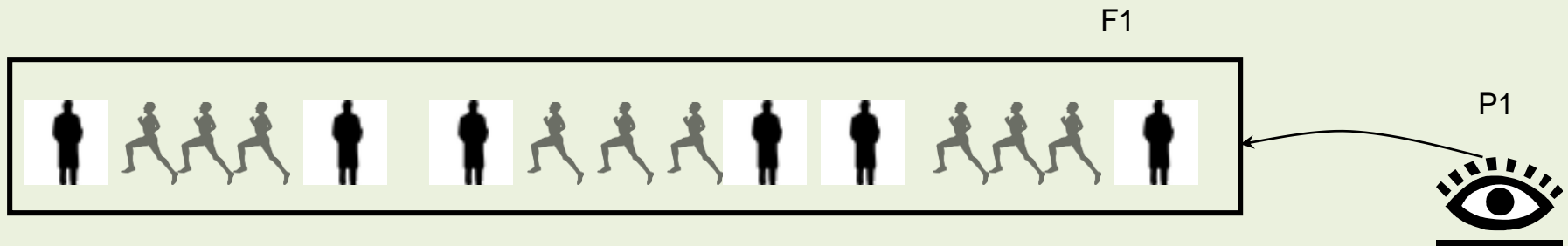# SCOBA: Verbal Aspect (Yañez-Prieto 2008)

F1

P2

F2

A las 5 / en ese momento se *sentó*

At 5 o'clock / that afternoon/at that time she sat down

P1

SCOBA: Verbal Aspect (Yañez-Prieto 2008)

F1

P1

Ayer/ esa tarde *corrí*
Yesterday/that afternoon I ran
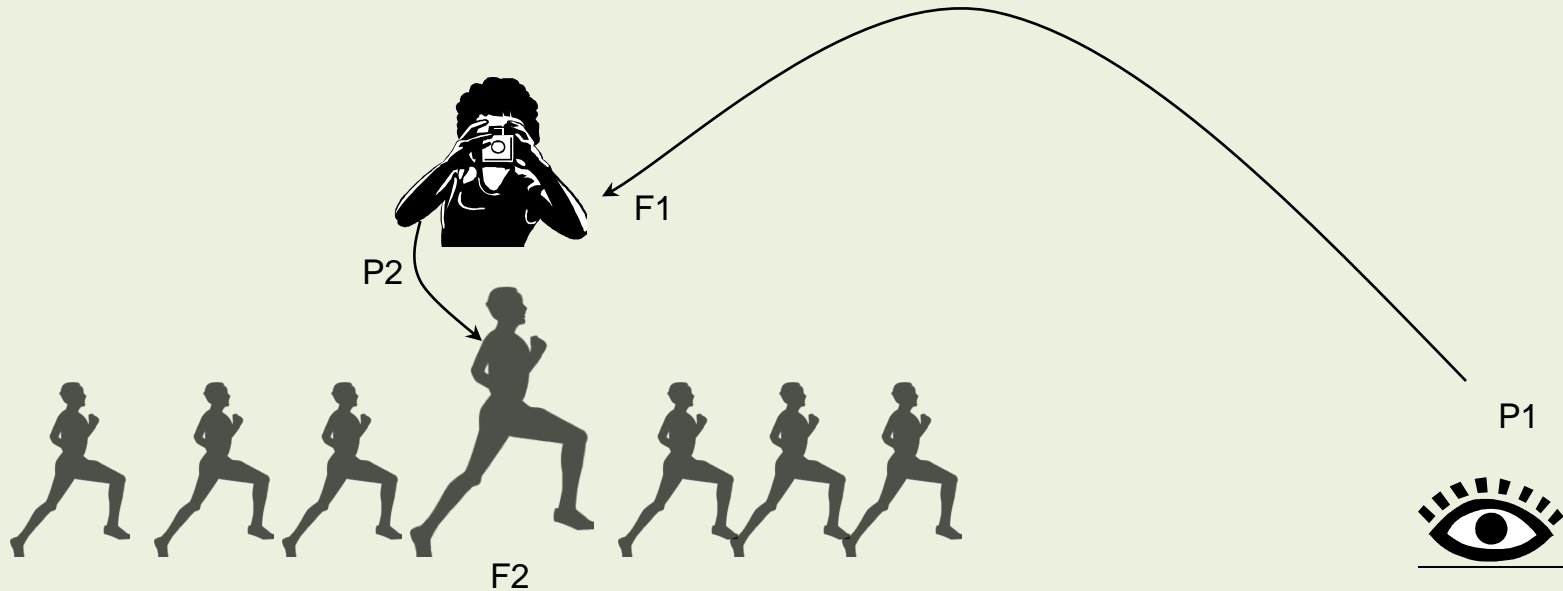
SCOBA: Verbal Aspect (Yañez-Prieto 2008)

F1

P1

El año pasado *corrí* todos los días
Last year I ran every day

Corrí en un equipo de atletismo por dos años
I ran on a sports team for two years

SCOBA: Verbal Aspect (Yañez-Prieto 2008)

IMPERFECTO (Jazmín *corría* —Jazmín ran)

F1

P2

P1

F2

Ayer/ en ese momento/ esa tarde *corría*
Yesterday/at that time/that afternoon he was running

Link to Practice: Literature

- Cognitive Dissonance

- Activity 1: Julio Cortázar--*Continuidad de los parques*

- "*Primero* **entraba** *la mujer, recelosa; ahora* **llegaba** *el amante, lastimada la cara por el chicotazo de una rama*" ["First, the woman entered-*imperfect* fearfully; now, the lover arrived-*imperfect* with his face slashed from an encounter with a branch"]

- Activity 2: compare with aspect in a Spanish soap-opera
- Activity 3: students write about an emotional event in their life

Aspect: Making Meaning

- Emma:

- *Pero esa noche, mi papá no nos molestaba con sus preguntas y mi mama ni siquiera levantaba la vista de su plato. Esa noche, el silencio no era cómodo; era pesado y fuerte. Llenaba el cuarto, hundiendo a mi familia, y mis hermanas y yo cruzábamos miradas preocupadas. Algo no estaba bien.*

- [But that night, my dad did-imperfect not bother us with his questions and my mom did-imperfect not even raise her eyes from her plate. That night silence was-imperfect not comfortable; it was-imperfect heavy and strong. It filled-imperfect the room, sinking my family, and my sisters and I crossed-imperfect worried glances. Something was-imperfect not right.]

Aspect: Making her own meaning

- Emma:

- *Descendí* *la escalera lentamente, sin sentir los escalones bajo los pies. Con cada paso hacia su cuarto mi corazón* *latió* *más alto. Cuando* *llegué* *a su cuarto,* *era* *oscuro y callado y mi mamá* *estaba* *en la cama, los ojos cerrados.*

- [I went-preterit down the stairs slowly, without feeling the treads under my feet. With each footstep towards her room my heart beat-preterit louder. When I arrived-preterit at her room, it was-imperfect dark and quiet and my mom was-imperfect in bed, with her eyes closed.] (Yáñez Prieto 2008)

Emma Understanding

- Although a lot of my paper could have been written in either imperfect or preterit, I tried to use each tense strategically to convey different meanings. For example, when I was talking about the moments when we were in the dining room in silence, I used imperfect to depict everything as if the reader was there in the middle of the action, seeing everything as it was happening

Emma Understanding

- "When I went to my mom's room to see her after I found out that she was sick, I used preterit for all the verbs. This time I wanted to show each action as a complete act"

Pre-Understanding > Understanding

- Dulcinea
  - "I feel that this assignment [Cortázar's jumbled text] was a good start to training our brains to think about the Spanish language in a different light rather than simply forming the different conjugations of verbs or working on writing sentences. Putting together a "puzzle" of words forces our brain to recall information that you already know and put it to use."
  - "My knowledge of the Spanish language, so far this semester, has increased a great deal. I have moved beyond learning simple grammatical rules and how to form verbs, now I have a better understanding of how to use the language in writing and speaking. "

Pre-understanding > Understanding

- Dulcinea:
  - "This week we learned about aspect and perspective. I feel that I am starting to understand that there are many more uses for the preterit and imperfect than those introduced in textbooks. It is confusing however to grasp the idea that the preterit can be used to describe something in the past, when we have been taught the "rules" that the imperfect is used for description in the past." (Yáñez Prieto 2008)

Pre-understanding > Understanding

- Gulliver

  – "It's kind of funny how you can have a grammar st … the gram … grammatical structure actually tell a story. I'd not really noticed that or seen that before. I mean, the words are telling the story and the grammar is telling the story, which is kind of weird. Yeah, I'd never seen that before. Interesting."

  – Does this remind you of something?

