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ABSTRACT

This paper examines the important role of English in Puerto Rico and the present situation of Puerto Rico's English language program. The writer gives a brief historical background of linguistics and discusses recent theories of language acquisition and transformation generative grammar. Possible applications and implications of these theories for learning and teaching English as a second language are suggested. Numerous conclusions and recommendations are made for the improvement of the Puerto Rican English program, particularly at the secondary level. A comprehensive bibliography is also included. (HW)

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New Directions and Changes for Teaching High School English as a Second Language in Puerto Rico - Ideas Derived from Transformational Grammar and Other Contemporary Readings

Monograph presented to fulfill a partial requirement of the Reading Seminar (Educ. 561), for the degree M. A. in Secondary Education in English.

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INTRODUCTION

" A working knowledge of English must be ever more widely disseminated throughout the world."

Albert H. Marckwardt[1]

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[1] Harold B. Allen, *Teaching English as a Second Language*, (New York: 1965), p. 3.

A fresh look at new trends and philosophies of education is very important and imperative. "The acceleration of change in our time is itself an elemental force.... (which) has personal and psychological, as well as sociological, consequences."[2] Science and technology are responsible for the rapid changes which affect individuals and society at large. Schools and education lag behind because they are".... influenced by custom, habit, tradition.... Research becomes a threat to complacency, untested assumptions and unexamined practices."[3]

Charles E. Silberman's[4] book verifies the fact that many students today".... learn that life is enevitably routine, depersonalized, venally graded....[5] The stark tragedy that within too many schools there is "everything but successful teachers" (because schools are producing) "everything but successful learners..."[6] This applies to most subjects of the curriculum, including English".... students learn little from their English classes because previous experiences and language disabilities conspire to cause them to reject any learning experience called English."[7] This is true whether English is taught as the vernacular or as a second language. The writer and many other English teachers must confess that "instead of freeing and augmenting the student's store of language, English classes.... (serve as) an inhibiting function."[8]

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[2] Alvin Toffler. Future Shock, (New York: 1971), p. 2.

[3] Harold G. Shane and June Grant Mulry. Improving Language Arts Instruction Through Research, (Washington, D.C.: 1963), p.3.

[4] Crisis in the Classroom, The Remaking of American Education. (New York: 1971).

[5] William F. O'Neill. Educational Heresies, (Glenview, Illinois: 1969). p. 192.

[6] Daniel N. Fader, Ph. D. and Elton B. McNeil, Ph. D. Hooked on Books: Program and Proof. (New York: 1968), p. 6.

The importance of English and its role in Puerto Rico cannot be questioned when facts such as follow are realized:

1. The global role of English in international affairs is verified by the fact that: "Telstar, our first communications satellite makes possible global television."[9] For international communications only a few languages are used extensively. The United Nations recognize.... English"[10] (one of the six).
2. Scientific/technical communication is currently a major problem. UNESCO figures indicate that 71% of all scientific writing is French, German, and English with English accounting for 62% of this output."[11]

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[7] Ibid, p. 27.

[8] Ibid, p. 7.

[9] Mary Elizabeth Fowler. Teaching Language, Composition, and Literatute. (New York: 1965) , p. 2.

[10] Frank A. Rice. Study of the Role of Second Languages in Asia, Africa, and Latin America. (Washington, D.C.: 1962), p. 106.

[11] Ibid, p. 107.

3. English is considered the universal language." English language is used by 400 million people.... of the world. Chinese the only language used by more people.... Today, about 1 out of every 8 uses it.... English has a large and more varied vocabulary than any other language."[12]
4. Progress in Puerto Rico since 1940 has been rapid in all aspects - economical, cultural, political, educational, etc. Statistical records confirm this progress: Puerto Rico's per capita income in 1963 was $469 and in 1969 was $1,234. The population growth over a twenty year period was 18.3% from 1940 to 1950 and 6.3% from 1950 to 1960. In 1950 the total enrollment for elementary and secondary, plus the universities and vocational schools was 475,000 and in 1960 increased to 718,000. Illiteracy in 1940 was 32.5% for persons 10 years or older. In 1960 it was 12.4%. The economic and cultural phenomenon is seen in the growth of a middle class in the mid twentieth century.[13]

Puerto Rico is a commonwealth (Estado Libre Asociado) of the United States. The island's postal and monetary system, as well as the domestic system of weights and measures are the same as that of United States.

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[12] World Book Encyclopedia. (Chicago: 1969), Vol. 6, English.

[13] Encyclopedia Americana. New York: 1968), Vol. 20, Puerto Rico.

5. Since World War II there has been a great spurt of Puerto Rican migration to the United States which varied from 28,000 to 45,000 in 1945. In 1969 however those returning to the island exceeded those who left the island by 7,047.[14] Today there continues to be a constant shuffling back and forth from Puerto Rico to United States. This greatly affects the island's cultural and social patterns and has tremendous implications for the teaching of English in the Puerto Rican schools.

"Latin America is in rapid development of educational systems where people can be trained to new occupations.... the solution of the language problem becomes one of the first obstacles to be overcome."[15]

These statistics justify the teaching of English in Puerto Rico. At all levels, but especially at the high school level, it is very important to have an attractive meaningful and effective English program.

Puerto Rico's language problem began in 1900 when English was introduced into the public school by Clark.[16] Since that date the assumptions as to the importance of teaching English have never been discussed more than at present.

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[14] The World Almanac and Book of Facts. (New York: 1971) Puerto Rico.

[15] Frank A. Rice, op. cit., p. 105.

[16] Aida S. Candelas. English as a Second Language in Puerto Rico. (University of Puerto Rico: 1954), p. 1.

Aida Candelas states the assumptions as follows:

1. English is an asset of inestimable value to the people of Puerto Rico.
2. It can be taught effectively as a second language without displacing nor corrupting the mother tongue (Spanish) and also without retarding the mental development.
3. It will not seriously damage the mother tongue but there must be a balanced instruction of both English and Spanish.[17]

Two factors in particular that helped the writer choose a topic related to transformational - generative grammar are:

1. The writer's ten years of experience teaching English as a second language in Puerto Rican Junior and Senior High Schools, and
2. The promises that the new theory of generative grammar has to contribute to language learning.

From 1968-1971 the writer was privileged to teach at CROEM, an experimental high school sponsored by the Puerto Rican Department of Education for the purpose of innovating methods of teaching. Re-evaluating the methods and activities used in English classes at CROEM and those used in the regular high schools of Puerto Rico, the writer discovered that significant learning only takes place when the student is actively involved in a positive manner in all phases of the learning process. This means that the teacher functions only as a guide and a resource person. The writer also became dubious about the audiolingual approach for second language teaching - especially the pattern - practice exercises which students generally dislike.

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[17] Ibid, p. 4.

In chapter 1 a brief description of the English Language Program in Puerto Rico for the past twenty years will be given; for much of the information presented the writer is greatly indebted to one of her professors, Joseph Kavetsky, [18] and also a classmate, Idalia Rodríguez,[19] whose respective writings were a great help.

Chapter 11 will include what educators and linguistics say today about the audiolingual approach, a brief history of linguistics which will supply the reader with a background understanding for structural grammar and the theory of transformational - generative grammar. A look at psycholinguistics and sociolinguistics and their recent contributions to language learning will take up the later part of the chapter and will comprise almost half of the chapter's content which is relevant to what will be discussed in the following chapter.

Bilingualism and second language learning will be considered in the opening of Chapter 111. Emphasis and attention will specially be given to

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[18] Joseph Kavetsky. "La Enseñanza del Inglés en Puerto Rico: Una interpretación y crítica de la enseñanza y aprendizaje del inglés en Puerto Rico desde el año 1949." Universidad de Puerto Rico: 1963).

[19] Idalia Rodríguez Silva. "The English Language Program in Puerto Rico," Unpublished thesis. (University of Puerto Rico: 1972).

English at the secondary level. The ideas presented are derived from readings about transformational - generative grammar and from other contemporary sources.

The term grammar needs to be clarified as meaning "a theory of language which attempts to account for what speakers of that language do with it."

The extensive reading, as indicated by the bibliography, in preparation for writing this monograph by far did not exhaust all that is related to the theory of transformational - generative grammar. However, it does include what was considered most relevant for the topic under discussion. Likewise the conclusions and recommendations whould neither be considered exhaustive nor final.[20]

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[20] Joseph Aurbach, Philip H. Cook, Robert B. Kaplan, and Virginia J. Tufte. Transformational Grammar; A guide for Teachers, (Rockville, Mariland: 1968), p. 6.

Chapter 1

A Brief Description and Evaluation of the English Language Program of Puerto Rico Since 1950.

"The ability to see familiar facts in a new light is equivalent to acquiring a new sense." [1]

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[1] H. A. Gleason, Jr. Linguistics and English Grammar, (New York: 1965), p. v.

Before developing the main part of this monograph, contained in chapters 11 and 111 a brief look at and an evaluation of the situation of English teaching in Puerto Rico's public schools since 1950 will help the reader to understand and appreciate the writer's concern as expressed in the introduction.

The five aspects to be considered will readily reveal the existing dilemma of language learning in Puerto Rico. Each of these, as listed below, will briefly be discussed:

A. The objectives or goals
B. The materials and method
C. The teachers, pupils, and supervisors
D. Attempts to improve the teaching of English
E. An evaluation of the English program

A. The objectives or goals

Since the writer is more concerned with High School English, the objectives for grades one to six will not be included. However, they are the same as the first two of the objectives listed below except for the norms which state "for the elementary level" instead of "for the secondary level."

The outlined summary for the English curriculum, prepared by the Department of Education states the general objectives for grades 7 to 12 as:

> By the end of the twelfth grade, the student have further developed:
>
> 1. the ability to understand, speak, read and write English in accordance with the norms for the

secondary level.

2. habits of using English as a vehicle of communication
3. the ability to use English reading as a tool for securing information, and as a , means of recreation.[2]

Dr. Kavetsky points out four "objectivos generales y básicos.... entender el inglés, hablarlo, leerlo, escribirlo."[3]

B. The materials and methods

The textbooks used in both the elementary and secondary schools are The Fries American English Series which are based on the linguistic theory of structualism, employing the audiolingual approach.

The Department of Education designates the amount of time to be dedicated to English instruction.

> English instruction in the secondary schools is.... 2/5 of the overall time for language activities, 2/5 for reading of texts assigned to each grade, and 1/5 for enrichment activities....
>
> The curriculum is being broadened further at the twelfth grade level by the introduction of elective courses in Conversational English, American Literature, Composition, Modified Basic English, and Shakespeare to help prepare our students for high achievement

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[2] Outline Summary of the English Curriculum in the Secondary School 1970-71 (Puerto Rico, p. 1.

[3] Joseph Kavetsky "La Enseñanza del Inglés en Puerto Rico: Una Interpretación y Crítica de la Enseñanza y Aprendizaje del inglés en Puerto Rico desde el Año 1949," Universidad de Puerto Rico: 1963), p. 1.

> at the university level.
>
> Drama classes as an experimental project in the use of English.... began in the second semester of 1967-68.[4]

C. The teachers, pupils and supervisors

Dr. Kavetsky comments about the Puerto Rican teachers of English, the pupils, and supervisors. In essence he says that: [5]in comparison to the foreign language teachers of United States the English teachers of Puerto Rico are better prepared because they have studied English for twelve years before entering the university where they also have studied English for four years. However, Dr. Kavetsky observes, that the teachers and students are inhibited about speaking English. He feels this situation exists because much emphasis has been given to pronunciation which creates a fear to speak English. He also points out that the majority of high school graduates entering the University of Puerto Rico have not sufficiently mastered pronunciation, vocabulary nor grammatical structures of English which is necessary for their more advanced study.[6] About the English supervisors he remarks that within the last ten years the number of local supervisors has been increased and the tendency is to give the full responsibility of the English program to these supervisors. Too many supervisors tend to display their authority by insisting on using only the prescribed methods and do not permit any deviation nor teacher experimentation.[7]

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[4] Outline Summary of the English Curriculum...., Op. cit., pp.15, 18, 21.

[5] Joseph Kavetsky, op. cit., pp. 15, 16.

[6] Ibid, p. 18-

From my personal experience of ten years of teaching English in Puerto Rican Junior and Senior High Schools, the writer has observed that most supervisors are more concerned to see the teacher's lesson plan and to observe how well she has carried it out than to evaluate the observed activities and to conclude whether or not any real learning has taken place.

From a report on a research project - related to some aspects of the students' motivations in the Puerto Rican High Schools - Dr. Aida S. Candelas, a professor at the University of Puerto Rico, and some of her students in 1963 discovered the following which is relevant to the subject under consideration (the teachers and pupils):

> The majority of the students (1012 from the five high schools that participated in the research project) have a positive attitude toward English (the teachers affirm this).... there seem to be certain factors that prevent teachers from making the most of the positive attitude.... their main interest in learning English is mostly of a utilitarian purpose.... they like the speaking aspect best. Yet.... they state that they are afraid to speak English. (This coincides with what Dr. Kavetsky observed).

---

[7] Joseph Kavetsky, op. cit., p. 21.

