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The Effects of Deductive and Inductive Instruction
on the Acquisition of Conditional Structures in Spanish

1. Introduction: Literature review

The goal of the present action research project is to determine which kind of instruction, either deductive or inductive, results in a more effective progression towards second language acquisition of both first and second types of conditional sentences in Spanish. A deductive approach to grammar consists of the language teacher presenting the targeted grammatical item to students, whereas the inductive approach seeks to have students infer the rule on their own. As Constance Shaffer points out, some of the disadvantages of the deductive method are that it tends to isolate structures out of meaningful contexts and it favors a passive attitude on the part of students (395). Bonnie Adair-Hauck and Richard Donato also state these potential negative effects and add that in the deductive classroom students might perceive the teacher as an authoritative figure (149). The inductive route, on the other hand, requires learners to be more involved in the process, turning them into active participants. A potentially beneficial side effect of this involvement seems to be the increased motivation on the part of the student, a result obtained in different studies referred to by Pei-Ling Wang (21).¹

According to Adair-Hauck and Donato, the inductive approach can prove to be problematic with adolescent and adult students since: “many (...) have already become analytical with regard to the rules that govern their native languages. These learners also often

¹ In this regard, Patsy M. Lightbown and Nina Spada state that “[a]lthough the research cannot prove that positive attitudes and motivation cause success in learning, there is ample evidence that positive motivation is associated with a willingness to keep learning” (63). These authors suggest that further research into the importance and effect of different types of motivation need to be conducted in order to completely understand the role that they play in second language acquisition.

want to hasten the learning process by consciously comparing and contrasting their own native language rules to the rules that govern the new target language” (149). However, it must be noted that these authors equate the inductive method with an implicit method, which is not always the case, as I will explain below. An explicit inductive approach, on the other hand, allows students to compare and contrast the systems operating in their first and second languages. It might be the case, however, that some students get frustrated with the pedagogical style chosen by the language teacher depending on their previous language learning experience, their own learning style and preferences, etc. Thus, a study like Wang’s, which also compares the effects of using these two different approaches to teaching grammar, helpfully takes into account whether a student favors a field dependent or field independent cognitive style and incorporates this preference as a measurable variable.

One of the recurrent aspects of the existing literature devoted to comparing and contrasting the effects of implementing a deductive or inductive approach is the inconsistency and inconclusiveness of results. In one of the most recent studies, Wang reviews these mixed results by referring to a cluster of studies —Scott’s two different studies (1989, 1990), Erlam’s (2003) and Lin’s (2007)— as examples of experimental projects that show more beneficial results in the groups taught within the deductive scope (20). Wang’s own study confirms that, in the specific case of English verb tenses for Chinese learners, students benefitted more from the deductive approach (25). Rosemary Erlam’s study shows advantageous results for students in the deductive group, but she clarifies that her experimental work was carried out in “a teacher-centered classroom language learning environment with school-age learners” and recommends further research in other contexts (257). On the other side of the spectrum, Wang refers to the research carried out by Herron and Tomasell (1992) and another one by Wang (2002) showing a higher acquisition ratio in the inductive groups (21). Masahiro Takimoto’s study confirms the previous finding made by

Bruner (1961) showing the increased success of the inductive approach. Finally, as Takimoto reports, some studies —Abraham (1985), Shaffer (1989)— show no significant divergences between the effects of a deductive or inductive teaching methodology (20-21).

2. Design and Rationale

2.1. Overview

The research question that is going to be the focus of this study is: what are the effects of a) deductive instruction and b) inductive instruction on students from two different sections of SPAN 130 (third semester Spanish), taught by two different instructors?² The total number of participants (after disregarding the data of absent or tardy students for any of the three classes used for the experiment –two days for treatment and part of a third class for the Delayed Post-test) was 10 for each section. The targeted structures will be the conditional type 1 and the conditional type 2 syntactical structures.³ The first type of conditional includes a tense students had not yet been exposed to (future simple), whereas the second type of conditional, although it did not introduce them to any new tenses, is partially formed by the past subjunctive. The subjunctive mood, especially for native speakers of English who do not distinguish between indicative and subjunctive moods, requires high-demand cognitive processing. In this regard, Joseph Collentine refers to previous literature to assert that “historically, the subjunctive has been one of the most challenging structures for learners to acquire” (576). However, the structure in this type of conditional is consistent and does not vary, so students do not have to consider in what context the subjunctive is used (instead of the conditional tense) since in this case it is a fixed construction. Thus, with a new tense for the first type of conditional and with the complex mood in the second conditional, my aim

² I would like to thank Elizabeth Gansen for contributing to this study by implementing the designed tasks and the different grammatical approaches in her section of SPAN 130, as well as for letting me observe her classes while the experiments were being carried out.