Learner Reflections on STI Conceptual Knowledge

- Participant 8: "In earlier Spanish classes they would tell us to choose a tense or mood based on very specific guidelines, but in this class I learned that the guidelines are not always exact and that it also depends on how you are trying to express the action or situation" (week 16, agency)
  - (Negueruela 2003)

Learner Reflections on STI Verbalizations

- *Participant 7* : "Although sometimes recording myself speak was a bit awkward, I think it was overall extremely helpful. It made me more comfortable speaking and improvising, and it forced me to truly think about the grammar."

- Participant 3: "the activities that have helped me the most are the verbalization ones with the cassette tape player. I feel as thought with verbalization exercises I not only improved my speaking, but also learned a lot of information about the indicative and subjunctive."

- Participant 1: "In all honesty, I never really consciously silently explained anything to myself. I think when I am studying that is basically what I am doing, and when I am trying to learn a concept, I do the same thing. But I never really sat down and thought to myself, "hey, now I'm going to explain this concept to myself. I think that these techniques have taught me a different way of studying and learning."
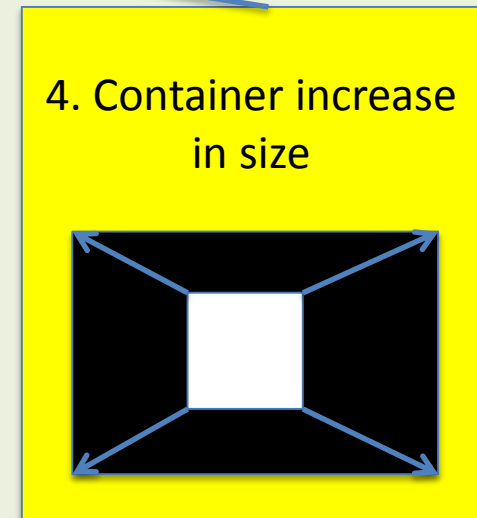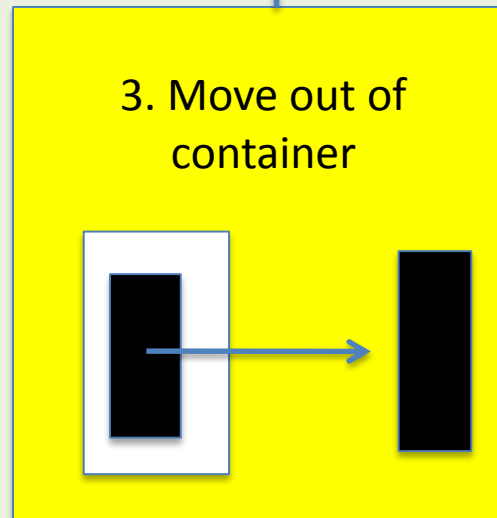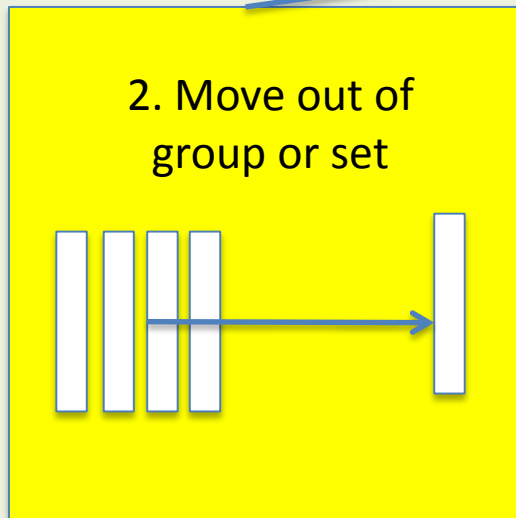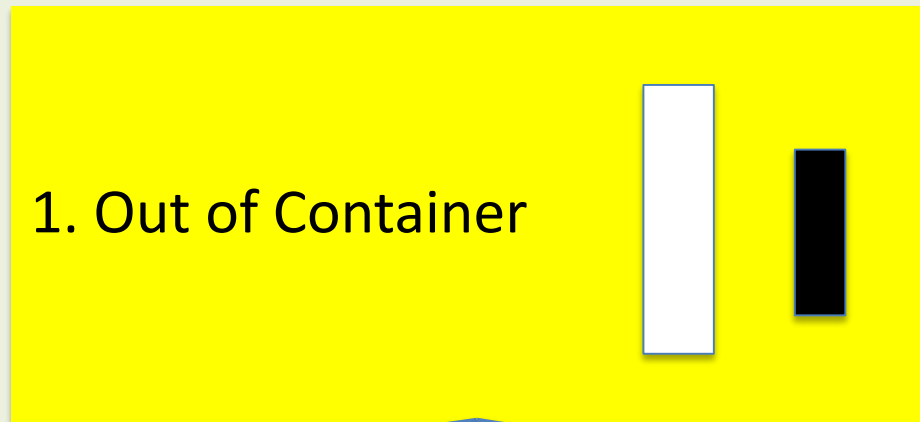 - (Negueruela 2003)

Effects of Verbalization

- Although sometimes recording myself speak was a bit awkward, I think it was overall extremely helpful. It made me more comfortable speaking and improvising, and it forced me to truly think about the grammar.

- The activities that have helped me the most are the verbalization ones with the cassette tape player. I feel as though with verbalization exercises I not only improved my speaking, but also learned a lot of information about the indicative and subjunctive.
  - Negueruela (2003)

Lee (2011). Concept-based approach to second language teaching and learning

- Participants: 23 graduate students in ESL course
  - 21 in Ph.D. programs. 2 in MA programs
    - Math, statistics, chemistry, entomology, engineering (chemical, mechanical, civil), computer science, forestry, economics
  - L1
    - Chinese = 15 (12 China; 3 Taiwan)
    - Korea = 6
    - Thailand = 2
  - Residency in US
    - 19 < one year
    - 3 between 1.5 & 3 years

SCOBA for Particle OUT – Lee 2011

1. Out of Container

2. Move out of group or set

3. Move out of container

4. Container increase in size

Verb-Particles Constructions (Lee 2011)

	Verb	**Particle**
I took the mug out of the box	Literal	Literal
We fished out the ring	Metaphorical	Literal
We handed out the brochures	Literal	Metaphorical
We picked out a name for the baby	Metaphorical	Metaphorical

Pre-Post-Test Analyses
Lee (2011)

		Mean	SD	t	ES
Case 1	Pretest/Matched-Posttest	.60 .67	.13 .08	3.5 (.01)	d=.648 r=.308
Case 2	Pretest/New Posttest	.60 .66	.13 .08	2.48 (.05)	d=.555 r=.267
Case 4	Pretest/New+ Matched-Posttest	.60 .67	.13 .07	3.15 (.01)	d=.670 r=.317

+ or - Guessing

		M	SD	t	ES
Case 1	Pretest/ Matched -Posttest	.65 .88	.20 .13	7.55 (.001)	d=1.363 r=.563
Case 2	Pretest/ New- Posttest	.65 .79	.20 .17	4.99 (.001)	d=.775 r=.352
Case 3	Pretest/ Matched + New Posttest	.65 .82	.20 .15	6.25 (.001)	d=.961 r=.433

New Particle: In

- *Let the stain-remover **soak in** for an hour before washing the shirt*
  - Jin-Hua: "Making wet totally, In: outside to inside" (Implied container)
- *It's not by **cramming in** facts and dates that one becomes more intelligent*
  - Jin-Hua explicitly mentioned a container, "Forcing to put something in container"
  - Jaidee: even more explicit reference to a container: "Pack, learn, memorize. 'in' is used to emphasize movement of knowledge, facts, or dates into container which is brain or memory"

New Particle: Down

- *They had to **break down** many social prejudices to manage to succeed*
  - Jaidee: "decrease of power of social prejudices"
  - Linhua: "not exist any more"
- *Our cat is so old and ill, so we'll have to ask her vet to **put** her **down***
  - *Jaidee:* "movement from higher state (being alive) to lower state (death)"
  - Linhua: "recovery" "not ill any more"
    - she did connect her interpretation with the directionality of *down* as "a trend of become less"

Pre-instruction Interview

- *Did you study phrasal verbs before? If so, how and where did you learn them?*

- Yi-Han: No. Just like, in our high school, we only have some translation of this kind of phrasal verb. So I was always **memorizing** this, combined verbs. We have a list. Our instructor in my high school, they distribute this kind of list and ask us memorize, because we have the test.

Post-instruction question: *How did you feel about explanation tasks?*

- **Ning** :<u>So the homework assignment actually make you kind of force you to, think about this using the chart.</u> It's kind of like, it's a two-way process, you know. When you explain that, you intake, we just intake that for granted. Like sometimes didn't think that. Now, after you actually do assignment, then you think about that. So it's like, <u>you have a better understanding of that. You might, you remember that next time.</u>

Tsai, M-H. (2014). Usage-based cognitive semantics in L2 collocation: A microgenetic analysis of EFL students' collocational knowledge.

- L2 English verb-noun collocations with *make, do, take, get*, and *have*

- Seven second- and third-year students majoring in economics at a Taiwanese university.