> .... the majority of the English teachers (45 high school teachers from the same five schools referred to above) are not quite satisfied with the present English program. ....Perhaps the most significant problem to be pointdd out.... is the teachers' preparation.... in terms of a degree (it is) satisfactory but the findings reveal that their education in their field or specialization is not satisfactory.[8]

D. Attempts to improve the teaching of English

The Department of Education is putting forth an effort to try to improve the teaching of English. It has sponsored and continues to sponsor various programs of which three deserve mention.

1. The Teacher Corps Program - now in its fifth cycle 1970-72.... in areas of socio-economic deprivation.... aims to improve these children's mastery of their own vernacular, and at the same time helps them to acquire skills in English.[9]
2. Bilingual Auxiliary Program - The Department of English and the University of Puerto Rico recruit and train native or near native speakers of English to teach that language in the primary grades (1st, 2nd and 3rd grades).... The bilingual teachers now

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[8] Aida S. Candelas, "Study in Some Aspects of Student's Motivation in Senior High School English", (University of Puerto Rico, 1963), pp. 19-21,24.

[9] Idalia Rodríguez Silva, "The English Language Program in Puerto Rico", Unpublished thesis, (University of Puerto Rico: 1972), pp. 16, 17.

number 900, and it is expected to reach 2,000.[10]

3. The Bilingual Educational Program - This has been another attempt at relating English with the curriculum. This program is also an attempt at coping with the many seventh, eight, and ninth graders returning from the States with schooling in English.[11]

The Department of Education has different curriculum centers on the island. In 1969 the Center for Eglish was opened in San Juan.

> Each curriculum center was to provide professional advice and provide materials, ...to be equipped to loan films, records and tapes.... One of the most important functions is, "Probar, experimentar y evaluar ciertos materiales en el salón de clases, y hacer recomendaciones respecto a su valor educativo.[12]

E. An Evaluation of the English Program

Idalia Rodríguez in her monograph presents a number of critical views which may be considered as an evaluation of Puerto Rico's English language program. Below is a summary of these criticisms:

1. Theodore Brameld in his book, The Remaking of a

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[10] Idalia Rodríguez Silva, op. cit., p. 49.

[11] Ibid, pp. 51, 52.

[12] Ibid, p. 48.

Culture, mentions these factors are retarding the learning of English as a second language: one period a day for twelve years, lack of continuous practice in English outside of school, considering the students capacity as recptive, inadequately trained teachers, limited resource materials, huge classes and double sessions, and poorly enforced attendance rules.... on the average students dislike the English period more than they like it....

Other grassroot recommendations in his book include modification of choral practice to reduce fatigue and freedom; provide opportunity to integrate English with learning of other subjects. The present almost isolation of English instruction from the rest of the curriculum would be recognized for what it is - a perpetuation - ....of chiefly behavioristic principles and practice of learning.[13]

2. Dr. Ralph B. Long agrees with Brameld about the importance of practicing English outside of school and providing many situations in which the students have contact with English. As the result of a survey

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[13] Idalia Rodríguez Silva, op. cit., p. 6.

Dr. Long carried out for The Council of Higher Education of Puerto Rico in 1961 he also observed:

> Otra de las fallas es que en realidad el programa consiste de práctica extrema de patrones en relativo aislamiento de lectura y de las cosas que los alumnos quisieron hacer por voluntad propia.
>
> Uno de los obstáculos con que se confronta la enseñanza del inglés es la forma deficiente en que se está enseñando el español en Puerto Rico.[14]

3. Robert S. Freming in the same report for the Council of Higher Education comments: ....que haya limitada discusión de problemas, intereses, opiniones, y la falta de esfuerzo por ayudar a los niños a utilizar el inglés de manera funcional y significativa.[15]

Aida Candelas calls attention to a different aspect of the English program:

> ....the emphasis is put on the mastery of the four aspects of language: hearing, speaking, reading, writing.... the need for a fourfold mastery of the increase in interchange of persons.... because of closer social, economic and political relations.... a professional and vocational

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[14] Idalia Rodríguez Silva, op. cit., p. 7.

[15] Ibid, p. 8.

> need....[16]

There are many factors that affect the learning of Egglish in Puerto Rico. Dr. Kavetsky points out factors besides the teacher, or the method, or the materials and texts which must be considered. Some of these are the interest of the student, the attitude of the family, the fact that English is taught in a Spanish-speaking environment, and the little opportunity given to the teacher to experiment in her teaching to try out things that have been learned in the University.[17]

Lloyd S. Tireman in his article about "Factors Influencing Learning a Second Language", refers to Puerto Rico as an example of a people exposed to a second language.

> ....Puerto Rico presents another example. While the Department of Education of the Island has an excellent English program great difficulty is persuading the population outside the urban areas that they would benefit from the acquisition of a knowledge of English.[18]

Before closing this chapter the writer considers four references of importance because of their relationship to certain aspects as mentioned.

1. What Brameld pointed out [19] as a criticism of Puerto Rico's

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[16] Aida Candelas, "English as a Second Language in Puerto Rico." Unpublished thesis, (University of Puerto Rico: 1954), p. 3.

[17] Joseph Kavetsky, op. cit., pp. 16-22.

[18] English Journal, LXXXI, (1961), pp. 310-313.

[19] Idalia Rodríguez Silva, op. cit., p. 6.

language program coincides with John Bordie's and Arthur Cullen's opinions. Bordie says learning English successfully as a second language must be "no after thought"; it must be part of the "total educational process."[20]

2. Cullen in California helped develop a four-year liberal arts college in which all subjects are taught in Spanish. He recommends that after two or three years of foreign language study the student should study other subjects in that language rather than study advanced grammar, composition or literature.[21]
3. Dr. Long's statement [22] about one of the obstacles the Puerto Rican student has is supported by Weinreich who discusses the importance of proficiency in the learner's native language. An inherent non-structural factor for learning a second language is a relative proficiency in his own native language.[23]

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[20] John G. Bordie, "When Should Instruction in a Second Language or Dialect Begin?", Elementary English XLVIII, (May, 1971), pp. 435-440.

[21] Arthur Cullen, "A New Option for Foreign Language School, NEA Journal, LVII, (April, 1968), pp. 12, 13.

[22] Aida Rodríguez Silva, op. cit., p. 7.

[23] Sol Soporta (Edited by) Psycholinguistics, A Book of Readings, (New York: 1966), p. 378.

4. The most important function of the curriculum center was pointed out to be experimenting, evaluating and recommending.[24] To the writer's knowledge little of this has been done. In spite of the well-meaning attempts to improve the island's English program.

> ....what is needed now is a series of small-scale carefully controlled educational experiments in which some of the best minds in linguistics, foreign language teaching, psychology, education, experimental design, and measurement would be brought to bear on the problem.[25]

The pertinence of Carroll's opinion is proven by what many educators say concerning the present situation of language learning both in the native and the second language. An examination of such criticism is in order and will be included in the following chapter.

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[24] Aida Rodriguez Silva, loc. cit., p. 48.

[25] John B. Carroll, The Study of Language, (Cambridge: 1955), p. 187.

Chapter II

Linguistics and the Theory of Transformational - Generative Grammar

"Interest in linguistics among English teachers has risen phenomenally in the last few years.... It is no longer responsible behavior merely to ignore it, yet no clear picture emerges from most of the debate. Too frequently linguistics is presented as slightly esoteric."[1]

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[1] H. A. Gleason, Jr. Linguistics and English Grammar, (New York: 1965), p.v.

Today's educators in Puerto Rico and elsewhere are questioning the effectiveness of the audiolingual approach to language learning both in the vernacular and second languages. Many linguists, as well, are dubious and are re-evaluating this approach. Has it accomplished what the structural linguists hoped it would? How do they and educators answer this question? Various opinions will be mentioned here because of their significance and their relevance to the Puerto Rican situation.

A. Educators and linguists re-evaluate the effectiveness of the audiolingual approach.

Dr. Robert C. Lugton, editor of English as a Second Language, Current Issues, said in 1970:

> A common European (specially British) complaint about American approaches to the teaching of English as a second language (ESL) is as follows: 'no matter whether structurally or transformationally based American ESL textbook materials and methodology are sentence oriented, lacking important relationships to usage and content.'[2]

Leonard Newmark agrees that structural habits are stressed at the expense of language in context and that the students' classroom knowledge seems "....too often to be unavailable for his own use.... the main control the teacher needs to exert is that the materials to be studied are graspable and usable items for the learner."[3]

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[2] Idalia Rodríguez Silva, "The English Language Program in Puerto Rico," (Unpublished thesis, University of Puerto Rico: 1972), p. 47.

Lester S. Golub expresses his opinion by saying that in teaching English to (both native and non-native speakers) one must decide whether (languages truths) are better acquired by means of educational methods .... or whether a language truth is never truely assimulated as a truth except insofar as it has first been reconstructed or rediscovered by means of some activity relevant to the task.[4]

Wilga Rivers points out that:

> it seems unreasonable to derive methods of foreign language learning from the way the child learns his native language. The temptation, however, is great. Most writers, while acknowledging the great difference in the twp situations manage to slip in a few recommendations based on native-language learning... and present them as cognate arguments for certain procedures.[5]

John B. Carroll is also:

> doubtful whether learning a foreign language should proceed in all respects in a manner paralleling the acquisition of

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[3] Reading in Applied Transformational Grammar, (New York: 1970), pp. 243, 244, 248, 249.

[4] Language Awareness as Thought Process," *Elementary English*, XLVIII, (May, 1971), pp. 444-451.

[5] *Teaching Foreign Language Skills*, (Chicago: 1968), p. 103.

> language of a child.... The so-called mimicry memorization' method.... is full of challenging problems for psycholinguistic study.... The methods of the linguistic scientist as a teacher are not necessarily the most effective methods.... we are ignorant as to the best ways of strengthening new linguistic habits, and must therefore appeal to the psychologist to give us new evidence on this score.[6]

John J. Bordie agrees with Carroll and Rivers. His claim is that most authors just "assume" that second language learning follows the same pattern as that of a first language. "Pronunciation is the only part of language learning that is chiefly imitative."[7]

Robert Lado who has a rich background experience working with linguistics confesses that the principles (for the scientific approach) are subject to change or elimination as new scientific facts are added to our knowledge."[8]

Dr. Ralph B. Long who teaches at the University of Puerto Rico, has had a career long concern with English language and grammar. He likewise questions the effectiveness of the audiolingual approach.

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[6] The Study of Language, (Cambridge: 1955), pp. 99, 192.

[7] "When Should Instruction in a Second Language or Dialect Begin?", *Elementary English*, XLVIII, (May, 1971), pp. 435-440.

[8] *Language Teaching, A Scientific Approach*, (New York: 1964), p. 50.

> We enter the seventies... after two decades during which in the United States the field of English language has been dominated by linguistic theories... Even within the linguistic Establishment there has been a growing awareness that things have not gone well.... (1968) Kenneth W. Mildenberger reported that.... time and experience seemed "to be leading inexorably to a showdown" on the audio-lingual approach to language learning. Ronald Wardhaugh's paper... dealt with the problems faced in English as a second language, long a Structuralist fief beyond all question now that both Structural analysis and Structural pedagogical procedures have come to seem indefensible.... I myself would say that Structural pedagogical theories proved even less satisfactory than Structural analysis, and that the "unified" Structuralist approach - with its emphasis on pattern practice, its neglect of interest and imagination, its opposition to analysis and its failure to take advantage of the tremendous linguistic capacities of small children— misled a whole generation of devoted teachers of English as a second language and is still doing great harm in this field.[9]

A brief historical look at linguistics will help the reader understand why the audiolingual approach based on the structual theory was so reddily accepted, as well as why its effectiveness now is being questioned.

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[9] "English Grammar in the 1970's, College English XXXI, No. 8, (1970), pp. 763-772.

B. A Brief history of linguistics

Before entering into more discussion, a definition of linguistics is necessary. A most useful way to explain this term is to say that it is:

1. A scholarly discipline concerned with the nature of human language.... as well as with different grammar systems, dialects... and the like, and ...
2. A behavioral science with implications for classroom strategy in trying to induce behavioral change through the use of language, and...
3. A social science as it establishes linkages between language and culture and culture and language.[10]

Next the reader needs to take a look at traditional grammar which flourished during the 17th , 18th, and 19th centuries and which was more concerned with a general and humanistic approach to language. Its chief aim was the written language rather than the sounds of speech. Rules were taught not as descriptive but rather as legislative which really decided what was to be said or written.

> By defining classes and assigning rules for language based on meaning, traditional grammar proceeds subjectively.... appear (s) to assign the reason why certain grammatical features of a language occur, and how they

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[10] Harold G. Shane, Linguistic and the Classroom Teacher, (Washington, D.C. 1967), p. 3.

> must behave.... (It) does not adequately distinguish (a) lexical, morphological, and syntatic meanings; the difference between grammatically minimal and statistically permissible consturctions; and (b) particular and universal features of language.[11]

The age of Comparative Linguistics began in Europe early in the 19th centruy. By 1850 the history of words and sounds of many languages had been worked out. Neo-Grammarians developed the field of phonetics which paved the way for Descriptive Linguistics. Karl Verner, a German, developed the sound law concept. The Prague School developed the idea of the phoneme as a basic sound unit. United States' scholars also became interested and by 1940 the Age of Quiet Reform of English language teaching had begun.