³ Although the conditional type 1 can be subdivided in different tenses for the main clause, I will focus on the following structure: “if clause + present indicative / main clause + future”, since it is the most common and is formed by a tense that is relatively new to the students. Moreover, students should be presented with a single new form at a time, in order to have a more successful learning experience (Rice 468). Tasks were designed with these considerations in mind, and accordingly incorporate vocabulary recently assigned to students.

was to balance the level of complexity, in spite of the impossibility of equating both structures. Furthermore, with regard to complexity of structure, there are mixed results. Nevertheless, two recent studies assert that the claim of complexity of target structure being related to method of instruction is not accurate, and this is believed to be a biased vision more than a scientific finding. In this sense, Shaffer mentions that “[s]cholars have long maintained that an inductive approach should not be used for difficult concepts” (399). However, both Erlam’s—who refers to Robinson’s findings (243)—and Shaffer’s articles contradict this presupposition, showing that difficulty is not a factor affected by method of instruction.

2.2. Treatment

Each section was exposed to both the deductive and the inductive approach in two different 50 minute sessions. Thus, section (01) was treated with the deductive approach for the first type of conditional and the inductive for the second type, whereas section (09) received the opposite treatment. In the deductive case, the teachers introduced the rule and the syntactical structure at the beginning of each class, along with some input for modeling. In the inductive classes, the teachers exposed students to input and guided learners to infer the structure by asking them questions and by aiding them to focus on form. Moreover, both the deductive and inductive method of presenting grammatical rules has been explicit rather than implicit. In spite of the fact that there is a tendency to equate a deductive approach with explicitness and an inductive stance with implicitness, that is not necessarily the case. Takimoto makes this distinction quite clear when he explains the application of these terms in his study: “*inductive* and *deductive* refer to processing strategies in learning and instruction, whereas *implicit* and *explicit* refer to the levels of fostering awareness” (370). With this in mind, it would be interesting to expand the scope of this experiment by replicating and including an implicit variable.⁴

⁴ On the subject of explicitness/implicitness, Robert M. DeKeyser refers to several studies in the field of cognitive psychology and SLA (Carr and Curran, 1994; Reber, 1993; Shanks and St. John, 1004; DeKeyser,

Although this initial exposure and task varied slightly from class to class, the rest of the tasks were similar in both cases (see appendix III). In both cases, visual aids in the form of a powerpoint (which included tasks, video and images) and a handout for students were utilized. Whereas in the deductive classes grammatical and explicit topics were the starting point (“Conditional type 1” and “Conditional type 2”), this was avoided in the inductive class by giving more content-based titles (“Si te importa el medio ambiente...” (“If you care about the environment...” and “¿Qué pasaría si...? “What would happen if..?”). In this manner, as Winthrop Rice points out, the inductive method avoids any grammatical explicitness on the part of the teacher and prompts the students to engage in a collaborative process, resulting in a less stressful environment (466). In making this slight adjustment, we are presenting students with a consistent approach in both cases.

2.3. Post-tests

Given that exposure to grammar (either deductive or inductively) has been approached from a task-based standpoint, meaning and form are intricately linked in their final task. The outcome of this final task will, for our purposes, be considered the “Immediate Post-test”. In both sections, the outcome of the first class was to design, in small groups, a campaign for *Greenpeace* (select a topic, write a motto and then write a series of “warnings” and “recommendations” in order to improve the situation using the targeted structure.⁵ These last sentences would be taken as the data for the Immediate Post-test). For the second session, the final task consisted of a decision-making task, going from a sequence of more-closed answers to an open-ended task. These sentences constitute the data of the Immediate Post-test.

1995; Schmidt, 1994; VanPatten, 1994) that come to the conclusion that it is more beneficial for students to learn under an implicit induction context rather than with an explicit induction approach (45). However, as we have seen in more recent studies, results are not always consistent.

⁵ Since the immediate post-test was part of a collaborative task, it is hard to discern how many potential errors were avoided by negotiation of meaning and corrective feedback amongst peers. However, our results analysis will focus on the delayed post-test as a way to measure more clearly to what extent learners’ are progressing towards intake. On the other hand, after looking at the results it is possible to appreciate that, in spite of having worked in groups and that they have basically produced the same sentences –with some variances within each group—, students still made some individual errors.