- Primary exposure to English had been exclusively in the classroom setting.

Tsai (2014): Procedure

- Prior to STI the students were given a thirty-item fill-in task which asked them to select the appropriate verb. The following are sample items: "The teacher expected all of the students to ____(do)____ their homework"; "I had to ____(make)____ a phone call."

- Students asked to indicate, on a scale of 1 (low) to 10 (high), how confident they were of their response

- Students were asked to explain their responses in a one-on-one interview with the researcher.

- Tsai met with the students one hour per week for six weeks for a total of six hours of instruction.

Tsai (2014) Pedagogy

- 1. Explain semantic distinction between make and do using lexical aspect model of Vendler (1967)
  - Make indicates an *accomplishment* in which something causes a "state to come into being or being produced"
    - Conceptually *make* entails sense that agent creates new entity, and its causative construction codes the result component of the event.
  - *Do* presented as *activity* verb and therefore *atelic*, durative and unbounded (i.e., lacking an endpoint) in scope.
    - Denotes an event/action designated by the noun that is intentionally carried out by an agent being operated on without an implied endpoint.
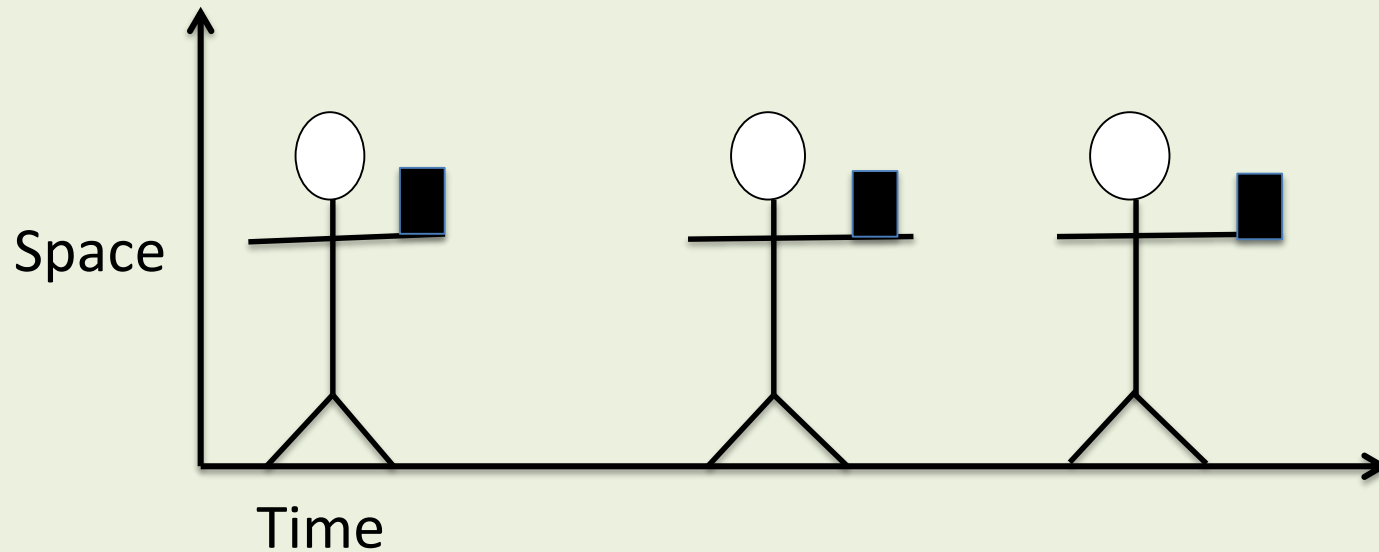
Tsai (2014): Pedagogy

2.
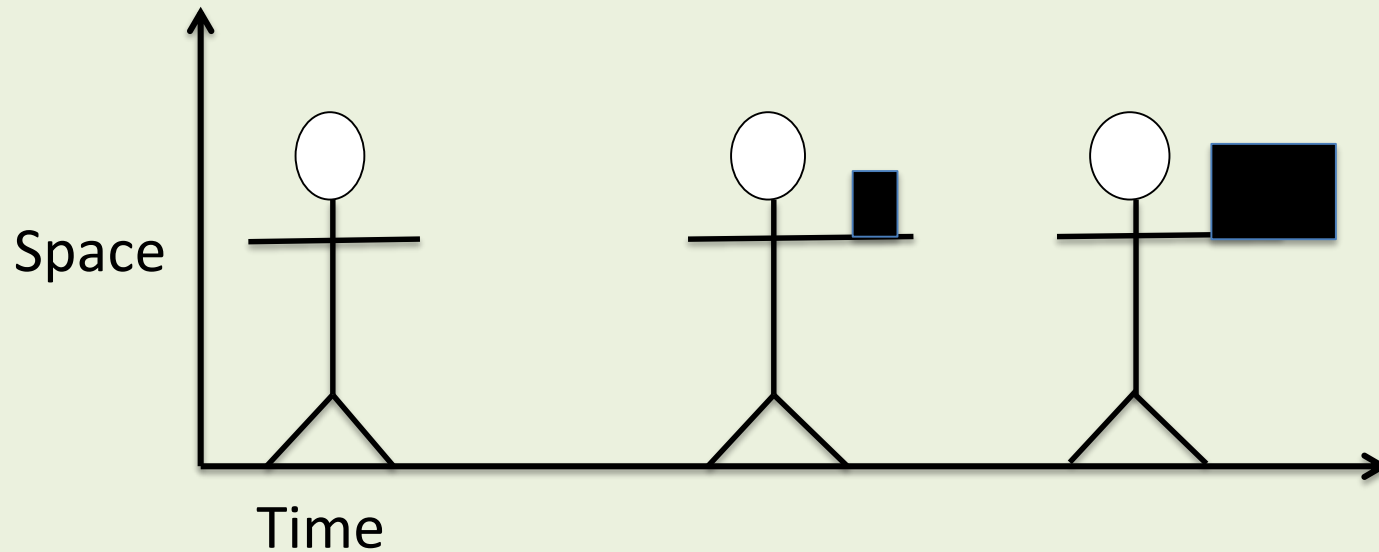
SCOBA for MAKE

Tsai (2014): Pedagogy

2.

Space

Time

SCOBA for DO

Tsai (2014): Pedagogy

- 3. Researcher/teacher presents excerpts from Corpus of Contemporary American English (COCA).
  - Verb-noun collocations
    - Literal: make a cake, make coffee, do the cleaning, do one's homework
    - Metaphorical: make a decision, make a judgment, do business, do the annual budget
- 4. Verbalization
  - Communicated thinking: In groups students explained to each other, using the SCOBAs, connections between literal & metaphorical meanings of collocations of additional examples
  - Dialogic Thinking: students followed same procedure except they explained connections to themselves as homework
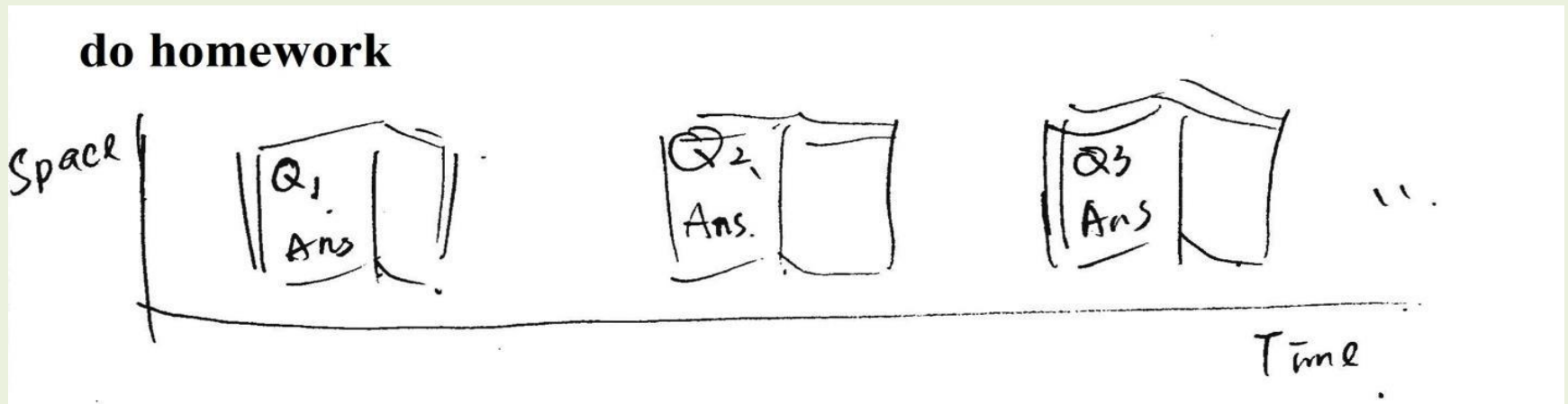- 5. SCOBA drawing: students draw own SCOBAs to illustrate understanding of verb-noun collocations