Sapir and Bloomfield were responsible for the acceptance of the phoneme theory in United States. Charles C. Fries accepted the phoneme as the basic building block in language structure. As the result much research and theory in phonology, grammar, and semantics began. By 1957 Noam Chomsky published his book Syntatic Structures which started a revolutionary movement. He challenged Bloomfield's theory of phonemes and other aspects related to morphology, syntax, lexicon, and grammatical meaning,

Chomsky introduced the theory of linguistic universals - a language universal related to a general property of natural languages and how they can be interconnected. Thus Chomsky ushered in the Age of Transformational - Generative Grammar. Associated with this "Age" is the psychological and sociological awakening to different and new aspects of language learning. Psycholinguistics and sociolinguistics became popular terms of great interest after 1950.

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[11] Francis P. Dinneen, An Introduction to General Linguistics, (New York: 1967), pp. 167, 171.

Because linguistic issues are themselves unsettled today, the problem of effective language teaching still remains to be solved.[12] However, the reader can understand why structural linguists feel that the approach to language learning "must be made through form rather than through meaning."[13]

The merits of this approach are found in the idea of "comparing the language taught with the language of the learner on a fair and equal basis... (One weakness, however, is) "the theory that vocabulary should be selected on a basis of form alone."[14]

Even though linguistic issues are unsettled there is more hope today than in the past because "linguists have been, and remain, ultimately concerned with the precise problem which must be clarified for effective teaching: How do people communicate by means of language? ..."[15] and how does communication come about in a second language?

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[12] David McNeill, The Acquisition of Language, The Study of Developmental Psycholinguistics, (New York: 1970) , p. V 11.

[13] Anne Cochran, Modern Methods of Teaching English as a Foreign Language, (Washington, D.C.: 1958), p. 39

[14] Ibid, pp. 40, 41.

[15] Karl V. Teeter, Grammar and Generative Grammar, (Princeton: 1965), p. 3.

However, "... the field of teaching English as a second language seems not to be marked by sharp oppositions as have recently developed in American linguistic circles...'[16]

C. Structural Grammar

With this rapid orientation the reader is prepared for a closer examination of the structural and transformational - generative theories of language. Structural grammar gives a description of the language but not an explanation: its chief concern is the spoken language. Therefore it deals thoroughly with the sound system, plus stress, pitch rhythm, junctures and the formation of words. It discovers and codifies the mechanisms that make it possible to arrive at the achievement of traditional grammar. Theoretically it is founded on the idea that sound comes first, and grammar goes from form to meaning which makes it objective and deductive. Surface structure, the outer form of a sentence, is its aim; performance substitutes competence. Materials are carefully selected and arranged in accord with sound. The two general categories of words are the class and the function words of which Fries lists four major classes and fifteen function groups.[17]

Techniques as pattern-practice, mimic-memorization, reinforcement and stimulus-response all contribute or belong to the oral approach used by the structuralists.

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[16] Harold B. Allen, Teaching English as a Second Language, (New York: 1965), p. XI.

[17] Charles C. Fries, Teaching and Learning English as a Second Language, (Ann Arbor: 1945), pp. 38-56.

For over a period of four years C.C. Fries worked at the English Language Institute of the Univeristy of Michigan

> "In the preparation of new materials to be used in intensive courses in English for those of a foreign speech. This work.... (interprets), in a practical way for teaching, the principles of modern linguistic science and (uses) the results of scientific linguistic research.
>
> ....In oral approach although the language of the pupil is avoided as much as possible, it is used when necessary to make sure that explanations are thoroughly understood. Generalizations concerning structure, or grammar, are a regular feature.... they are always intimately related to the oral practice of the language... for Latin American students there are four volumes of lesson materials covering grammar, pronunciation and word study.... they are always developed orally first...[18]

As the result of Fries study at Michigan the American English Series for the Study of English as a Second Language texts for "children from ten to fourteen years of age.... were prepared in Puerto Rico by a team of practicing

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[18] Charles C. Fites, preface, p. 7.

English teachers trained in the Michigan methods and under the direction of Dr. C. C. Fries."[19]

Basically the difference between the traditionalist and the structuralist centers in what each considers the role of meaning in analyzing language; both have their short comings. Paul Roberts comments: "As Fries was an improvement on Jespersen (a Traditional grammarian), so Chomsky is an improvement on Fries, and so.... there will be an improvement on Chomsky..[20]

Chomsky evaluates the work of the structural linguists as a:

> .... contribution to factural and methodological basis of language structure and use.... (They) made factural material available and gave new standards of clarity and objectivity. (Very little. if nothing) deals with the mechanisms of sentence construction, which establish (es) a sound-meaning) relation in this language, nor with a correct formulation of the rules that generate deep and surface structures and interrelate them...., and (likewise) it doesn't deal with a universal grammar-a general theory of linguistic structure that determines the form of grammar.[21]

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[19] Anne Cochran, Op. cit., p. 33.

[20] "Linguistics and the Teaching of Composition, " The English Journal VLII, (May, 1963), pp. 331-335.

[21] Noam Chomsky, "The Current Scene in Linguistics: Present Directions", College English XXVII, (May, 1966), pp. 587-595.

At the convention of NCTE in 1962 Robert B. Lees from the University of Illinois presented a paper related to Transformational Grammar. He pointed out that many grammarians became doubtful of the tradition and structural grammars because they didn't answer:

1. What special capacity a child has to learn a language so quickly and effortlessly if permitted to hear enough of it.
2. What kind of competence an expert native speaker acquires:
    a. to understand immediately though new and
    b. to construct novel sentences immediately
3. What the requirements are which any utterance must satisfy in order to be a well-formed sentence of any language:
    a. how a native language user can construct
    b. how a native language user can hear and then construct on basis of meaning.[22]

The important features of the transformational view of sentence structure is that "all such questions about ambiguity and syntatic functions receive very natural answers in accord with our intuitive perception of grammatical form".[23]

Lees considers "the major important grammatical studies to lie in the area of the so-called behavioral sciences and not in... pedagogy and rhetoric."[24]

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[22] Roberr B. Lees, "The Promise of Transformational Grammar, " The English Journal LII, (May, 1963), pp. 327-330, 345.

[23] Ibid, p. 328.

Among his expectations of what the transformational theory will do as regards language learning are:

1. The availability of materials which contains the results and insights of recent research in English syntax and phonology... and stress our best understanding of human linguistic capacity and behavior.
2. That English grammar in all secondary achools will not be taught in connection with rhetoric and literature but rather in the area of science and general education along with psychology and anthropology.[25]

The writer considers Lees' last hope of relocating grammar in the curriculum quite radical but there is no question that in studies of language learning psychology must play a great part.

> The active and non-concern of psychologists with language..... was viewed ... as a mere outer garment of the essential thought within a conception remnants' of which are still atavistically present in the concept of encoding. The behavioristic revolution should perhaps have rectified this situation.... not until about 1950 that psychologists in seriousness and in numbers began to take up problems in language.

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[24] Ibid, p. 329

[25] Ibid, p. 345.

> these events produced... the right circumstances... for the generative transformational revolution in linguistics itself.[26]

D. Transformational generative grammar

Noam Chomsky, a psycholinguist, used the strengths and contribution of traditional and structural grammars as a springboard for his work. His own viewpoint is that "real progress in linguistics consists in the discovery that certain features can be reduced to universal properties of language... these deeper aspects of linguistics form."[27]

This deeper aspect of linguistic form which reveals the true nature of language with its innate intellectual structure is the direct result of psycholinguists as Chomsky (in the 1950's). Others began doing research and likewise made discoveries about this missing link of language (the idea of innate intellectual structure) - David McNeill, George A. Miller, Eric H, Lenneburg (in the 1960's), Roman Jakobson, Uriel Weinreich, Werner F. Leopold (in the 1950's) and Leon Jakobovits (in the late 1960's). These men by data received from their studies and research backed up their theory of transformational-generative grammar. Later in this monograph references will be made to the findings of these men whose central task as a psychologuists is "to describe the psychological processes that go on when people use sentences."[28]

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[26] J. L. Cowan, Editor, Studies in Thought and Language, (Tucson, Arizona: 1970), p. 2.

[27] Francis P. Dinneen, op. cit., p. 397.

Much reference has been made to transformational - generative grammar but, as yet, has not been fully defined. The Britannica Encyclopedia gives a complete and easily understood description of this new theory.

> An unabridged dictionary will have close to one-half million entries, yet it does not include the total vocabulary of the language. Part of that vocabulary say 100,000 words as a minimum - can be arranged by a single speaker of the language into an enormous variety of sentences, many of which he has never heard or seen before and some of which he has never heard or seen and some of which have never existed before. Yet these sentences are for the most part intellegible and acceptable to those who hear and read them. The Transformational - Generative Grammarians attempt to explain this complexity as deriving from a few simple basic formulas, what they call kernels, consisting always of a noun phrase and a verb phrase, these kernels can be transformed into the great variety of sentences a language can produce: by the application of the appropiate rules it is possible to generate from kernels all the sentences in a language.
>
> This school of grammarians does not claim that their theory is particularly novel; for example, Chomsky believes that a child is endowed with a pre-possession toward language learning,

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[28] Mark Lester, op. cit., p. 21.

> a capacity for recognizing linguistic universals - an attitude which is clearly reminiscent of the Port Royal grammarians... What is new in their approach is the rigour with which they formulate the rules and the elaborate precision with which they symbolize the working out of the rules. They are also more concerned with discovering the rules by which all the acceptable sentences in a language can be generated than with offering a systematic description of the language as it is...
>
> The Transformational - Generative grammarians claim that their system of analysis is the most accurate and complete and that it has the advantages of formality, explicitness, completeness, and simplicity.[29]

What happens in a person's mind when he learns a language? This is what Chomsky really tries to explain. He... "concedes that an individual must hear a language spoken before he himself can speak it meaningfully... The art of listening only triggers an intrinsic competence characteristic of man in the generic sense; that is, that the ability to generate language is human."[30]

More about the creative and syntactic aspects of language may be seen in Allen and Van Buren's explanation according to Chomsky:

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[29] "Grammar", Encyclopedia Britannica (1969), X, pp. 666 B, 667.

[30] Joseph Aurbach, Philip H. Cook, Robert B. Kaplan and Virginia J. Tufte, Transformational Grammar: A Guide for Teachers, (Rockville, Maryland: 1968), p. 4.

> ... the syntactic description of sentences has two aspects: surface structure, and a far more abstract deep structure... surface structure isthe aspect that determinates the phonetic form of sentences, while deep structure determines semantic interpretation. The rules that express the relation of deep and surface structure in sentences are called 'grammatical transformation... current work in generative linguistics is essentially theoretical in nature.
>
> Transformational - Generative grammar is a step toward explaining 'a universal grammar' which is concerned about with... the nature of mental processes, the mechanisms of perception and production and the mechanism by which knowledge is acquired for language learning.[31]

O. Jespersen gave some attention to the problem of creativity. He says: "The most striking aspects of linguistic competence is what we may call, the 'creativity of language', that is, the speaker's ability to produce new sentences..."[32]

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[31] J. P. B. Allen and Paul Van Buren, (Editors) Language and Language Learning, Chomsky: Selected Readings, (London: 1971), pp. VIII, 6.

[32] Ibid, p. 8.

E. Psycholinguistics and sociolinguistics

This chapter will be concluded with psycholinguistic findings which have not yet been mentioned but are also pertinent because they support the theory of transformational - generative grammar or give insight to learning a second language. However, the information which is specifically related to second languages or bilingualism will be presented at the beginning of chapter III.

Already the reader's attention has been called to the importance of psychology's [33] more adtive role in the study of language acquisition. What Saporta wrote in 1961 is also significant.

> The last quarter of a century or so has seen the development of at least two major approaches to the study of language: that represented by structural linguists and that represented by behavioral psychology. The two have progressed more or less independently.
>
> . . . .
>
> There is a need for some exploration of the relationship of these two views, the structural, all-or-nothing, deterministic view on the one hand and the behavioral, mofe - more - or - less, probabilistic view on the other. It is not clear to what extent they are

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[33] J. L. Cowan, op. cit., p. 2.

> contradictory of merely complementary. However, it seems likely that there are gaps in each approach which make communication across disciplines not only desirable but necessary.[34]

Since Saporta wrote this eleven years ago much experimentation, study and research has taken place to help fill in "the gaps" he referred to. Paralleling this development in psychology there has been a growing awareness to the sociology of language, called sociolinguistics. This is mainly due to the increased interests in "developing nations... (and) small group dynamics...[35] Psychology and Sociology has not only been ignored but had "been attacked in former years by the most distinguished American linguists as dangerous and misleading pursuits... An awareness of social behavior probably represents the basic potential contribution of the sociology of language...[36]

A most interesting and valuable book[37] of readings on child language has been edited by Aaron Bar-Adan, Professor of linguistics at the University of Texas, and Werner F. Leopold, Professor Emeritus of Linguistics and

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[34] Sol Saporta, (Edited by), Psycholinguistics, A Book of Readings, (New York: 1966), p. v.

[35] Joshua A. Fishman, (Edited by) Readings in the Sociology of Language (The Hague: 1968), pp. 6, 7.

[36] Ibid, p. 8, 9.

[37] Aaron Bar-Adan and Warner F. Leopold (Editors), Child Language, A Book of Readings, (Englewood Cliffs, New Jersey: 1971), p. XIII.

German at Northwestern University. Outstanding papers from the international literature on child language - many original translations - have been selected. Outstanding authorities, including Darwin, Dewey, Piaget, and others, are found among the sixty chosen readings. The information given in the introduction of this book is relevant to this monograph.