Due to the structure of the course calendar, the Delayed Post-test had to be administered after a full week of vacation. Students did not know in advance that there would be a small test related to the targeted structures. Two small post-tests were designed: the first required them to produce the two different targeted structures and the second was a recognition test asking them to match two sets of sentences whose structures had been shuffled. In designing the production test, I expected it to be very challenging for students as one treatment on each structure is rarely sufficient for intake, although, at the same time, this limited exposure was necessary in order to discern if there were noticeable differences after some time in the two different groups. Students had to complete the Delayed Post-tests individually with the objective being to see to what extent each student was progressing towards intake. The fact that the Immediate Post-tests focused on a single form (the one presented in class the same day) was counterbalanced by that fact that the Delayed Post-tests include both structures and students had to select which was the appropriate structure in each case.

Contrary to what the students are used to, the instructions and context for the Delayed Post-tests were not given in the target language, but rather in English. This decision was made taking into account several factors, mainly due to time-constraints and overall course structure, but also in order to avoid providing the target structure in the instructions themselves and to see whether students could produce them on their own, without previous modeling. Finally, it bears noting that, in contrast to the Immediate Post-test, the Delayed Post-tests, although including a context and also linking form and meaning, were not part of a sequential and fully communicative task, which would have been more time-consuming.

2.4. Learning Style

During the first day of the experiment, students were asked to complete a short survey, a reproduction of the section titled “How I deal with Grammar” from the “Learning Style

Survey” designed by Andrew D. Cohen et al. The aim of this brief survey is to discern to what extent students’ perceptions and opinions about their preferences can be linked to the results obtained by the post-tests. Shaffer highlighted the need to address how individual learning styles affect students being more receptive to either one model or the other (400). As I mentioned earlier, Wang’s study includes the variable of field dependent vs. field independent students. In that case, the results showed no significant difference among FD or FI students, except for the fact that the findings contradict earlier results, given that in Wang’s study FD students surpassed FI students in the inductive group (24-25). Although the brief questionnaire we included in our experiment might not have any significant impact on the results, it will nevertheless add another layer to the discussion and analysis of our data.

2.5. Awareness, consciousness raising and focus on form.

In devising the material and tasks to be presented to participants, I opted to enhance the input of the targeted structure as a means of facilitating processing. Therefore, every conditional sentence —both in the deductive and the inductive classes— had the “if-clause” verb in italics, and the “main-clause” verb underlined. This technique was adopted in accordance with the findings of Takimoto, who, upon analyzing results from previous studies, concluded that “[a]lthough the results of the inductive-deductive instruction-related studies were equivocal, it is important to note that all experimental groups made progress regardless of the approach used because all of the techniques applied shared the common objective of enhancing the salience of target forms in order to promote learner attention to and noticing of those structures” (372). While enhancing the salience of form constitutes an added technique that, together with task-design and instruction, potentially raises awareness on the part of the student to foster acquisition, at the same time we are aware that “forms may be noticed perceptually, but not linguistically” (Doughty and Williams 237). The overall combination of visual cues together with meaningful input and tasks might enhance students’ consciousness

towards the linguistic forms and structures.

3. Results and Discussion

The results show that the inductive method of instruction was more beneficial for students for both types of conditionals (see appendix I). Although the Immediate Post-test (which, in our case, functions as a pre-test) shows that classes taught with an inductive approach had slightly lower results, in the Delayed Post-test they maintained accuracy to a higher degree than students who had been exposed to the deductive method. The accuracy rate for the first type of conditional in the Immediate Post-test was 96.62% (deductive) and 85.91% (inductive) whereas in the delayed Post-test production section was 13.33% (deductive) and 60% (inductive). For the second type of conditional the results for the Immediate Post-test were 96.34 % and 92.04% in the deductive and the inductive methods respectively, whereas in the Delayed Post-test (Production portion) the accuracy was 66.67% (deductive) and 80% Inductive. The decline in accuracy rate for the first type of conditional, from one test to another, was 83.29% in the deductive case and 25.91% in the inductive.⁶ Thus, the decline in accuracy is significantly higher when participants are treated with the inductive method. For the second type of conditional, students' accuracy also weakens from one test to another, showing a relative decrease of 29.7% in the deductive section and 12% in the inductive one. We can see that, although the decline is more elevated in the deductive method, the difference is not as significant as with the structure of the first type of conditional. This might be due to a number of factors, most notably the degree of complexity of each structure and also the fact that the conditional type 2 was taught in the most recent class before the delayed Post-test (as we mentioned above, there was a whole week of vacation in-between the last class —devoted to the second type of conditional— and the delayed Post-test).