SCOBA for Meaning of Make
Tsai (2014)

Make Coffee
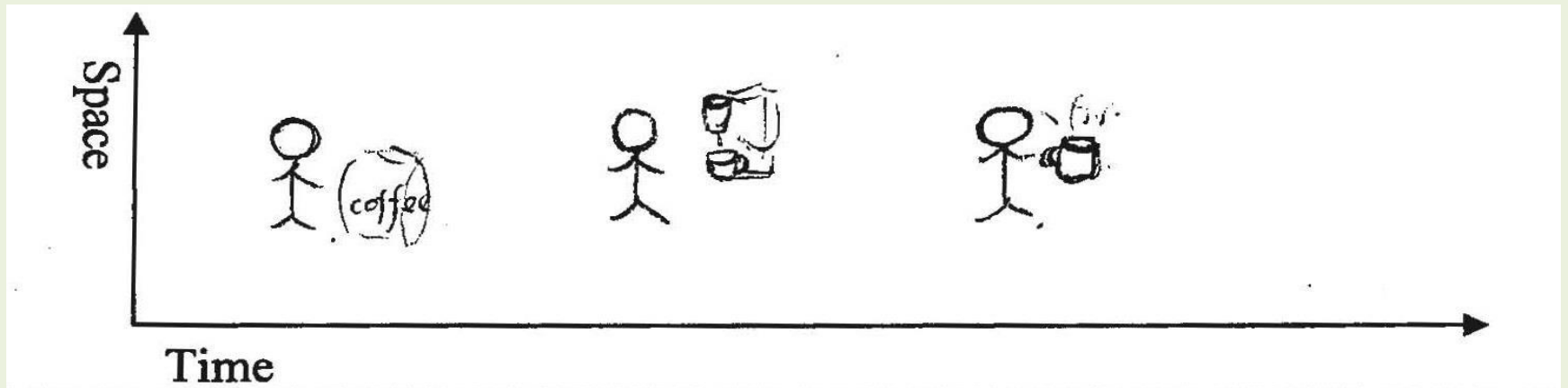
SCOBA for Meaning of DO (Tsai, 2014)

Tsai (2014): Assessment

- 5. Students given immediate posttest that was identical to the pretest

- 6. Week later students given delayed posttest with new V-N collocations to determine if they were able to generalize what they had appropriated during instruction

Assessment Results

Verb	Pretest 42 Items	Posttest 42 Items	Delayed Posttest 21 Items
make	15	29	15
	36%	69%	71%
do	20	32	16
	48%	76%	76%
get	15	37	18
	36%	88%	85%
take	21	33	15
	50%	79%	71%
have	20	39	18
	48%	93%	86%

Post-Instruction Interview: Conceptual Understanding

	Pre-enrichment task (the maximum is 60)	Post-enrichment task (the maximum is 60)
Pei	24	55
Yu-Chia	25	50
Wei-Han	36	52
Dang	19	52
Wen	20	52
Yan	33	50
Li-Ci	20	34

Sarcasm in L2 English
Kim (2013)

Partial SCOBA for SARCASM (Kim, 2013)

Contempt
Disgust
Anger
Disagreement
Disapproval
Dislike
Frustration
Jealousy
Other unhappy & negative feelings

INTENTS & ATTITUDES

TO ACHIEVE

Affection
Bond
Positive feelings

NEGATIVE SARCASM

bitter

POSITIVE SARCASM

light-hearted

DIVERSE COMMUNICATIVE GOALS

1. To criticize
2. To insult
3. To mock, ridicule and make fun of someone
4. To complain
5. To vent frustration/anger/displeasure (or other negative emotions)
6. To not show anger (or other negative emotions) directly
7. To cover speaker's subversive motives
8. To save speaker's face
9. To show one's maintaining self-control
10. To lessen vulnerability
11. To admonish
12. To show frustration

1. To save interlocutor's face
2. To persuade
3. To show off personal skills (i.e., to be funny)

1. To give compliments
2. To show affection
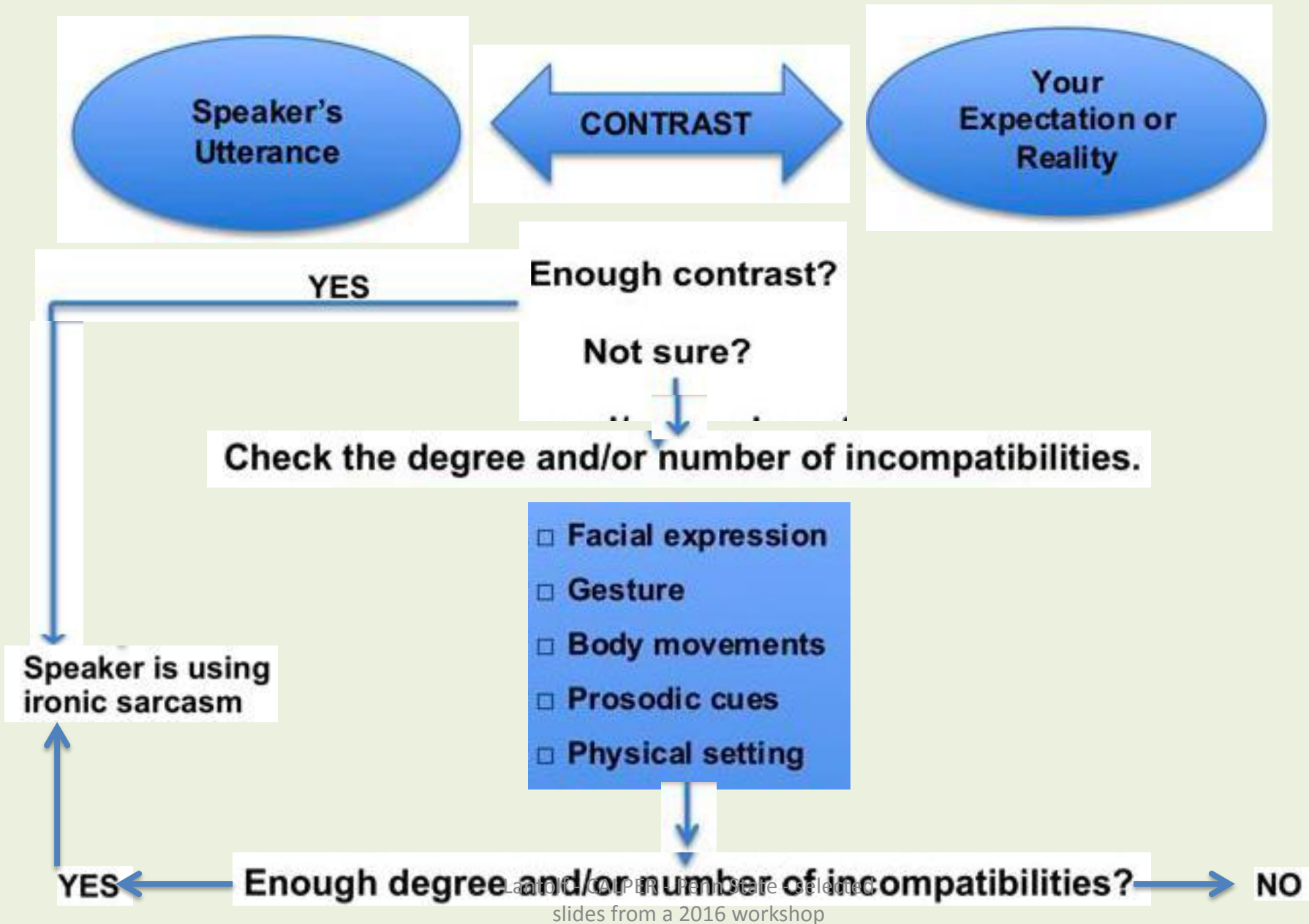3. To promote group solidarity
4. To improve relationships

Kim (2013)

Lexical Expressions of Sarcasm (Kim, 2013)

- Negative: Great, (real, very), fantastic, brilliant, fabulous gorgeous, absolutely, definitely, outstanding, wow, what a … genius Einstein

- Positive: sick, ridiculous, hysterical (IRONY)

How to Understand Sarcasm (Kim, 2013)

Speaker's Utterance

CONTRAST

Your Expectation or Reality

YES

Enough contrast?

Not sure?

Check the degree and/or number of incompatibilities.

☐ Facial expression
☐ Gesture
☐ Body movements
☐ Prosodic cues
☐ Physical setting

Speaker is using ironic sarcasm

YES ← Enough degree and/or number of incompatibilities? → NO

Test score comparisons (Kim, 2013)

	Pre-test	Post-test	Delayed post-test
• Boa	12	13	17
• Cho	03	16	16
• Hong	08	20	18
• Jin	18	13	19
• Lee	04	20	23
• Mia	05	14	20
• Soon	10	19	24
• Wang	06	19	23
• Yoh	01	15	17
• MEAN	7.4	16.5	19.6

Empowerment through Instruction

- Yoh:
  but then there are people who don't sense it at all and get picked on helplessly? you know those outcasts who don't even perceive that they are being made fun of, if those people learn about these things, they will be provided with tools that will make them realize that somebody or some group of people is mocking them + and
  through training they'll be able to say sarcasm back and I believe those things will become power for them.