> There has been a growing interest in the study of child language on the part of linguists and psycholinguists, as well as of educators and representatives in other fields.
>
> ....Naturally, special attention has been given to contemporary and even most recent research on all facets of child language: phonology, morphology, syntax, semantics, as well as to the study of first language acquisition within a generative - transformational theory of languages and the search for linguistic universals.
>
> The bulk of the work... was done in 1965-1967, but a number of selections were added during the final editing stage in 1967 and 1968...
>
> Most of the selections concern children of preschool age, but a few interesting studies of school - age children are included.[38]

Only very few but carefully selected portions from some of these readings will be chosen. With these portions other related information will be presented according to topic and not the chronological order of their publication. To help the reader the topic being discussed will be underlined.

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[38] Aaron Bar-Adon and Werner F. Leopold, op. cit., p. XIII.

1. General Language acquisition and development will be considered first. John B. Carroll's article written for the Encyclopedia for Educational Research in 1960 is primarily a review of research in the field of language development in children. Carroll "doubts whether there is any relation between babbling and phonological development in the child's speech."[39]

A list of some of the most outstanding points of language development (Carroll's article leans toward some behavioristic tendencies) as presented in this reading are:

a. - ....language is complex but the case and swiftness of the child's learning of his native tongue may be more apparent than real....

b. - Noel found no significant correlation between children's grammatical errors and occupational level of parents, although quality of language usage was related to the extent parents participated in outside activities involving language.

c. - By the time he arrives at school age, the normal child, according to Noel, has already learned to speak with whatever sound system, grammar and vocabulary are characteristic of the... language he has heard most frequently at home and in his neighborhood....

d. - The child needs many opportunities for practice in speaking

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[39] Ibid, p. 200.

> and understanding language in different types of situations.[40]

In writing about biological foundations of language Eric H. Lenneberg proved by clinical and developmental data "that the capacities for speech production and related aspects of language acquisition develop according to built-in biological schedules." In other words Lenneberg asserts that there is:

> a. A normal development pattern for language, and
>
> b. this pattern is independent of the child's environment...
>
> One implication of this statement is:
>
> c. That children have their own rules for language learning
>
> d. Parents do not teach them parents are not "parroted" by children.
>
> e. Language is a unique characteristic of human species.[41]

Lenneberg himself conducted several studies in language and he concludes from his and other studies:

> f. Language apparently has a self-propelling, driving quality.
>
> g. Progress in language development usually ceases after the age of twelve or thirteen, after puberty.... The extent of a foreign language accent is directly correlated with the age at which the second language is acquired.

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[40] Aaron Bar-Adon and Werner F. Leopold, op. cit., pp. 3, 4, 8.

[41] Mark Lester, op. cit., pp. 3, 4, 8.

h. Language development thus runs a definite course on a definite schedule; a critical period extends from about age two to age twelve, the beginning and [illegible] of resonance.[42]

Two other articles written by Lenneberg add to our information about how children learn language. One of these deals with the "capacity for language acquisition." A distinction is made between "biologically" and "culturally" determined behavior. Biologically determined behavior is innate - like walking; culturally learned behavior is learned and is taught in many ways - like writing. Language and language acquisition are certainly instances of biologically determined behavior.[43]

> Lenneberg makes use of current work on generative grammar. This paper (later printed as an article) is a case report on an eight-year-old boy with a "congenital disability for the acquisition of motor speech skills (anarthia) which, however, has not impaired his ability to learn to understand and follow tape - recorded instructions.... "evidence was presented for the acquisition of grammatical skills as required for a complete understanding of language." Lenneburg concludes that babbling and imitation are not essential in language acquisition and that speaking a language is not crucial

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[42] Ibid, pp. 9-12.

[43] Ibid, p. 61.

> for the development of understanding. Following Chomsky and Miller, he emphasizes the generative aspect. "Knowing a language is dependent upon the acquisition of a single set of organizing principles."[44]

It is interesting to note that Lenneberg as the result of this case study concluded that babbling isn't necessary for language acquisition. This was only two years after Carroll had reported that he had doubts about the relationship of babbling and phonological development.[45]

2. The Topic of syntax and transformational grammar

David McNeill, Professor at the University of Chicago, "is a very active and productive psycholinguist."[46] In 1966 he presented his paper, "The Creation of Language by Children', at the Edinburg University Conference on Psycholinguistics" [47] and in 1970 published his book[48] about "developmental psycholinguistics" as he prefers to call the work of the psycholinguist McNeill's paper, referred to above is:

> Concerned with the problems of the acquisition of abstract structures, the speed of acquisition by the child, and

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[44] Aaron Bar-Adan and Werner F. Leopold, op. cit., p. 227.

[45] Ibid , p. 200

[46] (1) Ibid, p. 349.

[47] (2) Ibid, p. 349.

[48] David McNeill op. cit., p. 15.

> how these may be accounted for by Chomsky's and Katz' theory of innate ideas and linguistic universals....
>
> There is no justification for supposing that linguistic development is more rapid than cognitive development.... Without an analysis of the system acquired in cognitive development that is comparable to the linguistic analysis of syntax, a comparison of the speed of cognitive and linguistic development is simply not possible. That cognitive development apparently continues until the age of twelve, whereas linguistic development is apparently complete by the age of four, may only mean that the acquisition of a system of general knowledge is three times as complex as the acquisition of English.[49]

Articles and books, recently published, report data found as the result of research and experimentation based on Chomsky's theory. The main syntactic components of a transformational grammar are the phrase structure rules, the simple transformational rules and the sentences combining rules. Kellog W. Hunt is particularly interested in the last mentioned set of rules: the sentence combining transformational. In an article, "How Little Sentences Grow into Big Ones", Hunt explains:

> how these rules are cyclical, that is they can be applied over and over, each time producing a longer

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[49] Aaron Bar-Adon and Werner F. Leopold, op. cit., pp. 349.359.

> and more complex sentence. (His) main point is that "the ability to combine more and more kernal sentences is a mark of maturity. The older the child becomes, the more he can combine. Apparently, too, the higher the IQ, the faster children learn to do this.[50]

In 1966 Hunt's article about "Recent Measures in Syntactic Development"[51] reveals his findings as the result of research done with writings from children" in three grades, fairly widely spaced: fourth grade-... eighth grade.... and twelve grade... The writers of articles for Harper's and Atlantic"[52] were also used.

> According to Hunt, there are three well-established generalizations about the way in which the sentences of children change with the children's increasing maturity: (1) there are more of them, that is, children write more on a given topic as they get older; (2) the sentences become longer; and (3) the children use subordinate clauses more frequently. Hunt's investigation has led him to reformulate observations (2) and (3).... Consequently, point (3) ....considerably refined: as children mature, they use more and more adjective

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[50] Mark Lester, op. cit., p. 170.

[51] Ibid, p. 187.

[52] Ibid , p. 187.

clauses.

> Hunts points out that young children write strings of independent clauses whereas older children and adults reduce many of the independent clauses to subordinate clauses.... "older students reduce more of their clauses to subordinate clauses status, attaching them to other main clauses; and secondly... the clauses they do write, whether subordinate or main, happen to have more words in them... to advance beyond the level of the average twelfth grader, the writer must learn to reduce and consolidate clauses much more often."[53]

Related to syntax and how children talk McNeill goes back to the child before he enters school. In his book [54] he explains that what the "outside observers see as distorted or 'telegfaphic' speech is actually a consistent effort by a child to discover how a more or less fixed concept of a sentence is expressed in the language to which he has been exposed."[55] McNeill continues to explain that the theory of linguistic universals show that children, regardless of the language being acquired, all begin talking in the same way.

Investigators of children's language "(Stern and Stern 1907, de Laguna 1927, Leopold 1949, McCarthy 1954) have said that single words of holophrastic speech are equivalent to full sentences of adults."[56] "Holophrastic speech" is considered the first phase of language acquisition. This phase may be thought of as the results of deep structure. The second phase",; "telegraphic speech", in the transformational structure"... our thinking; about language acquisition.... will have to be changed in basic ways."[57]

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[53] 3 Ibid, p. 187-189.

[54] David McNeill, op. cit., p. 21.

[55] Ibid, p. 2.

The writer is limited for space in presenting McNeill's explanations for transformations, the arguments or proofs against the behavioristic theory of language learning, and semantic development. However, afew pertinent ideas should be included.

> A natural assumption is that the relationships which children form with greatest ease are the universal types of transformations...
>
> That adults are less open to such confusions, having well-established schemes for order, may be one aspect of their declining capacity for language. (Lenneberg, 1967). ....The fact that children imitate speech of adults does not mean that the process of acquisition is imitation... There is a strong tendency among children to include nothing in the surface structures of sentences that cannot be related to deep structure -- i.e. nothing for which

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[56] Ibid, p. 20.

[57] Ibid, p. 3-.

> there is no transformation derivation known.. Weir (1963), and Slobin and Welsh (1967)... The contribution of parental speech in language acquisition is not to supply speciment for children to imitate... Overt practice, Erwin (1964), is not essential for developing restrictions on general rules... Approval cannot be a reinforcer of grammatical form.. Brown (1968) ... Our state of knowledge is remote from anything envisioned in behavioristic theories of language learning. Oswald (1963).... Semantic development is at once the most pervasive and the least understood aspect of language acquisition. ... A grammar is not a recipe for producing sentences... The transformation... makes no contribution to meaning. It exists only because sound and meaning are not identical in English (or any language) and the sole purpose is to state the relation between them... It is evident that structural index is a part of the relation between meaning and sound.[58]

George Miller, one of the earliest psychologists (psycholinguistics) to utilize the generative-grammar has contributed many important studies to the general field of psycholinguistics, also attacks the behavioristic theory of language learning.

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[58] Ibid, pp. 104, 106, 107, 108, 112, 114, 146, 161, 164.

To demonstrate that man's linguistic capacity is innate and not learned, Miller compares the way a child acquires language with the difficulties that a computer would have if given the same data as a child. The child learns the language in his environment without instruction or motivation. The computer, however, cannot even in theory, discover what kind of organization to look for. Miller concludes that children are born predisposed to learn language, or, as Miller puts it "Human language must be such that a child can acquire it."[59]

Miller also conludes that languages are all basically alike. He also makes a distinction between a speaker's linguistic competence and performance. He narrows down what psychological processes go on when people use sentences. The processes that we may suppose the listener performs on a spoken utterance Miller recognizes on six levels of activity:

> "(1) hearing, (2) matching (a phonogical interpretation), (3)accepting (a grammatical interpretation), (4) interpreting (a semantic interpretation), (5) understanding and (6) believing."[60]

At a conference on teaching foreign languages in 1966 Noam Chomsky reported on "Linguistic Theory."[61] He acknowledged that:

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[59] Mark Lester, op. cit., p. 22.

[60] Ibid, pp. 24-26.

[61] Ibid, p. 51.

> ... questions of this sort will dominate research in the coming years... This research will show that certain highly abstract structures and specific principles of organization and characteristic of all human languages are intrinsic rather than acquired, play a central role in perception... in production of sentences, and provide the basis for the creative aspect of language use."[62]

The most recent of Chomsky's articles that the writer could find is "Language and the Mind", reprinted from Psychology Today Magazine, February, 1969.[63] In this selection Chomsky presents the ideas of rationalist theories and empiricist view (which has already been mentioned).[64] He enlarges more the:

> active and passive views of perception and learning ... These views can be confronted with empirical evidence in a variety of ways. Some recent work in psychology and neurophysiology is highly suggestive in this regard. There is evidence for the existence of central processes in perception specially for control over the functioning of sensory neurons by the brainstem reticular system. ... there is evidence for innate

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[62] Ibid, pp. 52-59.

[63] Aaron Bar-Adon and Werner F. Leopold, op. cit., p. 425.

[64] Mark Lester, loc. cit., pp. 52-59.

organization of the perceptual system of a highly specific sort at every level of biological organization... complex intellectual structures are determined narrowly by innate mental organization... As far as language is concerned... certain principles intrinsic to the mind provide invariant structures that are preconditioned for linguistic experience...

There are several ways linguistic evidence can be used to reveal properties of human perception and learning.

.... Imagine a model of perception that takes stimuli as inputs and arrives at percepts as "outputs" ... How then would the models apply to language? The input stimulus to the perceptual model is a speech signal, and the percept is a representation of the utterance that the hearer takes the signal to be and of the interpretation he assigns to it. We can think of the percept as the structural description of a linguistic expression which contains certain phonetic, semantic, and syntactic information. Most interesting is the syntactic information.

First, the surface of a sentence... may not reveal or immediately reflect its deep syntactic structure. The deep structure is not represented directly in the form of the speech signal; it is abstract. Second, the rules that determine deep and surface structure and their interrelation in particular cases must themselves be highly abstract. They are surely remote from consciousness, and in all likelihood they cannot be brought to consciousness.

.... There are two aspects to this syntactic structure... phonetic form and the semantic interpretation...

... The generative grammar, then represents the speaker-hearer's knowledge of his language...

... How is this generative grammar acquired?

... We can think of every normal human's internalized grammar as, in effect, a theory of his language... a sound-meaning correlation for an infinite number of sentences. ... an infinite set of structure descriptions.