⁶ This reflects the difference between the Immediate Post-test accuracy percentage and the Delayed Post-test accuracy percentage. There is a negative change of 83%, not an 83% change. This also applies to the rest of the results discussed in this particular section.

The charts also show, however, that in the recognition portion of the Delayed Post-test, students in the conditional type 2 have better results. Contrary to what it seems, these results are deceiving due to the fact that there was a problem with the design of the Delayed-Post test recognition portion. My original idea was that, in order to provide a variety of tasks, I would include a puzzle task. On the test, students have to match six pairs of clauses (six main clauses and 6 “if-clauses”) which included three examples of the conditional type 1 and three examples of the conditional type 2. Thus, when a student made a mistake matching clauses, the errors would immediately apply to both structures, since there were an equal number of conditional type 1 sentences and conditional type 2 sentences. We can see that the results in the recognition portion of the Delayed Post-test are the same for both types of conditionals. Therefore the accuracy rate is the same for both types of conditionals. The only difference is between the sections with 63.33% for SPAN 130 (01) and 100% for SPAN 130 (09). The accuracy results for the latter section are, indeed, compelling, although, due to the task design, it is not possible to infer which treatment resulted in this outcome.

As regards students’ learning style preference, both sets of participants showed a preference for a deductive approach, with section (01) results being slightly higher for the inductive method compared to the other section (see charts 6 and 7). In spite of theoretically preferring a deductive approach to grammatical rules, in the particular case of conditional types 1 and 2 in Spanish, students performed better when exposed to grammar through an inductive approach. It might be the case that students’ answers are influenced by their own opinions on language learning and teaching, although in practice, as we have seen, there are some cases in which induction is more beneficial —regardless of the learner’s preference.

4. Conclusions and Pedagogical Implications

The inductive approach fosters higher accuracy results when teaching conditional types 1 and 2 in Spanish among college-age students, especially with the conditional type 1 structure.

Although this confirms some previous studies, as outlined above, the mixed results that exist in the literature suggest that these results might be particular to specific aspects of a language and may also vary from language to language.

In spite of students learning style preference weighing more on the deductive side of the scale, induction was more efficient in this particular case. It was interesting to note that, in section SPAN 130 (01), when the teacher was using the inductive method for the first time with their class, students appeared to be a bit perplexed by the initial tasks, since they seemed unaccustomed to this rule-inferring methodology.⁷ Moreover, it must be noted that although the initial part of the lesson (where either a deductive or inductive method is used to present grammar) occupied more time in the inductive classes, the results confirm that student's engagement in the inferring of rules through induction facilitates the progress towards language intake. The teacher of the other section also noted the difference in time-consumption between the two different methodologies, a consideration which she used to confirm her preference towards deductive instruction. However, as the results show, although presenting grammar in a deductive way may seem like a time-saving technique, the time is maximized in the beneficial progression towards intake that students experience under inductive instruction. It is not possible to know to what extent input enhancement was beneficial (since it was used in both approaches) but some students informally noted that it was useful in helping them to figure out and remember the different tenses used in each structure. As regards the problem with the recognition portion of the Delayed Post-test, careful design of evaluating material should be re-examined in the future. Erlam also encountered some difficulty in designing her experiment, noting further improvements that

⁷ This is consistent with Rice's observation regarding students not being familiar with the inductive approach: "the sudden introduction of an inductive procedure in a class not accustomed to it may not be immediately successful with the same ease that would appear in a group trained from the start in inductive practices" (Rice 467). In spite of noticing this confusion in the section not previously trained in this methodology, results still show the effectiveness of inductive instruction. In my own section, although I do not use the inductive approach consistently, students had been exposed to it previously.

should be made and referring to Norris and Ortega's (2000) suggestion "that there is a close relationship between the observed effectiveness of L2 instruction and the tests/measures one uses" (255). Therefore, this is an aspect that should be carefully considered in the future.

Finally, the implementation of both methods of instruction within a task-based approach seemed to be effective and enjoyable for learners, as they commented on the sequential tasks and final tasks as being both relevant and amusing, regardless of the approach used.

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5. Appendices

Appendix I: Charts displaying the results

Chart 1. Conditional type 1 accuracy rate.