Empowerment

- Cho:
*but even though I don't say those words the big difference is, before when somebody used sarcasm with me I would be like what the heck? becoming very puzzled not knowing what to do or think, and then I would end up being speechless or going blank like this ((staring out the window with a blank face)) but just listen to the person
say it, but now I would catch this person's intent although it may not be a hundred percent correct but roughly, and I would realize this person is being sarcastic*

Language Awareness

- Mia: well before, I only heard things in a one-dimensional way but I realized how there exist actual underlying meanings. And this made me listen and try to understand them more carefully when foreigners (English speakers) say something it may not be a good thing but I find myself frequently suspecting their real motives or intent more and more ((laughs)) and so I picked this book on amazon and intentionally read reviews with one star only. I found that almost a hundred percent of them use sarcasm you know

Teachability Project

- Xian Zhang (2013): Chinese Topicalization

Chinese Topicalization: Zhang (2014)

- **Stage 1: S(X)(X)VO: TOP = SUBJ: TOP$_{subj}$ V(O)**
-
- e.g.   Xian   (yesterday) (at home)   ate   an apple.
-              | | | | |
-         TOP=SUBJ   (Adv)   (Adv)   V   OBJ
-
-
- **Stage 2:** Adv+ SVO**: TOP = ADJ(unct): TOP$_{adj}$ SV(O)**
-
- e.g.   Yesterday   Xian   ate   an apple.
-                 | | | |
-         TOP=ADV   SUBJ   V   OBJ
-
-
- **Stage 3:** OSV: **TOP = OBJ: TOP$_{obj}$ SV**
-
- e.g.   Xian,   Jie   will not forget.
-               | | |
-         TOP=OBJ   SUBJ   V

In Chinese, if we want to emphasize what has been eaten, you can also do this:

He | ate | rice
他 | 吃 了 | 饭

Zhang (2014)

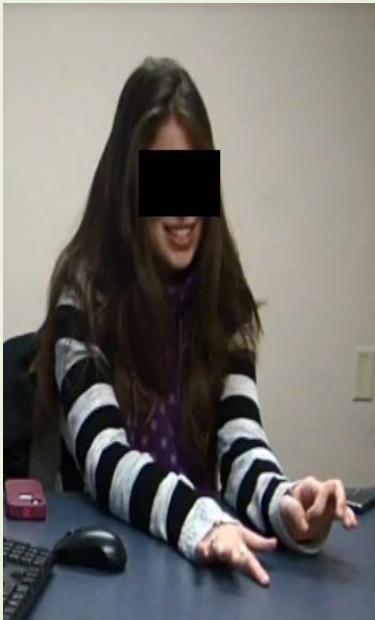In Chinese, we can put almost everything (except the verb) at the beginning of a sentence.

Time at front   Place at front

| He | at 2 | at home | ate | rice |
| 他 | 2 点 | 在 家 | 吃 了 | 饭 |
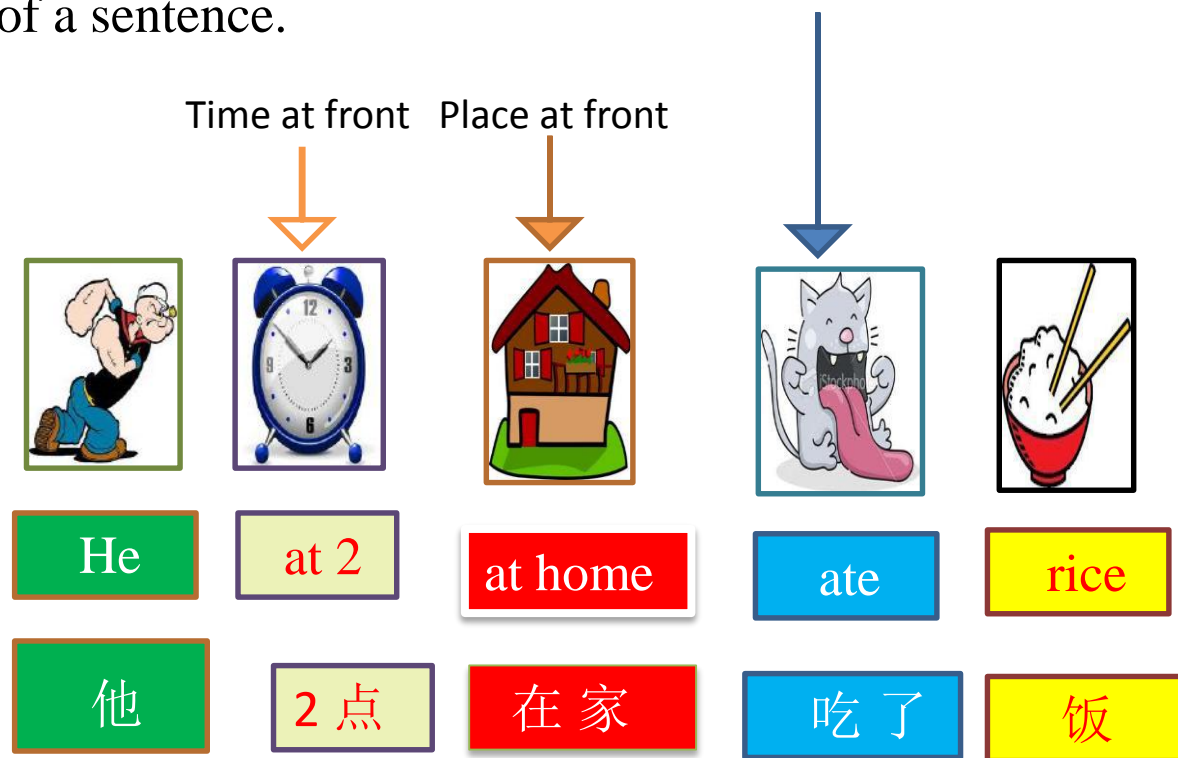
Zhang (2014)

Materialization of Grammar in Support of WM

- Top

| Subject | (time) | (place) | verb | object |
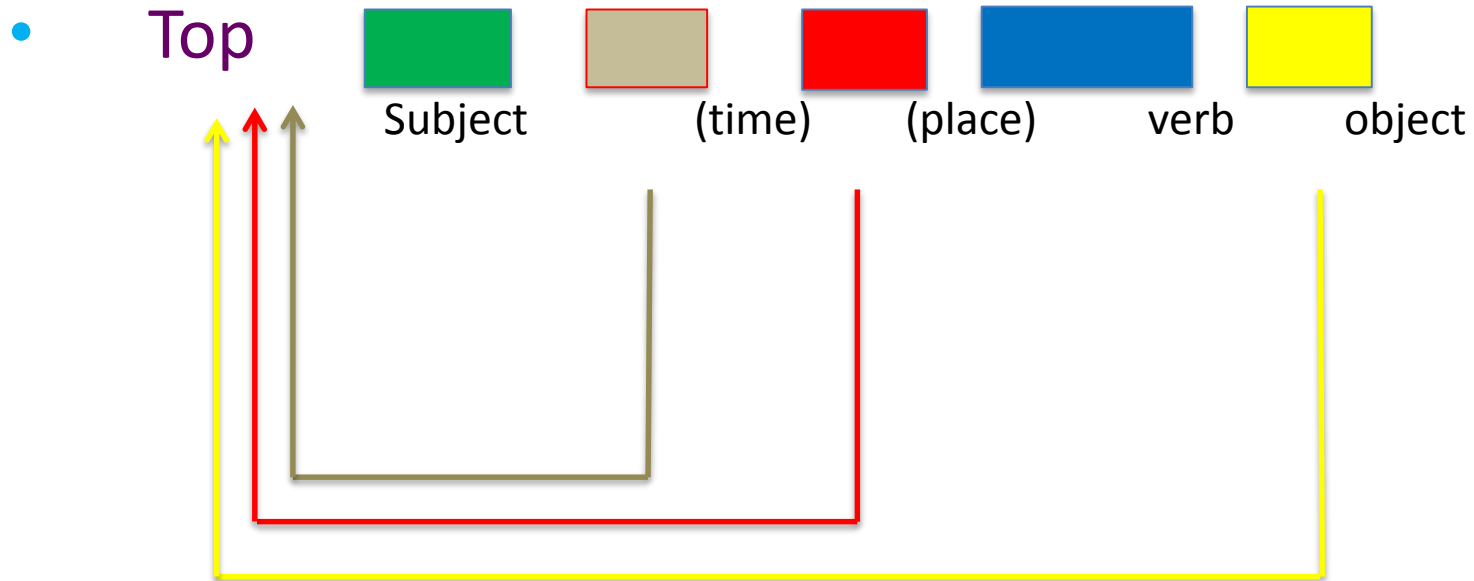
Manipulate Silent Way Rods