... each contains a surface structure that determines phonetic form and a deep structure that determines semantic content.

... We can describe the child's acquisition of language as a kind of language of theory construction. (He) discovers the theory of his language with only small amounts of data from that language... his "theory"... (has) an enormous predictive scope, but also... can reject a great deal of the very data on which the theory has been constructed.

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. . . the child constructs this ideal theory without explicit instruction, he acquires this knowledge at a time when he; is not capable of complex intellectual achievements in many other domains and this achievement is relatively independent of intelligence or the particular course of experience. These are facts that a theory of learning must face.

. . . .

How can we represent deep structure? To answer this question we must consider the grammatical transformations that link surface structure to underlying deep structure that is not always apparent.

. . . .

Recent studies have sought to explore the ways in which grammatical structure of this sort just described enters into mental operations. Much of this work has been based on a proposal formulated by George Miller...; namely, that the amount of memory used to store a sentence should reflect the number of transformations used in deriving it... in experimental material, shorter sentences with more transformations took up more 'space in memory' than longer sentences that involved transformations.

. . . .

> The study of language... offers strong empirical evidence that empiricist theories of learning are quite inadequate. Serious efforts have been made in recent years to develop principles... That would account for knowledge of a language. These efforts have been a total failure. Because they are intrinsically incapable of giving rise to the system of rules that underlies the normal use of language. What evidence is now available supports the view that all human languages share deep-seated properties of organization and structure. These properties... can be plausibly assumed to be an innate mental endowment rather than the result of learning.
>
> How does the human mind come to have these innate properties that underlie acquisition of knowledge? Here linguistic evidence obviously provides no information at all. The process by which the human mind has achieved its present state of complexity and its particular form of innate organization are a complete mystery.
>
> . . . .
>
> In this area of convergence of linguistics, psychology, and philosophy, we can look forward to much exciting work in coming years.[65]

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[65] Aaron Bar-Adon and Werener F. Leopold, op. cit., pp. 425-433.

... Neither linguistics nor psychology has achieved a level of theoretical understanding that might enable it to support a 'technology' of language teaching. Both fields have made significant progress... both draw on careful thought and study. These desciplines are at present in a state of flux and agitation.

Chomsky cautions the teacher against over reliance on the 'fundamental discipline' of both linguistics and psychology. He suggests that the cultural linguistics may be called 'empiricist' and the transformational linguistics is associated with the rule-governed school. The empiricists claim that language is learned as a set of habits which are acquired by reinforcement association, and generalization. This theory Chomsky claims is inadequate; it does not account for the 'creativity' of language -one of its most basic facts. He believes that language is learned through the set of rules of great generality that are used to generate and interpret new sentences. A linguist's rule system is a generative grammar - a model of the speaker's linguistic competence. Chomsky closed his report by saying: "The implications of these ideas for language teaching are far from clear to me. It is a rather dubious undertaking to try to predict the course of development of any field.

Much time and space has been given to the findings of psycholinguistics in this chapter. Much more could have been included. Little has been mentioned directly about second languages because chapter III will present this aspect of language learning.

Chapter III

New Directions and Changes for Teaching English as a Second Language - Ideas Derived from Transformational Grammar and Contemporary Readings

"Language is so involved with the rest of our lives that it penetrates everything we do, and everything we do penetrates language."[1]

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[1] Robbins Burling, Man's Many Voices, Language in Its Cultural Context, (New York: 1970), p. 200.

This chapter is divided into three topics:

A. Bilingualism, transformational grammar and second language learning

B. Which grammar?

C. New directions and changes in teaching High School English

The first section, dealing with general information about the three aspects listed above, is followed by a discussion of which grammar - traditional, structural, transformational, or a combination of any of the three. The third section presents ideas for teaching High School English - ideas which the writer considers applicable for or in agreement with transformational grammar. The reader is reminded that in this chapter all the ideas given are for the teaching of English as a second language.

Much literature about the recent theory of transformational - generative grammar and its implications for language learning is now available. However, very little of this printed matter deals directly with second language learning. But what has been written serves as a guide for the changes and the new directions that second language learning must take. The future is bright because more psycholinguists and sociolinguists have joined the efforts of linguists and educators and are now giving more attention to bilingualism and the related areas. Through various studies and research these specialists in linguistics are trying to discover the exact relationship that exists between learning a second language and learning the vernacular in light of the theory of language universals and the creative feature of language.

A. Bilingualism, transformational grammar , and second language learning

"Bilingualism cannot be described within the science of linguistics." ... (It's) complex psychological linguistic and social inter-relationship must all be considered says [2] William Mackey, a sociolinguist. Mackey points out that before age nine the child's mind is well suited for language learning. However, concerning intelligence, he feels there is conflicting evidence on the exact role of rote memorization in language acquisition.[3]

Werner F. Leopold is said to have "convinced American liguists that child language is a worthwhile and respectable field of research... Leopold himself says that child language is "...(an) indispensable spade work for the higher purposes of linguistics."[4] His study of his own daughter up to the age of fifteen is considered the:

> most thorough study of the speech of an individual bilingual child... In the first two years of Hildegard's life bilingualism was important in vocabulary... German and English words were mixed. Later on there was much influence of one language on the other in vocabulary, idiomatic phrases, and syntax; very little in sounds, morphology and word formation.[5]

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[2] Joshua A. Fishman, Editor, Readings in the Sociology of Language, (The Hague: 1968), p. 583.

[3] Ibid, pp. 566, 567.

[4] Aaron Bar-Adon, and Werner F. Leopold, Editors, Child Language, A Book of Readings, (Englewood Cliffs, New Jersey: 1971), p. 1.

[5] Ibid, p. 13.

Robbins Burling while living in the Garo Hills of India made a study of his son's language who when he arrived in India was one year and four months old, While living in India, Stephen began to learn Garo. As soon as he formed constructions of his own, he injected English morphemes and words into Garo sentences. However, once the child had two linguistic systems, the two never seemed to interfere with one another. He spoke one language or the other, never a mixture of the two.[6] Four years later on his return to the United States, the boy spoke English fluently When he was attending kindergarten.

Another interesting and significant study (1913) was made by J. Ronjat who closely observed his son from infancy up to age four.

> Ronjat's son learned German from his mother and French from his father. The family resided in France... The pronunciation was from the very beginning that of a unilingual child in both, languages; bilingualism did not lead to backwardness in speech; loans from one language into the other remained isolated; parallel development of phonetics, morphology, and syntax took place in both languages; the child soon became aware of his bilingualism... He Also acquired the abstract idea of language...

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[6] Ibid, p. 301.

> Later in his life the languages became somewhat specialized. ... In 1923 Ronjat's son used either language with equal facility in ordinary conversation; in technical matter, ..., he prefers French - the school language, and for literary self-expression he uses German.[7]

b All three of these linguists who studied their own children feel sure that "bilingualism did not harm the speech developments of the general mental development of their children... Leopold seems even to have found some advantages for bilingualism in Hildegard's case.[8]

The writer feels these studies provide some valuable information and implications for second language teaching especially in the aspects of phonology and syntax. They also show that the physiological nature or aspect of language must be considered in acquiring second languages. Eric H. Lenneberg claims:

> Progress in language development usually ceases after the age of 12 or 13... One sign of the change may be seen in the learning of a second language. The extent of a foreign accent is directly correlated with the age at which the second language is acquired. At the age of three or four practically every child

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[7] Ibid, pp. 170,184, 185.

[8] Ibid, pp. 300, 301.

> entering a foreign community learns to speak the new language rapidly and without a trace of an accent... A dramatic reversal form occurs during the early teens, however, when practically every child loses the ability to learn a new language without an accent.[9]

Alasdair MacIntyre's article about Noam Chomsky's view of language suggests three virtues of Chomsky's achievemant:

> (a)... (The) deep grammatical structures and rules... and,
>
> (b)... the questions raised about the structure of the brain... about the relationship of linguistics and philosophy.
>
> (c) ... Chomsky has helped to provide some new answers to some very old questions. He has also made it possible to ask questions which no one has ever asked before.[10]

Referring to foreign language instruction in the United States, Chomsky remarks that it is:

> based on the assumption that language really is a habit structure, ..., a system of skills, and ought to be taught by the

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[9] Mark Lester, Editor, Readings in Applied Transformational Grammar, (New York: 1970), pp. 10, 11.

[10] Ibid, pp. 99, 100.

> formation of stimulus response associations. I think the evidence is very convincing that that view of language structure is entirely erroneous, and that it's a very bad way -certainly an unprincipled way- to teach language. If it happens to work, it would be an accident... Language is a kind of a creative property and is based on abstract formal principles and operations of a complex kind... from our knowledge of the organization of language and of the principles that determine language structure one cannot immediately construct a teaching program. All we can suggest is that a teaching program is designed in such a way as to give free play to those creative principles that humans bring to the process of language-learning ... try to create a rich linguistic environment for the intuitive heuristics that the normal human automatically possesses.
>
> As in classical literary education..
>
> (Chomsky answers)... It certainly fits much more closely to my feeling about the knowledge of language than does the modern linguistic approach...[11]

The question arises as to what value transformational grammar has in teaching composition. Mark Lester's answer is negative:

> There simply appears to be no correlation between a writer's conscious study of grammar and his bility to write.

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[11] Ibid, pp. 107, 108.

> The very nature of this grammar suggests that the conscious study of language may have only a remote connection with language behavior... A student's verbal performance often seems to outstrip his level of written performance... (The difficulty to communicate clearly is) the writer's inability to project himself into the role of a reader... (This is caused) by the difference in levels of verbal add written performance.[12]

Lester finally states his conclusion clearly, "The application of this grammar to sylistic analysis is promising... (It) is not for the student but for the teacher of composition."[13] The writer feels sure that Lester refers particularly to the theoretical aspect of transformational grammar with its "long strings" and "mathematical equations" because the book Lester edited [14] is about applied transformational grammar.

The following three summaries of readings from Lester's book which was carefully studied deal with applications of transformational grammar for second languages. For these summaries the footnote reference will be placed with the title and author's name, thus eliminating cumbersome footnoting throught the summaries.

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[12] Ibid, pp. 201, 202.

[13] Ibid, p. 208.

[14] Ibid, pp. 210,218.

1. "Grammatical Theory and the Teaching of English as a Foreign Language".[15]

Newmark points out and makes a distinction between two different methods of language teaching which exist at present:

a) Teaching organized material based on language structure as in traditional and structural textbooks.

B) Using the "natural" or "direct way" to concentrate on "natural utterances" which really "subordinates linguistic concerns."

A third way is being introduced which gives language teachers a "powerful new view of the structure of English" - the transformational grammar.

Transformational grammar:

a) - does not give data but an explanation of the language. The possibilities are great for constructing contrastive grammars with differences and similarities between the first and second languages.

b) - could serve as a model for organization of the language course. The sequence of material taught could follow the grammatical rules. The language program would likely be:

1) first teach kernel sentences and their expansions
2) teach new vocabulary in terms of kernel sentences
3) teach phonology last.

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[15] Ibid, pp. 219, 227.

"A foreign speaker can often be understood even when he lacks most of the phonological habits of English." (p. 215)

C) - allows for psychological and pedagogical implications that any teacher can use:

1) transformation drills are easy to write and easy to use.

2) the sound system is not emphasized - the "suprasegmental" can be de-emphasized.

3) the interest of the language teacher is to have students generate new sentences.

Newmark stresses that "the duty of a language teacher is to teach the student to use the language in a natural way, not to teach linguistic forms in a synthetic way", (p. 211). Newmark points out the danger of language teachers misusing transformational grammar the same way as structural linguistics was misused. Therefore language teachers must remember these three evident facts:

1. systematic attention to grammatical form is neither necessary nor sufficient for successful language learning;
2. teaching language in meaningful and usable contexts is both sufficient and necessary for successful language learning;
3. the formal properties of sentences do not reflect 'relationships of meaningful use', and consequently, teaching formal relations is 'incompatible with the only necessary and sufficient method we know has succeeded for every speaker of a language. (pp. 211, 212)

2. "How Not to Interfere with Language Learning" by Leopold Newmark.[16]

Newmark says that there has been an overemphasis of structural linguistics and the reinforcement theory of psychology. Attention is called to the importance that applied linguistics has made of language interference. "The linguistics habits the speaker has learned for his first language will interfere with his establishing new habits necessary for speaking a second language." (p. 219). This really amounts to saying that the set of structures used in the first language must be "fought off" ans substituted by a new one in the second language.

This linguistic - structural approach led to programmed instruction: a step by step instruction to "terminal verbal behavior." It amounted to "the marriage of linguistics and psychology." (p. 220)

In answering the linguist's concern about interference to language learning Newmark believes strongly that the first evidence of interference is seen in a "foreign accent". This, Newmark claims, is the result of the "speaker's lack of knowledge about English." This happens because the speaker is made to perform before he is ready. The learner then leans on his own language. The only cure for this is more learning in the second language.

The views of "reinforcement-theory psychology forces English to be taught as "additive and linear" which means "each item is taught one at a time in contrastive drills... and each one connected to a specified stimuli." (p. 220) At this rate a child could never learn to speak until he becom. becomes an adult and "the adult learner would be dead." (p. 220)

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[16] Ibid, pp. 253, 275.