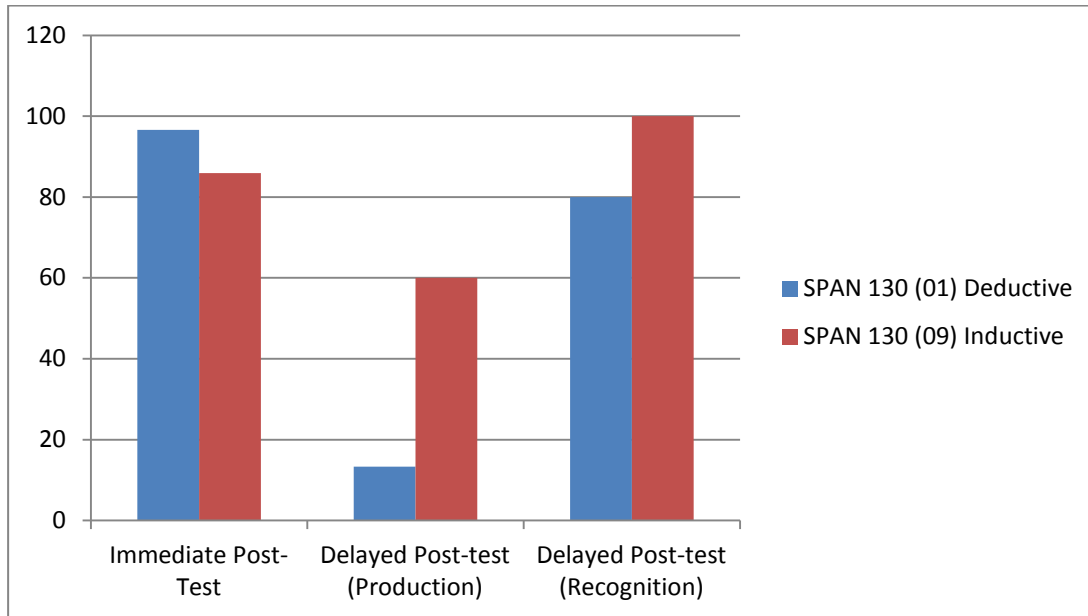


Chart 2. Conditional type 2 accuracy rate.

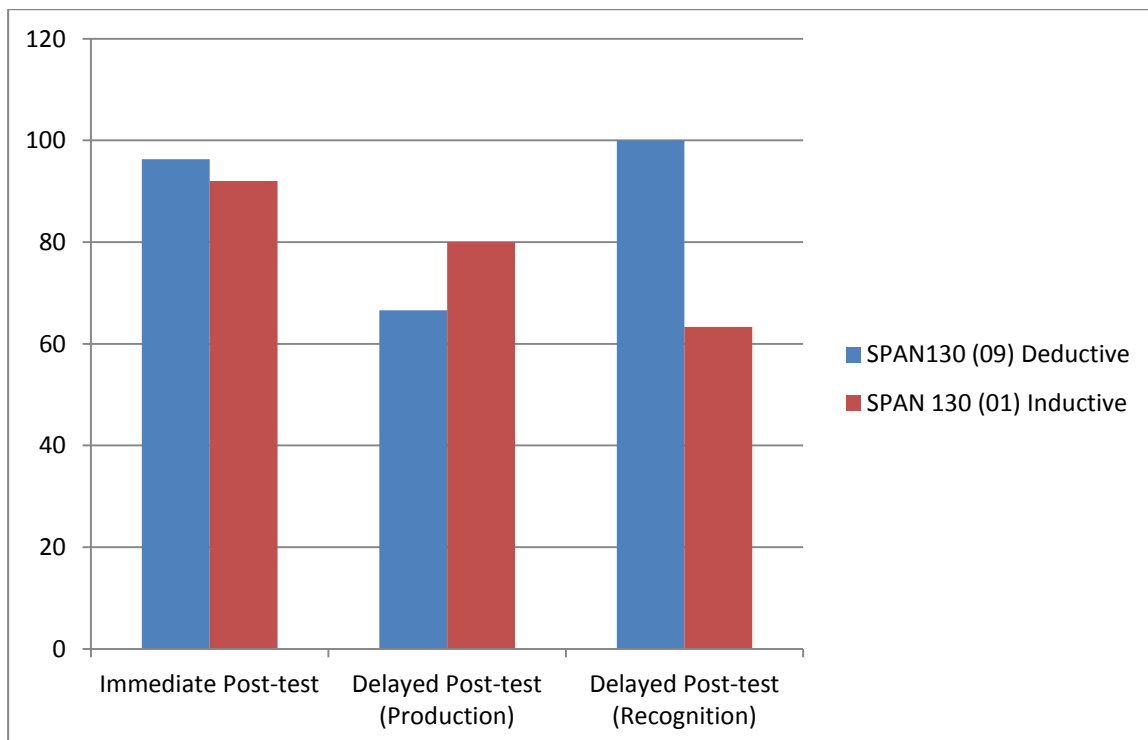


Chart 3. Conditional types 1 and two accuracy rate.