Zhang (2014)

Illustration: FIONA
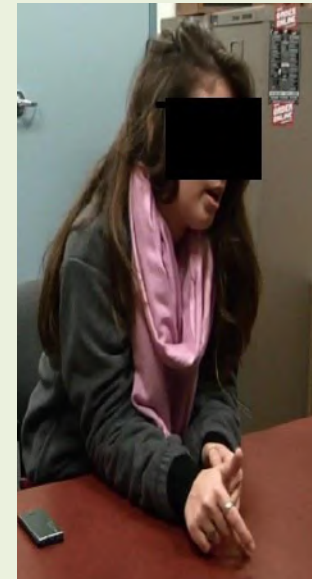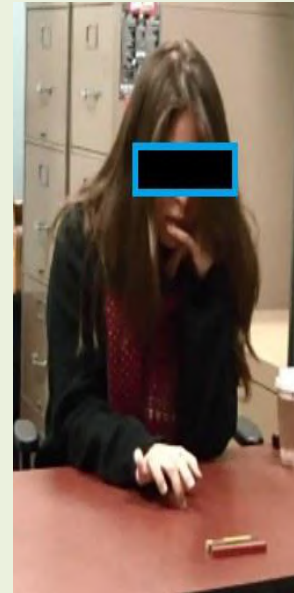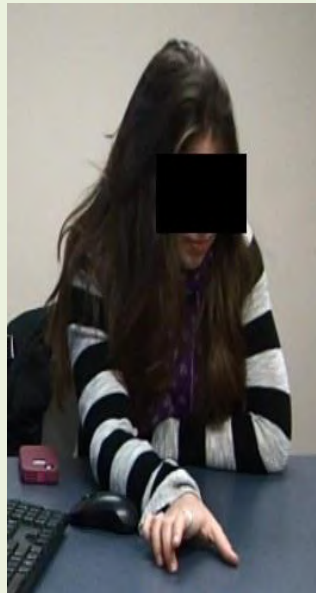
Practice Activities

- Making up sentences

- Gap filling

- Q&A

- Translation

- Cartoon Description

- Free talk

Results of Topicalization Instruction

	Structure	Pretest	Posttest (1)	Posttest (2)	Delayed Posttest
Task					
Elicited Imitation	OSV	0	4	6	11
	ADV + SVO	0	0	9	7
	SVO	40	37	50	42
Q&A	OSV	0	6	7	5
	ADV + SVO	0	0	4	2
	SVO	21	17	11	19
Cartoon	OSV	0	15	5	4
	ADV + SVO	0	0	4	3
	SVO	11	13	17	6

Van Compernolle (2012)
Pragmatics in L2 French

1. *Tu / vous*

2*. ne … pas / … pas*

3. *on / nous*

Importance of Pragmatics

The three features are frequent in an array of contexts and

- – "learners are likely to hear and have to use one or more of them in any interaction in which they participate"

- – violating the conventions of use "can result in negative consequences" (p. 32).

- – converging with, or diverging from, the conventions of use may not be "undesirable,"

  - learners need to have an understanding of "the effect such choices may have on their interlocutors" (p. 32).

Rules of Thumb for Pragmatics

- Based on factors such as "relative age" and "interlocutor status."
- Some immersion learners with exposure in a variety of communicative settings
  - "notice the more subtle complexities of the system
  - "their knowledge is often not very systematic" (p. 60).

Learner Understanding the Three Features

- *Tu/vous*: learners develop some sense that use is variable
- On / nous: no understanding of social variation
  - do not generally appreciate that *nous* is more formal and *on* more informal variant of the 1st per plural pronoun & the more nuanced differences between the forms
- Verbal negation: traditional pedagogy requires use of pre- and post-verbal particles *ne* and *pas*
- *NB: Learners with immersion experience begin to develop some sensitivity to variation in use of the three features*

SCOBA: Self-Presentation – van Compernolle continued

- 1. A young man and a young woman each wearing a t-shirt and blue-jeans.
  - "youthfulness, informality, coolness"
    - Caption: *tu, on*, Ø *… pas*
- 2. Older man and woman each wearing a business suit
  - "conservatism, professionalism, formality"
    - Caption: *vous, nous*, and *ne … pas*
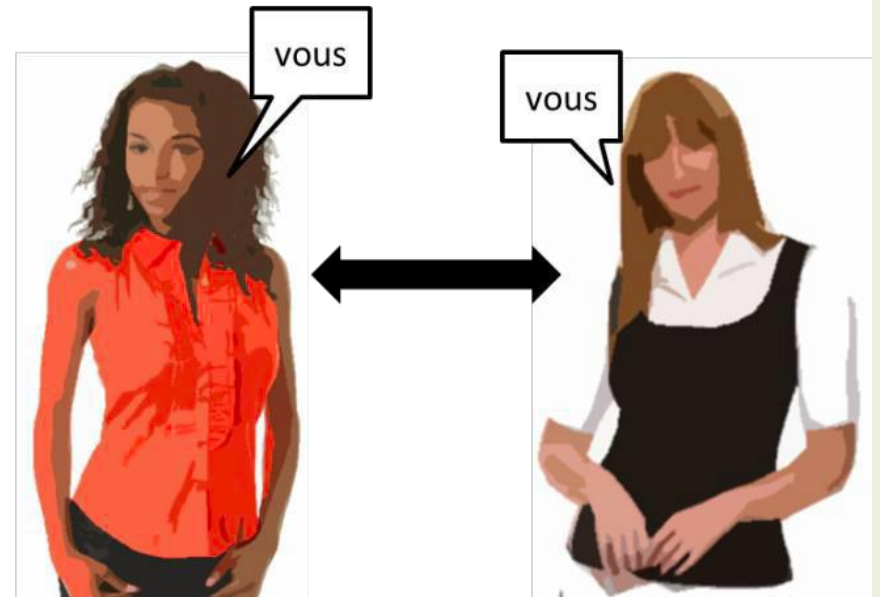
1. SCOBA: Self-Presentation van Compernolle continued

tu
on
Ø...pas
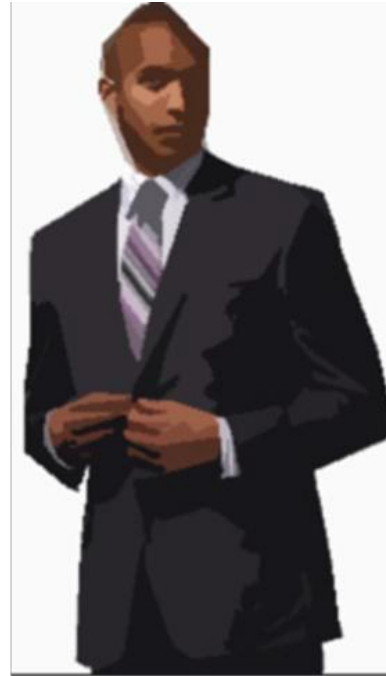
vous
nous
ne...pas

T-shirt-and-jeans or suit-and-tie?

Closeness or distance?