The way a language is learned is "in whole chunks in a real context." says Newmark. This makes sense. "Language is learned a whole act at a time rather than learned as an assemblage of constituent skills" (pp. 224-225). Newmark boldly suggests that "acquiring the willingness to perform--learning in a second sense--seems to depend to a greater extent on reinforcement on the student's own behavior and is thus not quite so amenable to instruction without human feedback at the present time". In other words Newmark is suggesting "self-instruction in the use of a second language." (p. 227)

C. "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language" by Leon Jakobovits.[17]

Jakobovits' article deals with the teaching of English as a second language. First he explains the importance of clarifying how a child learns his native language. Words as "surface" and "base" are treated and three "lagoon areas" of the old view - phonology, meaning, and syntax. Jakobovits' implies that language acquisition is not by habit, repetition, and reinforcement. There is a difference between first languages and second languages and second languages and second language learning. He considers four other aspects related to second language teaching and does not justify them:

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[17] Frank J. Zidones, "Generative Grammar: A Report on Research," English Journal LIV (May, 1965), pp. 405-409.

a) Teaching the knowledge of structure

b) Teaching successful strategies of acquisition

c) Teaching habit integration and automaticity

d) On semi-grammatical sentences

Jakobovits shows how all four of these ideas do not agree with the theory of transformational grammar. As for the last one mentioned he states:

> no teacher should ever force his pupils to use only well-formed sentences in practice conversation... Lawful transformations (exist) between semi-sentences and well-formed ones. (p. 274)
>
> . . . .
>
> A second language, and the effectiveness with which language is used as a communicative process are performance factors that are affected by individual differences... It is here that the concept of teaching may assume its full importance.)p. 275)

A two-year experiment in teaching generative grammar to ninth and tenth graders was conducted by Professor Zidonis from the College of Education at Ohio State University. He concludes that:

1) High School students can learn the principles of generative grammar quite easy...

2) A knowledge of generative grammar enables pupils to increase significantly the proportion of well-formed sentences they write.

3) A knowledge of generative grammar can enable the students to reduce the occurrence of errors in their writing.

B. *Which grammar?*

The problem of which grammar es very realistic for all English teachers. A description of the existing opinions about this matter today may be seen in the quotations which follow.

1. *Noam Chomsky* (1965)

> I am no an expert on any aspect of the teaching of languages, but rather. . . someone whose primary concern is with the structure of language, and. . . the nature of cognitive processes. . . I am frankly, rather sceptical about the significance, for the teaching of languages, of such insights and understanding as have been attained in linguistics and psychology.[18]
>
> (1966) The issue is often confused by a pseudo-problem, which ... deserves some further discussion...
>
> The generative grammar of a language is the system of the rules which establish the relation between sound and meaning in this language...
>
> A descriptive grammar is a system of rules that establishes the sound-meaning correspondence in the language. A descriptive grammar can be derived from a generative grammar................

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[18] J.P.B. Allen and Paul Van Buren, *Language and Language Learning*, Chomsky: *Selected Readings*, (London: 1971), pp. 152, 153.

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> It is not a choice between competing systems but rather a choice between the whole and a part.[19]

2. Joseph Aurbach, Philip H. Cook, Robert B. Kaplan and Virginia J. Tufte

> (1968) Professor Chomsky and his colleagues are not directly concerned with the applications of their theoretical research; in fact, many transformational grammarians maintain that their work has no immediate application... We apologize to those theoretical grammarians whom this work may offend.[20] (Referring to their book presenting transformational grammar.)[21]

3. Owen Thomas: Associate Professor of English at Indiana University feels that generative grammar unifies and simplifies English grammar. (1962) The following conclusions were made by the Professor and his class of thirty students after a careful study of traditional, structural, and transformational - generative grammars: ... certain deductions from the theories of Chomsky could be applied systematically to the teaching of grammar, not only in the secondary school... traditional grammar provides at least a useful terminology.. ... structural grammar... was far to complex to be readily adapted to the needs of secondary school pupils.......................

....

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[19] Noam Chomsky, "The Current Scene in Linguistic: Present Directions", College English XXVI , (May, 1966), pp. 587-595.

[20] Transformational Grammar: A Guide for Teachers: (Rockville, Maryland: 1968), p. 11.

[21] Dwight L. Burton and John S. Simmons (Editors), Teaching English in Todays' High Schools, Selected Readings, (New York: 1965), pp. 267-271.

> ... in sentence construction... first teach the use of the kernel sentence... Secondary students could construct kernel sentences of their own... Next... to construct passive sentences from their kernels; then, negative sentences, "yes", or "no" interrogative (s) ... and "wh" - interrogative (s)... then combine their sentences, for example the passive and the negative... certain definitions are required, but... introduced only when they are necessary... Thus "noun" and "verb" should be defined when the students are being taught the form of the kernel sentence. . . . .
>
> Chomsky's theories are not difficult to understand... As teachers, we can hardly ask any more of any theory,

4. Peter Rosenbaum from Harvard University finds:[22]

> transformational grammar preferable to structural linguistics... (it) might clarify questions concerning... composition.
>
> . . . .
>
> ...the most recent account of empirical research in this area indicates the inconclusiveness of all such demonstrations.... ...recent educational popularizations of transformational grammar have grossly misunderstood the results of transformational research . . . .
>
> The abstract constructs offered in a transformational

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[22] Peter S. Rosenbaum, "On the Role of Linguistics in Teaching of Englsih", XXXXV (Summer, 1965), pp. 332-348.

description and explanation. Neither the transformational theory nor the transformational description of the syntax of English contains any implicit pedagogical recommendation... neither does it follow that a transformational description of English should be taught in the classroom

5. Ralph B. Long:

(1970) Everything the theoretical linguist of the past twenty years have done with English grammar is incomplete. .... Transformational analysis retains an inconvenient fluidity, and Transformational textbooks are supersided very rapidly.

. . . .

Severe criticism of Transformational textbooks has come even from within Transformationalist ranks.

. . . .

So I would say.. . we cannot defensibly use transformations in describing English grammatical structure ... it seems clear that ...pragmatic traditional surface structure grammar should be taught bit by bit.[23]

6. H. A. Gleason Jr.: (1965)

A linguist and author of several texbooks about linguistics. A generative grammar is often no more than a different format in which to present a grammar. It is not necessarily different in any more essential way. Any adequate descriptive grammar can

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[23] Ralph B. Long, "English Grammar in the 1970's", College English XXXl (May, 1970), pp. 768-773.

> be restated in generative form, and conversely.
>
> . . . .
>
> Which grammar? . . . Two or more — not from indecision, but from deliberate choice. This is the only way there is to exhibit to the student the basic strengths and weaknesses of any one system and the fundamental question that clusters around every theory.[24]

7. Francis P. Dinneen: A linguist and writer of textbooks.

> (19[illegible]) Since it is a descriptive discipline, linguistics does not, because it cannot, prove or undermine any philosophic position. . . . .
>
> The most recent developments in linguistics have eagerly returned to the traditional goals of grammar work, but with the rigor of the formal, structural methods developed by many linguists over a period of many years. It now appears to be more than wishful thinking to hope that the best of both approaches can be combined for a more exact and productive understanding of language and languages.[25]

These various quotations about which grammar to use may appear a bit confusing and even a bit discouraging because they present opinions which do not agree. The writer is inclined toward transformational grammar; an opinion and suggestion about this situation will be stated in the conclusion of this monograph. However, before closing this discussion some semantic aspects of grammar and an evaluation of two texts - one, a series with a linguistic approach, the other, a high school transformational grammar will be given.

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[24] H. A. Gleason, Jr., Linguistics and English Grammar, (New York: 1965), pp. 243, 494.

[25] Francis P. Dinneen, An Introduction to General Linguistics, New York: 1966), p. 174.

The writer examined the Roberts English Series. A Linguistic Approach, written by Paul Roberts.[26] This series consists of six books; starting in the elementary grades with Book 3 and extending into high school with Bobk 8 which covers a complete high school course in English. In his books Roberts generally begins each unit with a selection from literature - a poem (e.g. "Stopping by Woods on a Snowy Evening" by Robert Frost in Book 4), a story, an essay. Each book, progressing in difficulty according to the grade level, presents items related to phonology, etymology, morphology, syntax and semantics in the higher level. Grammar and composition are presented under syntax. The 'kernel sentence' and 'transformations' are introduced in Book 7. More complex transforamations and more detailed items in semantics are found in Book 8. Most poems and some other literary selections which have been chosen by Roberts have great appeal to the senses and are rich in mental imagery.

Don M. Wolfe, in pointing out the problem of terminology when teaching linguistics in the classroom, refers to Paul Roberts' English Series:

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[26] Paul Roberts, The Robert English Series, A Linguistic Approach, (New York: 1967).

.... Mr. Roberts, (has) applied structural linguistics to classroom teaching, and (has) been most successful in this effort when (he) has returned bluntly to traditional grammar terms. (He) has been most successful when (he) has been drawn into strange terminology for old principles. Almost all the vocabulary for structural linguistics can be translated into the traditional vocabulary of grammar.[27]

A valid evaluation of this series can only be made by an actual experiment of its usage. The writer does not recommend the spending of huge sums of money for a complete turnover of textbooks but a small scale experimental project could be done.

Modern English Sentence Structure [28] a High School English textbook of transformational grammar, prepared under the supervision of "The Center for Programmed Instruction" was also examined. Albert R. Kitzhaber from the University of Oregon writes in the "Foreward' of this book:

> What we urgently need, ...to improve the teaching of grammar... is, first, to clarify the proper grounds for including the study of grammar; second, to make sure that the grammar... is an intellecturally defensible description of the English language and its mode of operating, one in harmony with the present state of knowledge about the English grammar at the scholarly level; and third to

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[27] Dwight L. Burton and John S. Simmons, op. cit., pp. 256.257.

[28] Syrell Rogovin, Modern English Sentence Structure, New York: 1964).

present grammar to students in a way that takes [illegible] the best current [illegible] linguistic thinking.

This book by Syrell Rogovin [illegible] to [illegible] the [illegible] the [illegible] ([illegible]) the nature of human language. . . . .

The system of grammar introduced in this book is the latest — transformational grammar.

[illegible] of transformational grammar... It [illegible] language... By its [illegible] to the phrase structure rules that specify kernel sentences and the transformational rules that turn kernel sentences into "transforms", this grammar offers not only a convincing rule of English structure but a plausible explanation of the process of language learning.

Miss Rogovin does not attempt to present a "complete" grammar of English... both students and their teachers should be able to gain from this book an introductory knowledge of transformational grammar.[29]

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[29] Ibid, pp. IV, V.

The writer agrees with Professor Kitzhaber's evaluation of Rogovin's book and feels that it could be successfully used in Puerto Rico. But the same recommendation is given as for the Paul Robert's series.

The semantic aspect of grammar that has recently appeared in some textbooks has some relevant implication for acquisition of English as a second language.

> If we are to give any real understanding of the interrelation between the grammatical and semantic aspects of language, we will need to examine more basic linguistic phenomena. ...the deep structure of sentences... areas in which it has seemed more difficult to distangle the two.[30]

The writer has recently studied two semantic-deep structure transformational textbooks:

Essentials of English Grammar[31] by D. Terence Langedoen,

Meaning and the Structure of Language[32] by Wallace L. Chafe

Both Langedoen and Chafe think of deep structure as concepts, and meaning as reference to the relationship of words. They agree that grammar can be based not on phonology but rather on deep-structure relations or semantic meaning. They claim that the semantic relations of language are the same for all languages and therefore the term "semantic universals" may be used.[33]

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[30] Robbins Burling, Man's Many Voices, Language in Its Cultural Context (New York: 1970), pp. 65, 66.

[31] D. Terence Langedoen, Essentials of English Grammar. (New York: 1970).

[32] Wallace L. Chafe, Meaning and the Structure of Language. Chicago: 1970).

Both authors point out that nouns and verbs comprise the two basic areas or divisions of grammar. They consider the verb to be central in the sentence and all other words to be related to it. The nature of the verb determines what the rest of the sentence will be, what the nature of the nouns will be. The existence of semantic influence is found in all sentences.[34]

It is interesting that closely related to the "role" played by the "nominal" expression is the preposition that corresponds to the "role" played. Langedoen concludes that:

> It seems reasonable... to assume that every role in deep structure of English sentences is accompanied by a preposition of its own, and that this preppsition is delected if the role is made into the subject or direct object of the sentence.[35]

This knowledge from semantics could help clarify difficulties which students of English as a second language have with verbs and the usage of the appropriate prepositions with certain verbs.

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[33] D. Terence Langedoen, op. cit., pp. 7, 42.

[34] Ibid, pp. 52-88.

[35] Ibid, p. 84.

C. New directions and changes in High School English teaching.

The ideas to be presented have been carefully thought through to be sure they parallel Chomsky's theory that language has a creative property and that acquisition of language is innate. These ideas will be grouped according to topics even though there may be some overlapping.

1. Attitudes and motivation

Language attitudes must always be considered in bilingual situations. Students' attitudes toward English may be greatly influenced by the teacher who really is the key to effective and meaningful language learning.

A grammar is only as good as a teacher who uses it. One of the classic failures of school grammar lies in the tacit assumptions of both student and teacher that grammar is inherently dull and boring.[35]

Grammar may become very exciting if taught in the "right way". The "right way" will include many varied and different approaches as will be pointed out. Teachers must take much time to understand, to listen and really hear what students say. Students themselves confess that "the teacher is the single most important factor in their education".