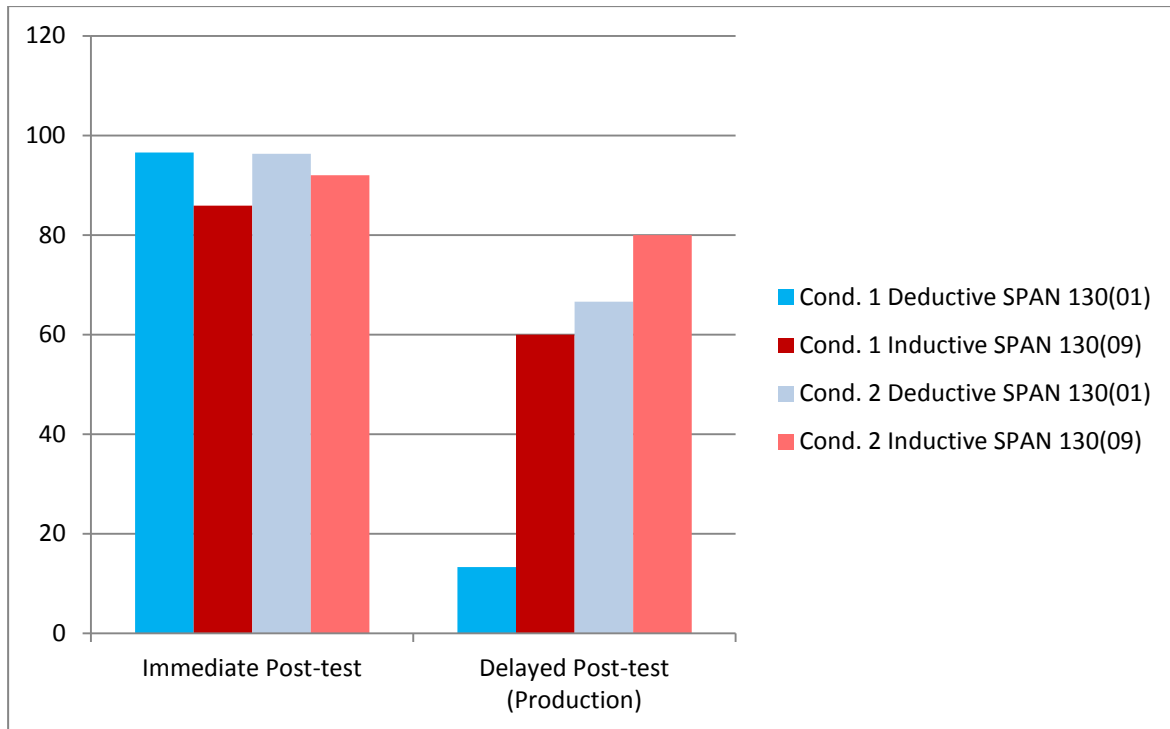


Chart 4. Conditional type 1 accuracy rate.