3. SCOBA: Relative Status

Relative status?
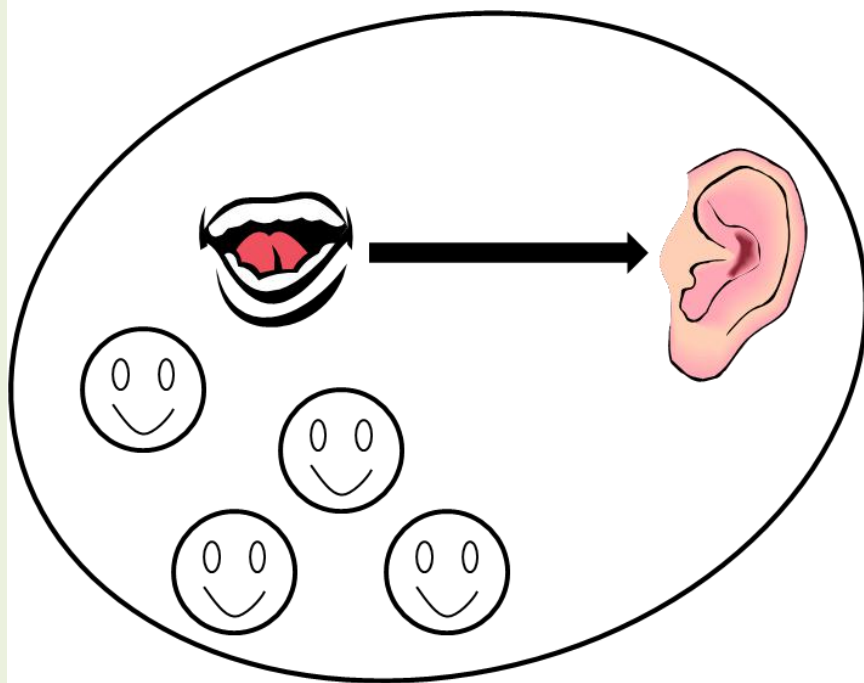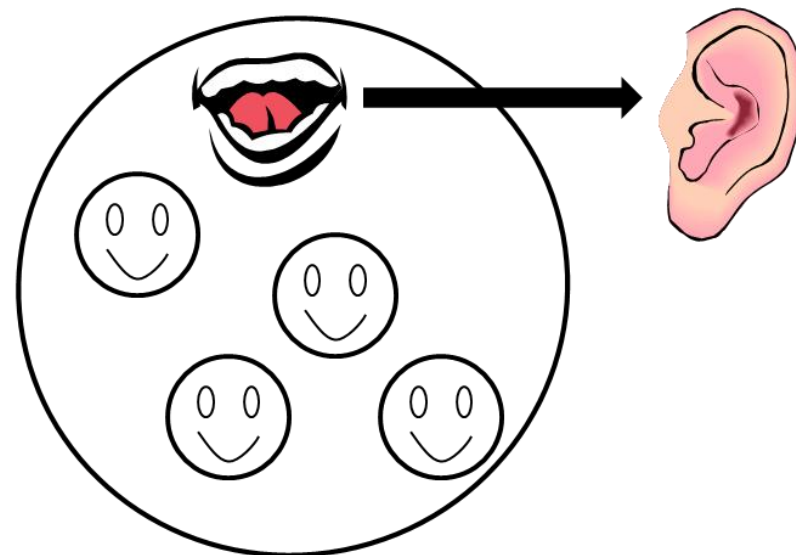
4. SCOBA: Negation

pas

ne...pas

Draw attention to negation?

5. SCOBA: Inclusion/Exclusion

on

nous

Include or exclude hearer?

Pre-Instruction Understanding

- Tu / vous:
  - "like if I wasn't sure if I know what to do, I would probably just go with *vous*"
  - meeting someone for the first time: "I would automatically just go with *vous*, just to show that I am not being disrespectful of their standing or who they are"
  - five-year-old child she would probably use *tu*, but if the interlocutor were someone her own age, she would "probably go with *vous*"
- On / nous:
  - prior to instruction the students were unaware that *on* could be used as a 1st per plural pronoun
- Negation:
 - Students didn't know that *ne* deletion was an option.

Post-Instruction Understanding

- Tu / vous:
  - well now I know that using *tu* and *vous* is not just for plural or singular, and also it's not just for if you don't know the person. Which is what I think I was taught pretty much. But using *tu* and *vous* can also decide what kind of situation you want to present yourself as, how close or far you want to present yourself between the other person, and just the rank the like their authority. Like do you want to show your authority or not

- On / nous:
  - Well *nous* is kind of like more proper kind of suit-and-tie way to say us. And then *on* is would be more informal. If you just want to be related. Tee-shirt-and-jeans type of thing. And then for emphasis, you can I guess you can use *nous* as exclusive and *on* as inclusive

- Negation:
  - The tee-shirt-and-jeans is negation without the *ne*, and the business is negation with the *ne*. but also if you use the *ne* and you have a tee-shirt-and-jeans, like relationship, like where you have a close relationship, you're emphasizing, the negation

Learner Performance: Scenario

- Role A: You must return a defective toaster to the department store. Unfortunately, you have lost the purchase receipt and you have only your lunch hour to take care of the matter. Prepare yourself for an encounter with the salesclerk.

-

- Role B: You are a salesclerk in the hardware department of a large store. You have been ordered to be careful in accepting returns of merchandise that may not have been purchased at the store. Prepare yourself to deal with someone who is approaching you with a toaster.

- NB: TR did not determine how the learners should play their roles in terms of self-presentation and selection of appropriate pragmatic features. This was decided by the students themselves. However, he did ask them during the planning phase how they intended to present themselves in the interaction
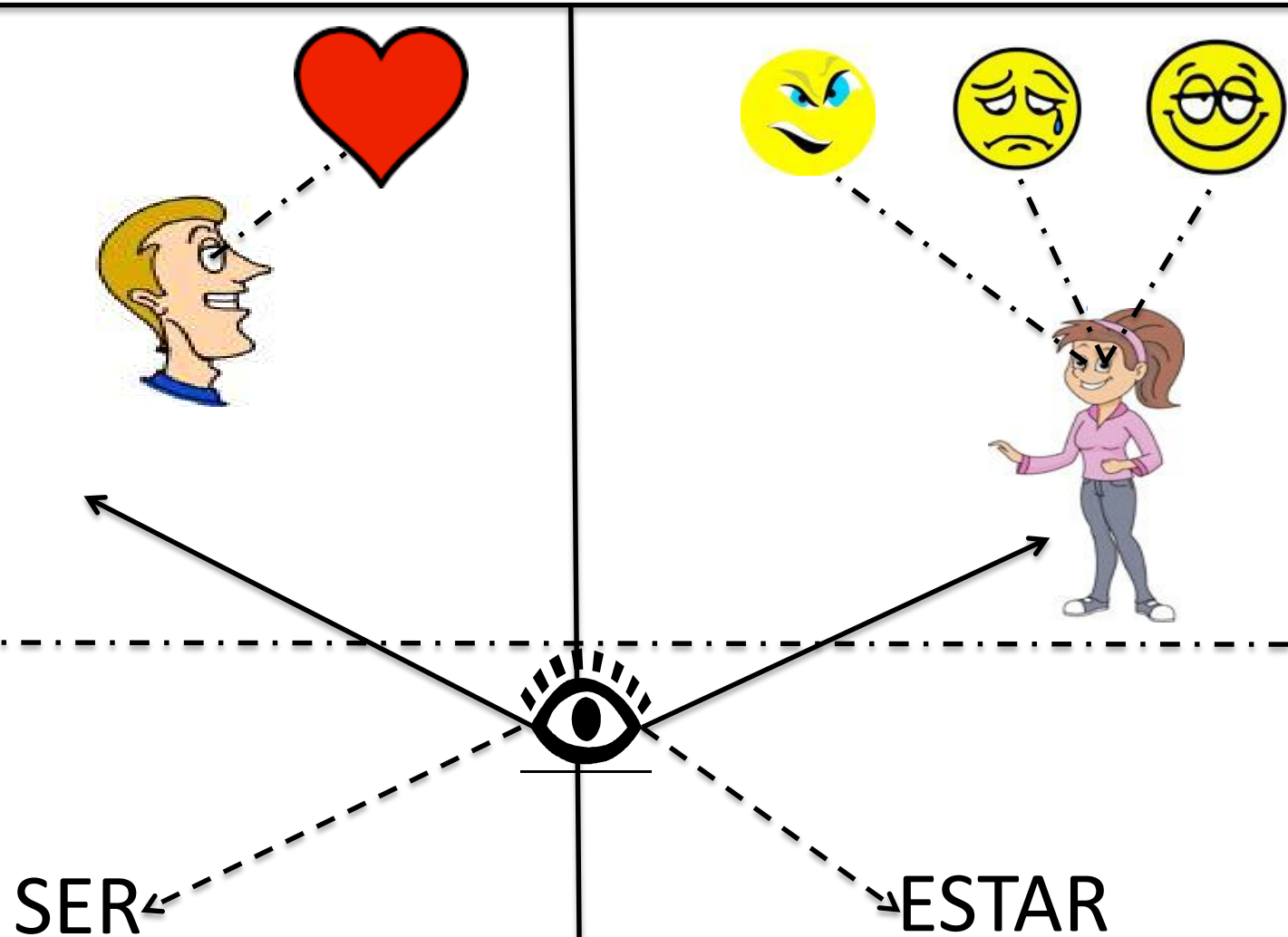
Ser/Estar – Mondalvo (2013)