. . . .

Joseph Aurbach, Philip H. Cook, Robert B. Kaplan and Virginia J. Tufte, Transformational Grammar: A Guide for Teachers, (Rockville, Maryland: 1968), p. 9.

(They) listen to the teacher who has learned to listen (tothem).[37] In second language learning the teacher múst especially learn to be a good listener. Much opportunity to speak must be given to the students. A teacher who does all the talking does not allow students time for discussion which is so very valuable. "A second language is never really learned until a person can use it to communicate his ideas."[38] The teacher must carefully examine his "language ideas" and"language behavior" which greatly influence students.

Attitudes and motivation are of major importance in language learning. "The attitudinal relationship between the teacher and the learner must be considered."[39] Sometimes "the attitude of the learner may be influenced by his hearer's attitude towards him as a foreign speaker and therefore he may avoid his foreign language...[40] A teacher must be skillful and imaginative, but also kind and patient, and a sympathetic listener and guide for h the learner. Thus there is less frustration for both the student and the teacher.

The attitudes of the learner's family toward English also affect the attitudes of the learner and the acquisition of language by the learner,

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[37] Carolyn Bojarsky and Nelda Redersen, ""Youth Speak Out About Teachers", Today's Education LX, (November, 1971), pp. 44-46.

[38] Fe R. Decanay, Techniques and Procedures in Secondary Language Learning, (Quezon City: 1963), p. 306.

[39] Philip D. Ortega, The Linguistic Imperative in Teaching English to Speaker of Other Languages, (Washington, D.C.: 1970), p. 3.

[40] Joshua A. Fishman, (Edited by) Reading in the Sociology of Language, (The Hague: 1968), p. 567.

His has already been pointed cut in chapter l.[41] Likewise reference has been made to motivation and interest in chapter ll.[42]

> Whenever languages are in contact, one is likely to find certain prevalent attitudes of favor or disfavor towards the languages involved. These can have profound effects on the psychology of the individuals and on their use of the languages.
>
> ... these attitudes are directed at the people who use the languages.[43] . . . .

The learner's and the teacher's attitude toward the United States and its culture greatly affect successful learning of English. Lado states that "the attitude toward the target culture must be positive."[44] (Lambert and Herman)[45] and Cullen feel the same as Lado. Cullen expresses his opinion in these words. "The goal of foreign language study... must include biculturism."[46]

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[41] Joseph Kavetsky, "La Enseñanza del Inglés en Puerto Rico: Una interpretación y crítica de la enseñanza y aprendizaje del inglés en Puerto Rico desde el año 1949", (Universidad de Puerto Rico: 1943), p.

[42] Ralph B. Long, "English Grammar in the 1970's", College English XXXI, No. 8 (1970), pp. 763-772.

[43] Einar Haugen, Bilingualism in the Americas: A Bibliography and Research Guide, (University of Alabama: 1968), pp. 95, 96.

[44] Robert Lado, Language Teaching, A Scientific Approach, (New York: 1964), p. 55.

[45] Joseph A. Fishman, op. cit., pp. 473, 510.

[46] Arthur J. Cullen, "A New Option for Fereign Language School",NEA NEA Jornal LVII, (April, 1968), pp. 13, 13.

Motivation is related to, and to a great degree, the result of the surrounding attitudes of the learner, which affect his own attitudes.

> His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language. The orientation is "instrumental in form if the purpose of language study reflects more utilitarian value of linguistics achievement, such as getting ahead in one's (job) ...[47]

2. The imperative of experience and speaking

Experience which leads to discovery is real learning and gives the learner something interesting, worthwhile, and meaningful to share.

> Dewey's principle of "learning by doing" was for decades misinterpreted... doing meant "handling things" (kinesthetics) and "going places" (field trips)... Dewey didn't rule out such activities... (however), such "doings as reading, writing, speaking, listening and thinking... activities were mostly intellectual or "mental"...the concept of experience included thinking.[48]

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[47] Joseph A. Fishman, op. cit., p. 473, 474.

[48] Arnold Lazarus, and Rozanne Knudson, Selected Objectives for the English Language Arts, Grades 7-12, (Boston, 1967), p. XIII.

Charles E. Ferguson points out second language learning is more effective when it takes place:

> ... by relatively informal unplanned imitation and use in actual communication situations... The impression of the specialists in the language field is that languages learned by the informal 'using' method are learned faster, more completely and with greater retention than languages learned as subjects in school or special educational situations... The problem for the educator is how to make the acquisition of languages through informal education ... either as much like more natural learning as possible or else to discover and use methods of language learning different from the natural ones but superior in results.[49]

In his essay, "What Language Reveals", Walter Loban, a Professor in the School of Education at the University of California, says:

> Future pupils will learn much through experience... and language will often be linked to experience.
>
> . . . .
>
> Not grammatical sentences patterns but what is done to achieve greater flexibility and modification of ideas within these patterns prove to be a real measure of proficiency with language.

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[49] Frank A. Rice, Study of the Role of Second Languages in Asia, Africa and Latin America, (Washington, D.C.: 1962), p. 6.

> Since formal instruction with grammar - whether linguistic or traditional - has not proved to be an effective method of improving expression, one can conclude that pupils need many opportunities to grapple with their own thought and express it in situations where they have something they wish to communicate successfully. Instruction can best aid the pupil's expression when individuals or small groups with similar problems (and interests) are helped to see how their own expression can be improved.[50]

In regards to the four language skills there appears to be an agreement among educators that:

> practical ability must inevitably precede literary appreciation of works in a foreign language. When introduced too early before there is sufficient command of the language this leads to frustration, boredom and antipathy... much (is) lost and little (is) gained . . . .
>
> ...pay much more attention to the spoken language.[51]

Shane agrees that too many teachers give and expect "too much, too soon (when students know too little." [52]In other words, in learning a a second language, and this is true even at high school level, teachers are inflicted with "too-itis" and students suffer the effects of it. Students must be surrounded by a rich and varied background and many interesting activities must be planned. Magazines, pamphlets, newspapers, paper bound books and other books, as well as filmstrips and any other available aids for learning should be part of every English program. "Saturation and diffusion", as in the program[53] "Hooked on Books" expresses what Chomsky feels about second language learning - "create a linguistic environment"[54] which includes literature - novels, short stories, essays, poetry, In fact, all that has been said about learning through discovery and experience and spoken language parallels Chomsky's convictions about language.

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[50] James B. Macdonald and Robert R. Leeper, Language and Meaning, (Washington, D.C: 1966), pp. 63, 71.

[51] M. A. K. Halliday, Angus McIntoch and Peter Stevens, The Linguistic Science and Language Teaching, (Blomington; 1964), pp. 256, 257.

[52] Harold F. Shane, Linguistics and the Classroom Teacher, Washington, D.C.: 1967), pp. 33.

Two professors at the University of Mexico dealt with factors which influence second language learning... "Amount of exposure... educational adjuncts (radio, T V, newspapers, books), common elements within the two languages... may be other factors influencing the learning of a second language."[55] These adjuncts" give the students topics to talk and write about, especially articles which interest the class, and can "serve as models for the writing assignment... One thing is certain. It is futile to expect a student to express his own ideas if he doesn't have appropriate ideas to express... oral language is the preparation for all other language activities.[56]

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[53] Daniel N. Fader and Elton B. McNeil, Hooked on Books: Program and Proof, (New York: 1968), p. 24.

[54] Mark Lester (Editor), Readings ain Applied Transformational Grammar, (New York: 1970), p. 13.

[55] Lloyd S. Tireman and Miles V. Zints, "Factors Influencing Learning a Second Language", English Journal LXXXI, (January, 1961(, pp. 310,313.

Before high school students can speak intelligently and understandably in English they need many listening experiences. Random listening helps, but selected listening, following instructions is more effective. .... Listening can be combined with other activities.

. . . .

Show a sound film once, then show it silently again and ask students to supply the commenting or a dialogue...[57]

Skits, drama, games, "therapy groups, multi-media mothered by psychodelic hi-fi aesthetic experience"[58] are other ways students use oral English. Perfection is not the goal; the great value lies in the opportunity students have to use their innate ability to language creativity.

Gavin suggests ways to capture students' interests and to motivate them to participate in English classes in a positive manner. These ways he terms as Public Relation approach.

> The trouble with English is that it has a bad image... Negativism. People don't like English...

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[56] Fe. R. Decanay, op. cit., pp. 361, 366.

[57] Robert Lado, op. cit, pp. 95, 113.

[58] Robert C. Lambert, "Three New Faces of English", English Journal LX, (October, 1971), pp. 900-912.

> Why? because you teachers don't package your product in an attractive way... Present... (things) in poster-fashion. Titles must catch the interest of the student. Use the language of the student. An example is: what was the [illegible] of the Old Creek [illegible] ... Use [illegible] local spots for language.[59]

The Mexican American Cultural Institute has written a series of texts for use in the English classes for native speakers of Spanish. In the teachers' manual it is stated in the introduction that: ....

> the theories and practices (of language teaching) have changed profoundly within a generation, and ... controversy is still widespread... The science of language, or linguistics, has worked out a number of concepts... (which) include such matters as what language is, how it has developed, how it works.[60]

This introduction would be revised today because much has happened within the last twenty years since the "manual" was written. However, even though the oral approach (similar to Fries) is stressed there are some basic principles and assumptions about language and language teaching and learning that may be included here because they also apply to a transformational approach.

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[59] William F. Gavin, "English", P (public) R (relations) Style, " NEA Journal , (March, 1968), p. 43.

[60] Kenneth W. Johnson, Teachers' Manual for American English Course, (Mexico, 1939), pp. 1, ii.

a) One can learn to speak and understand a language only by being exposed to the spoken language and by using the spoken language.

b) One learns the sound system of a second language primarily through imitation of native speakers of that language.

c) The really significant features of the second language should be presented to the student in a logical sequence and with emphasis on special difficulties.

d) Grammar, a name for the devices of form and arrangement that comprise English structure, should never be taught as an end in itself, but only as a means to the end of learning the language.

e) Lengthy explanations of usage are relatively ineffective in second language teaching, and generally should be avoided.[61]

These above principles and assumptions suggest that in high school there must be many opportunities to hear the language spoken by native speakers and to participate in discussions. When native speakers are not available, recordings-tapes and recoreds can be used.

3. Words and sentences in context

Learning the vocabulary of a second language does not necessarily mean nor insure the learner he is learning the language and much less that he will learn to express his own ideas in that language.

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[61] Ibid, pp. 1, 2.

As the result of English language research at Harvard, Carroll agrees that linguistic meanings are learned best "Insen-sit" experiences - words in a sentence in a meaningful situation.[62] Dialogues provide for such an experience. "Dialogues versus isolated sentences" insure much more meaning and tend to be more like the language when "native speakers" use it.[63]

As the result of much study and research, George A. Miller believes:

> Sentence context does indeed serve to narrow the range... In ordinary conversation... unit of speech perception is usually larger than a single word or a single morpheme and more nearly the size and shape of a syntactic constituent... perceptual units (are) larger than a single word.[64]

As for verbal context and recall Miller says, "Contextual dependencies extending over five or six words permit positive transfer, and that it is these familiar dependencies, rather than meaning per se, that facilitate learning.[65]

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[62] John B. Carroll, The Study of Language, (Cambridge: 1955), pp.134,185.

[63] George A. Miller, "Some Psychological Studies of Grammar", American Psychologist XVII, (November, 1962), pp. 748-761.

[64] Sol Saporta (Editor) Psycholinguistics, A Book of Readings, (New York: 1966), p. 205.

[65] Mary Elizabeth Fowler, Teaching Language, Composition and Literature, (New York: 1965), p. 5.

The significance of Miller's findings may not be overlooked in second language learning and teaching. This implies that mere repetition of patterns does not help to learn the grammar of English.

4. Writing – composition and creative writing

High School English teachers are often discouraged, and puzzled to know what is the best approach to writing. To acdentuate their problem college and university professors blame them for the students' poor quality of English. "College teachers complain that students who enter can neither read efficiently... (nor) write clear, coherent expository prose or command a fair level of standard English.'[66] Dr. Kavetsky said the same thing about students entering the University of Puerto Rico.[67]

Much information about writing and composition "tips" for teachers" is available in current periodicals and language books. Some of these tips" and suggestions are good and can be used when approaching writing from a transformational grammar viewpoint. It must be remembered that writing is difficult and is "thought, put into symbols and it is like teaching a new language... Composition involves individual selection of vocabulary and structure for the expression of personal meaning.[68]

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[66] Joseph Kavetsky, "La Enseñanza del Inglés en Puerto Rico: Una Interpretación y crítica de la enseñanza y aprendizaje del inglés en Puerto Rico desde el año 1948," Universidad de Puerto Rico: 1963), p. 277.

[67] Wilga M. Rivers, Teaching Foreign Language Skills, (Chicago: 1968), pp. 252, 258.

[68] Mary Elizabeth Fowler, op. cit., pp. 83, 84.

Fowler recognizes individuality and the creative aspect of language:

> Grammatical errors are individual matters and are best attacked through individual instruction... Adolescents improve... by having many opportunities, with the guidance of the teacher, for structuring their own thoughts into their own sentences.[69]

Paul Roberts affirms Rivers' and Fowlers' convictions.