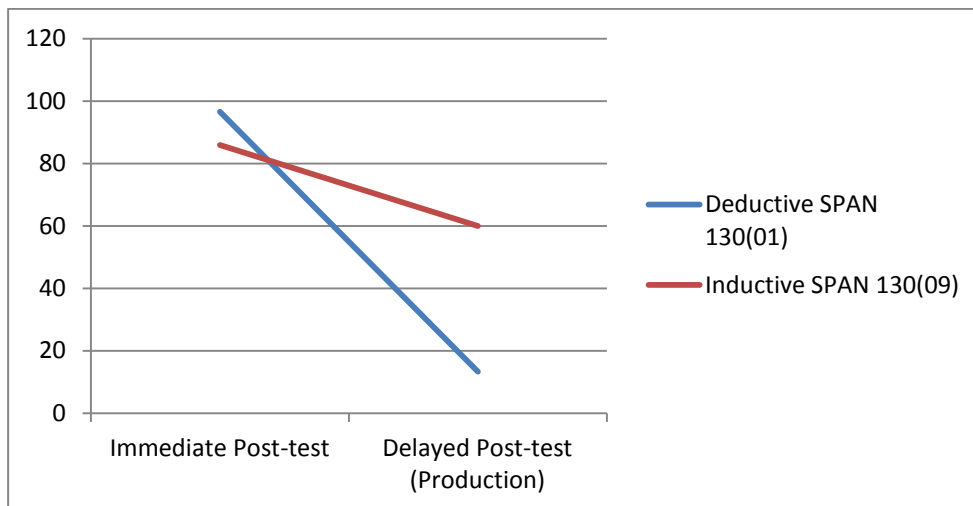
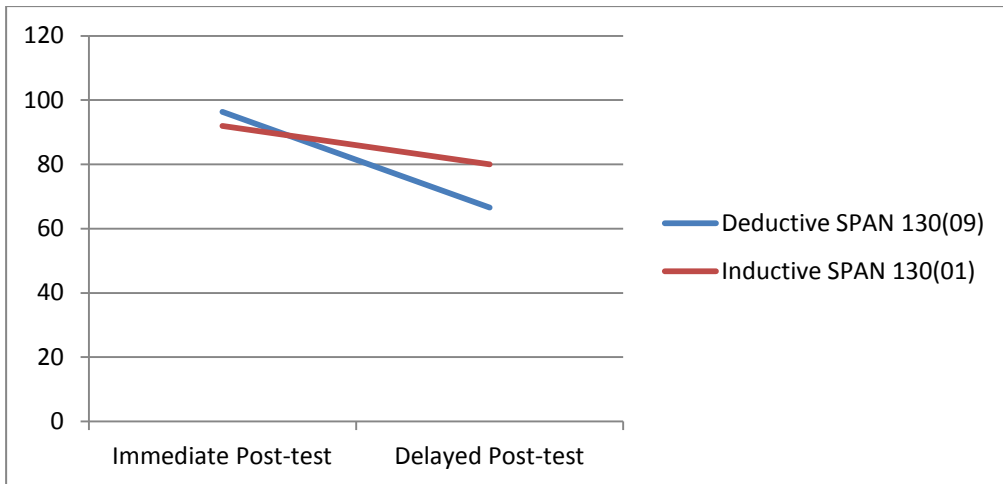
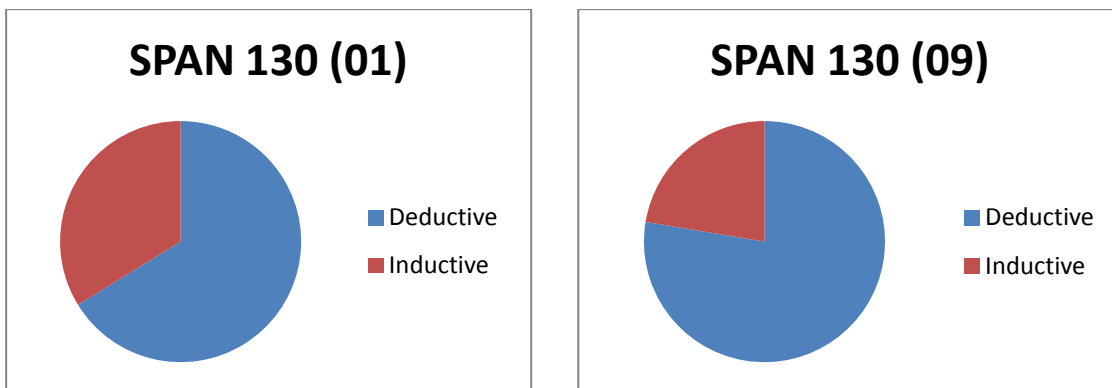


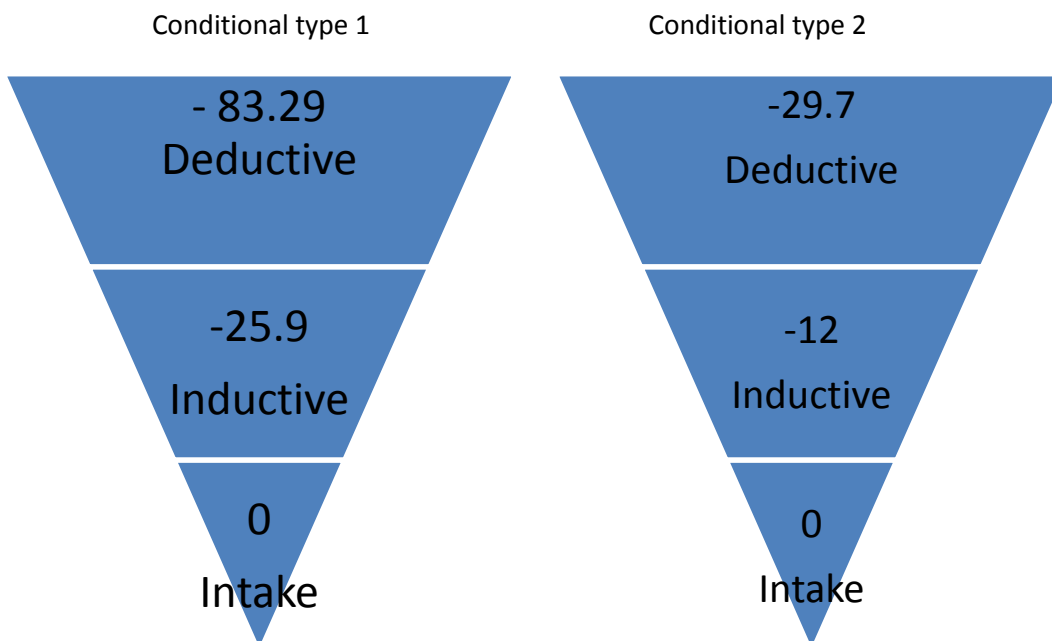
Chart 5. Conditional type 2 accuracy rate.