SER   Attribute
       Quality of
       Object   ESTAR
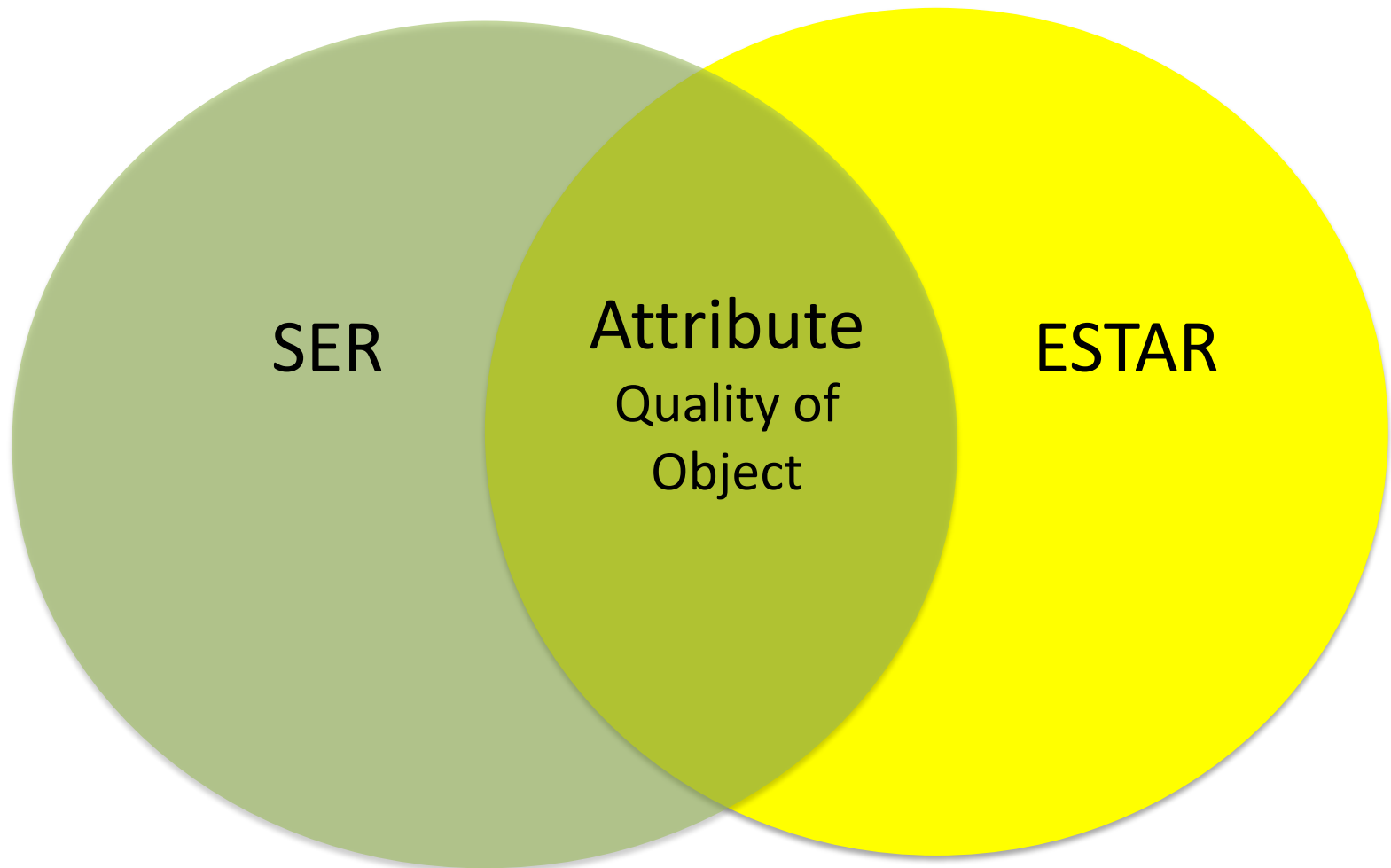
Ser/Estar: Boundedness
Montalvo (2013)

Perspective

estar

ser

Ser/Estar

SER

ESTAR

Summary of DE Principles
(Based on Fernandez Parera & Nergueruela Azarola)

- Studying and understanding L2 development
  - Promoting the internalization & practical use of concepts
- Research about transformation NOT observation
  - Transformative approach to education
- Research/Teaching: promotes the creation of conceptual and functional representations that L2 learners use as tools to communicate & think
- Quality of conceptual explanations matter
  - Explanations have an impact on development
  - Explanations become ideas learners use to make sense of their performances
  - Explanations must be graphically based
- Learners pushed to reflect on their knowledge and on their performances

SCT & Pedagogical Imperative

1. SCT is a dialectical approach to mind and mental development

2. Educational activity, including language education, is a special kind of development arising from explicit mediation

3. The more complex something is the more systematic explicit instruction is called for

4. Teaching is mediation through systematic unit of instruction and social interaction in the ZPD

5. Development = understanding and performance

Implications – Lantolf

1. Teaching Matters
2. Teaching is <u>mediating</u> students rather than <u>dialoguing</u> with them
3. Native Speaker ability is not sufficient
4. High quality explicit knowledge of L2 is essential component of teacher education
5. Explicit knowledge must be made pedagogically functional
6. Explicit knowledge must be integrated into appropriate communicative activities
7. Dialectical Unity of Explicit Knowledge & Communicative Performance

Creativity in L2 Rather Than NS Norm

- Treating language as artifact for thinking and communicating rather than a system of structures provides learners with the opportunity to experience the creativity they had has children in their L1 but lost when they were societized (not socialized) into adult languaculture.

- Using an L2 effectively does not require using it according to NS norms. It does require understanding the tools available in language to create meaning.

- LSV, citing Pushkin: I have no greater love for Russian than when it is spoken with errors.

- The dialectic between norms and speaker intentions.

Useful Image of Expansive Instruction (van Compernolle 2014)
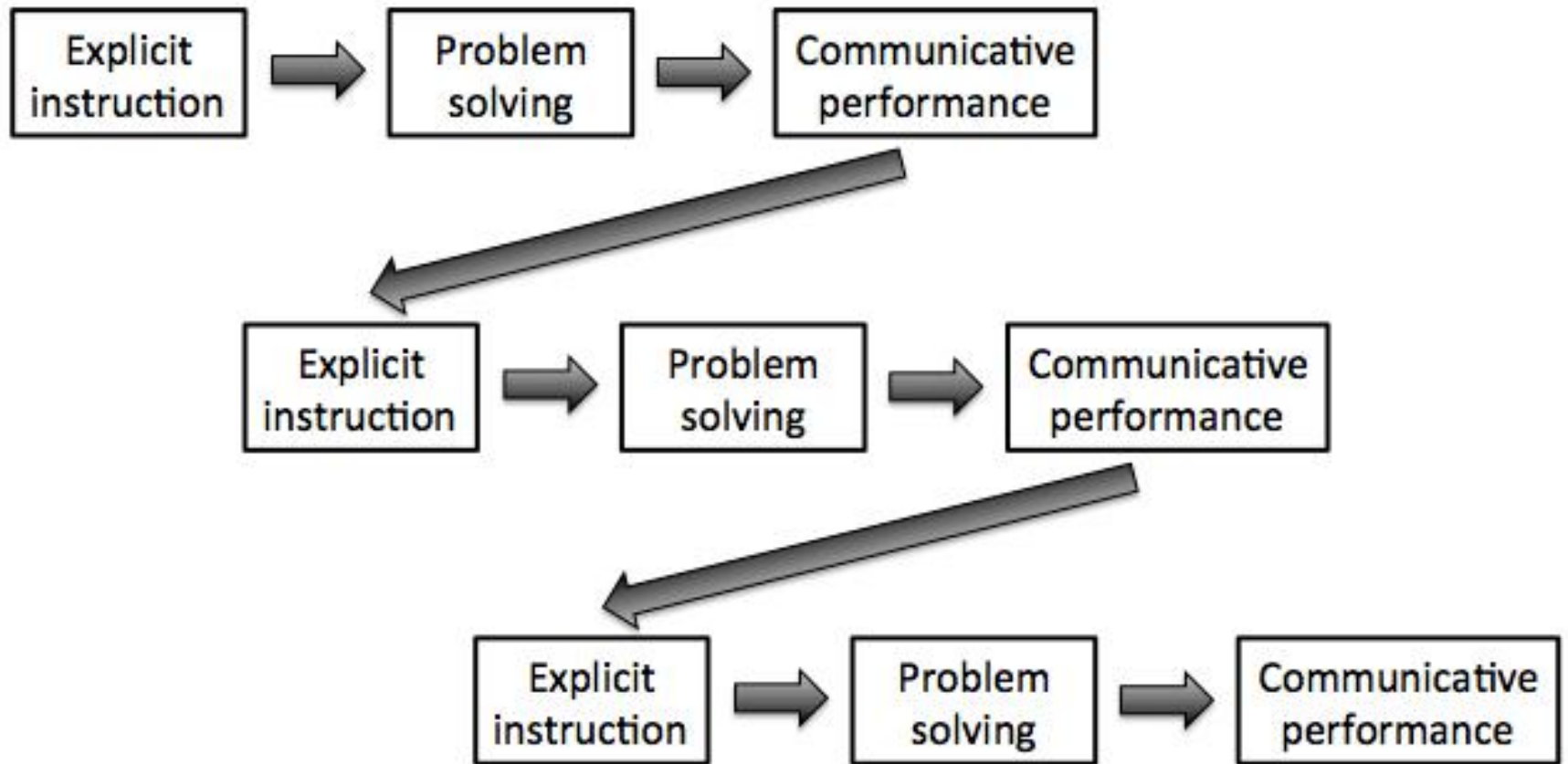
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