> It is not to be expected that the study of grammar, no matter how good a grammar it is or how carefully it is taught will affect any enormous improvement in writing. Probably the improvement will be small and hard to demonstrate... and will be non-existent.[70]

Often students feel forced to write before they are ready. "Students are asked to run before they can walk," because a proper atmosphere and background for writing had not existed. To help teachers know how to create a proper background the writer formulated some guides which are a combination of ideas received from various sources, Mary Elizabeth Fowler's [71] book, two English Journal Articles [72] and also from personal experience.

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[69] Paul Roberts Fowler, "Linguistics and the Teaching of Composition," English Journal VLII, (May, 1963), pp. 331-335.

[70] Teaching Language, Composition and Literature

[71] Lorena A. Anderson, "Ways and Means in Teaching of Writing," English Journal LI (December, 1972), pp. 621-624.

[72] Eric W. Johnson, "Avoiding Martyrdom in Teaching Writing: Some Shortcuts", English Journal LI, (September , 1962), pp. 399-40.

a) *Provide a proper atmosphere* through the bul'etin board, music, newspaper and magazine article, paintings and pictures, TV, films, recordings, school activities - in classes and extra-curricular literature, e.g., and many other numerous "igniters" or "captivators" of interest.

b) *Allow sufficient time for discussion and sharing of ideas*

"Class discussion is a sound basis for writing... as a warmup for writing experiences... oral warm-ups usually enrich the compositions (and are) selfstarters.[73] Discussions and sharing may be carried on as a large class or in small groups which gives more opportunity for all students to participate.

c) Small groups should not consist of more than five or six members. The teacher may circulate and "listen in" on each group's conversation. Appoint leaders for the groups; this insures better participation and a flow of conversation.

d) *Be brief but clear in all explanations given*

Carefully guide the students to understand what is expected of them.

e) Remember *meaning comes before form*. What the student has to say is the most important consideration. "Over-attention to form has done more harm than good to many students". Writing improves through practice and as the student develops more fluency, skill and control over the language, self-confidence will increase and fear will decrease.[74]

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[73] Simon Certner and Murray Bromberg, *Getting Your Students to Write More Effectively*, (New York: 1964), pp. 63, 64.

f) Give more short writing assignments than long compositions.

g) Don't curb creativity. Let the students have freedom of style.

h) Teach and help students to revise their first drafts.

Revision may be done in various ways:

1) individually with each student - The teacher helps each student while others work in small groups helping each other or while the class is reading.

2) in small groups - The teacher or student reads his paper and the group with the help of the teacher revises. An overhead projector is very helpful for this activity.

3) by the teacher only - Then common errors would be duplicated or by the use of a projector are presented to the class for correction. The teacher guides the class to find and correct the errors. A worthwhile culminating activity might be to make a contrastive analysis of Spanish and English syntax on the basis of the type common errors.

i) Decide with the class what the basis of evaluation will be.

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[74] Mary Elizabeth Fowler, op. cit., p. 134.

Evaluation is for learning, not for giving a grade or a numerical or percentage value.

j) Don't mark all errors, especially for the first writings. Decide what aspect or aspects of writing will be stressed for each assignment — e.g. expression of ideas , word order, spelling verb tenses, etc. As students progress moee will be expected in the evaluations. Such a method prevents student frustration.

k) Enrichment - Plan a contest, make a literary magazine, publish writings in the school newspaper or local newspaper as the San Juan Star.

Composition writing should be made only after pupils have had much experience with shorter pieces of writing because much more skill and organization is involved. For students who have difficulty choosing a topic[75] the "double-barrelled composition topic" or the "single-barrelled"[76] helps make wtiting easier and more enjoyable and comfortable. An example of a "double-barrelled"topic is:

> ".....was one of the (best, worst) things that ever happened to me. (Meeting some special person, working last summer, reading that book... breaking off with that fellow, etc. [77] Such a

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[75] Simon Certner, Tested Topics and Techniques for Improving Writing, (New York: 1964), pp. 6 - 15.

[76] Simon Certner and Murray Bromberg, op. cit., pp. 21-31.

[77] Simon Certner, op. cit., p 8.

topic allows the student much freedom and elaboration so that writing becomes more natural.

The single-barrelled topic is an:

> emotionally charged topic... highly motivated "keystone" sentences call upon responses which will require only short writing duration. Only a single spontaneous reaction summondd forth by means of such topics... wide variety of subjects provided by emotionally charged topic sentences... present pupils with a choice of several topics. (Give the title and the "keystone" sentence). Examples:
>
> (1) Very personal
>
> Never again...
>
> If I had may way...
>
> (2) Life is Like That
>
> You can't have everything.
>
> (3) Indignation
>
> They are getting away with murder.[78]

This type of topic is especially well adapted and appropriate for compositions of only a few paragraphs or even only one paragraph.

This new theory that language acquisition is innate also implies that it is a creative property. This creative characteristic of language can be readily expressed through creative writing which permits more freedom of self-expression. "Creative writing can't be taught. The teacher serves as a catalyst.[79] This type of writing may take many forms - poetry, short stories, novels, riddles, etc.

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[78] Simon Certner and Murray Bromberg, op. cit., pp. 21, 27. 28.

An experiment was made in New Jersey [80] with a "poets - in residence" program in which professional posts came to the primary and the high schools to conduct teacher workshops. The ideas and techniques used in these workshops were such as could be adapted for writing programs with the pupils in the classrooms. One thing particularly emphasized was, "Creativity can't be supplied nor demanded." Emotionally charged questions as:

What drives you crazy?

What do you love?

What makes you happy? sad?

usually resulted in some type of creative writing because the students were readily motivated to reply to such inquiries. The results of this program showed a widespread verbal expression of pupils' emotions and many poems of high literary quality were produced.

5. Curriculum changes and grouping

The structure of transformational grammar may suggest and even tempt teachers and educators to change the organization of the English program so as to parallel the sequential presentation of applied transformational grammar.[81] This is a worthy feature of this new grammar because its application has a "special appeal to language teachers".[82] How much a change would apply to second language teaching is not clear to the writer. But it seems to indicate that such changes could best take place at the junior and senior high school levels.

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[79] Harold G. Shane and June Grant Mnrly, Improving Language Arts Instruction Through Research, (Washington, D.C.: 1963), p. 63.

[80] Debra Steia, "Thousands of Classroom Poets", Today's Education LXI, (February, 1972), pp. 18-20.

It is worth noting the United Kingdom's approach to teaching the English vernacular which in many ways seems to comply with the transformational theory in: "a deemphasis on cognitive learning." United Kingdom

> does not believe in the direct teaching of language skills but does emphasize being "good listeners" to be "receptive". "Many British teachers see no need to plan a curriculum to teach discrete skills, and this, in essence, is why so many cannot share the American concern with literary heritage, grammar or rhetoric. It is not that they fail to recognize that such subject matter exists, it is rather that they focus on different goals. "Writing, speaking, interpreting, and reacting are thus seem similar and central to a

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[81] Mark Lester, (Editor), Readings in Applied Transformational Grammar (New York: 1970), p. 215.

[82] Loc. cit.

> process in which the ultimate end is a fuller, more sensitive response to life itself.[83]

United Kingdom's program is very similar to individualized instruction. Individualized instruction or its modification offers great possibilities for High School English in Puerto Rico. The Council of Teachers of English recommended that:

> no formal grammar units be taught after the tenth grade because students' mistakes in grammar are so individual after that grade. They recommend to use individualization. Each student learns to edit his own work and concentrates on his dificiencies. In such a program the teacher serves as a guide.[84]

This type of program could be very profitable and workable for the last two years of High School English. It allows for flexibility and permits the teacher to diagnose, prescribe and guide the students. A modification of this program coudl take the form of grouping.

> Grouping students according to "multilevel approach" "below level" or "on-level" makes it possible for students to feel at ease and in a group in which he can achieve... Adjustments are made during the year to advance students. ... or to redesignate the entire class... The teacher

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[83] Edward R. Fagan, "Individualizing the Study of English." English Journal LX, (February, 1971), pp. 236-241.

[84] Ibid, pp. 236-241.

> feels more effective and can act as a counsellor. Students rate of failure is lowered, dropouts are minimized and students keep interested.[85]

In such planned grouping students from the "on-level" group could likely tutor other students in other groups who are having difficulties. From personal experience and from testimonies of other teachers student tutors learn by tutoring others because they become more aware of their own problems and how to solve them. In some cases intellectual underachievers benefit most.[86]

One other curriculum attempt to second language teaching might be a bilingual program. Puerto Rico is already experimenting with such an approach at the secondary level. For a report of Puerto Rico's bilingual program the reader is referred to chapter one. Ina bilingual program a contrastive analysis of Spanish and English syntactic features could be made.

Another approach which seems plausible and adaptable for Puerto Rican High Schools is the "Hooked on Books."[87] Program. A complete explanation of this program with a reading list [88] of 1,000 paper-bound books is in the footnote above. Such a program offers great possibilities for High School

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[85] Michael Hernick, "Grouping Foreign Language Students", Today's Education LVIII, (January , 1969), pp. 38, 39.

[86] Mary M. Harris, "Learning by Tutoring Others", Today's Education LXm (February, 1971), pp. 48,49.

[87] Daniel N. Fader and Elton B. Mcneil, Program and Proof, (New York: 1968),

[88] Ibid, pp. 148-173-

English teachers and pupils and, the writer feels sure, would produce exciting worthwhile results.

Chapter IV

Conclusions and recommendations

"The only learning which significantly influences behavior is self-discovered, self-appropriated learning.

. . . .

I am only interested in being a learner, preferably learning things that matter, that have some significant influence on my own behavior."

Carl Rogers[1]

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[1] On Becoming a Person, (Boston: 1961), p.p. 275, 276.

The writer justifies the way this monograph has been developed, as well as the inclusion of all the carefully chosen information presented, because the reader must be aware of the important role of English in Puerto Rico and the present situation of Puerto Rico's English language program. Likewise, the brief historical background of linguistics helps the reader to understand the early development and the problems involved in this field. The recent theory of language acquisition and transformational - generative grammar had to be sufficiently explained so that the reader would understand the applications of this theory and its implications for learning and teaching English as a second language.

The conclusions and recommendations are based on the recent findings about transformational - generative grammar as the result of much study and research done by psycholinguistic, sociolignists and educators. The reader should keep in mind that the following conclusions and recommendations are made for teaching English as a second language, particularly at the secondary level.

CONCLUSIONS

1. Neither the traditional nor the structural approach to teaching and learning English is by itself efficient, effective and meaningful for the student and teacher.
2. A transformational - generative approach does appear to provide satisfactory, successful and promising results necessary for learning English.
3. English as a second language is not acquired in the same way as the vernacular, neither is it learned by habit.

4. The behavioristic approach with its "pattern-practice","mimic-memory", "reinforcement" and "stimulus-response" used by the structuralists is not sound nor logical for language learning.

5. The mechanics of spoken English - pronunciation, rhythm , pitch, stress, etc. - should not be given first consideration but instead the functional aspect of English, its meaning in context ("in large shunks") must be stressed.

6. Mastering a vocabulary and pronunciation do not insure successfully learning to speak and to write English. Therefore:

7. There must be less concern about a foreign accent and semi-grammatical statements; an accent may be overcome and semi-grammatical statements are natural to native speakers and seem to be related to 'kernel sentences'.

8. Evidence seems to show that there is no correlation between formal grammar study and written English.

9. Surrounding and saturating the learner with English through many different situations and experiences which involve listening and speaking provides a very essential and important part of learning English.

10. Individual differences must be considered especially in light of the creative property of language. This infers individualization of teaching English.

11. Individualization may be successfully adpated in the classroom through grouping and the use of tutors

12. The use of audio-visual resources is necessary for helping to provide a rich English atmosphere needed in the English program.

13. The role of the English teacher is to provide many meaningful learning experiences which help the students to make self-discoveries in English The teacher "guides" rather than "dictates".

RECOMMENDATIONS

1. The Department of Education and the University of Puerto Rico should join their efforts and budgets to recruit qualified persons to study the now available transformational (or generative) grammars at the secondary level. Through the help of the English Curriculum Center controlled experiments using a transformational approach, should be carried out in several schools on a small scale. Careful evaluation of the results should be made. The writer agrees with Dr. Long.

> .... no revolutionary idea should be incorporated in materials for use in relatively elemental courses until it has been carefully examined, and approved, by scholars with varied points of view....[2]

2. The English Curriculum Center in San Juan should examine and prepare a list of "paperback" books for the Department of Education to provide for use in the High School English classes. The book, Hooked on Books: Program and Proof lists 1,000 paperbacks[3] which may be used in high school.
3. Also the "English Center" should carefully prepare a usable and

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[2] Ralph B. Long, "English Grammar in the 1970's", College English XXXI, No. 8, (May, 1970), pp. 764-773.

[3] Daniel M. Fader and Elton B. McNeill, (New York: 1968), pp. 145-175.

understandable analysis of the differing features of Spanish and English syntax (based on common errors students commit in English as a second language) for the English teachers, especially at the secondary level.

4. For a successful foreign language program in English the Department of Education must make available audio-visual resources - radio, TV sets, (film - filmstrips, slides and the appropriate projectors) for every language teacher.

5. The English program must not emphasize or focus on English grammar - (sentence structure) - but rather on the functional aspect of English in the students' life.

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