Charts 6 and 7. Students' overall learning style preference



Charts 8 and 9. Accuracy DECLINE from Immediate Post-test to Delayed Post-test 1 (Production).



Appendix II: Comprehensive results

SPAN 130 (01)		Immediate posttest		Delayed posttest			
Student	Learning style mini-survey Max. per category: 12	Conditional #1 (Deductive)	Conditional #2 (Inductive)	Conditional #1 (Deductive)		Conditional #2 (Inductive)	
				Prod.	Recog.	Prod.	Recog.
1.	D: 9 I: 6	10/11	7/9	P: 0/3 R: 2/3		P: 1/3 R: 2/3	
2.	D:12 I:3	11/12	9/9	P: 0/3 R: 1/3		P: 3/3 R: 1/3	
Null	D: 8 I: 3	6/7	✗	✗		✗	
3.	D:10 I: 6	10/10	8/9	P:0/3 R: 2/3		P: 3/3 R: 2/3	
4.	D:12 I:5	5/5	9/9	P: 0/3 R:1/3		P: 3/3 R:1/3	
5.	D: 9 I: 6	9/9	7/9	P: 0/3 R:: 2/3		P: 0/3 R: 2/3	
Null	D:5 I: 8	6/6	✗	P: 0/3 R: 2/3		P: 0/3 R: 2/3	
6.	D: 8 I: 3	9/10	7/8	P: 0/3 R: 2/3		P: 3/3 R: 2/3	
Null.	D: 7 I:8	7/8	✗	P: 1/3 R: 2/3		P: 0/3 R:2/3	
7.	D: 9 I:5	6/6	9/9	P: 1/3 R:3/3		P: 3/3 R: 3/3	
8.	D: 11 I: 7	10/10	7/8	P: 0/3 R: 2/3		P: 2/3 R: 2/3	
Null	✗	✗	8/8	P:0/3 R: 2/3		P: 3/3 R: 2/3	
9.	D: 10 I:4	6/6	9/9	P: 3/3 R: 2/3		P: 3/3 R: 2/3	
10.	D: 10 I: 6	10/10	9/9	P: 0/3 R: 2/3		P: 3/3 R:2/3	
TOTAL	D: 100/120 I: 51/120	86/89	81/88	P: 4/30 R: 19/30		P:24/30 R: 19/30	
TOTAL (%)	D: 83.33 I: 42.5	96.62	92.04	P: 13.33 R: 63.33		P: 80 R: 63.33	

SPAN 130 (09)		Immediate posttest		Delayed posttest			
Student	Learning style mini-survey Max. per category: 12	Conditional #1 (Inductive) Correct sentences/Total number of sentences	Conditional #2 (Deductive)	Conditional #1 (Inductive)		Conditional #2 (Deductive)	
				Prod.	Recog.	Prod.	Recog.
Null	D: 12 I:10	✗	5/8	P: 0/3 R: 1/3		P:3/3 R: 1/3	
Null		✗	4/4	P: 0/3 R: 3/3		P: 3/3 R: 3/3	

1.	D: 10, I: 8	9/9	9/9	P: 3/3 R: 3/3	P: 3/3 R: 3/3
2.	D: 9 I: 8	6/8	8/8	P: 1/3 R: 3/3	P: 0/3 R: 3/3
3.	D: 9 I: 3	5/5	7/7	P: 3/3 R: 3/3	P: 3/3 R: 3/3
Null		✗	✗	P: 0/3 R: 3/3	P: 0/3 R: 3/3
4.	D: 10 I: 5	7/7	6/6	P: 3/3 R: 3/3	P: 3/3 R: 3/3
5.	D: 10 I: 5	2/6	8/9	P: 0/3 R: 3/3	P: 3/3 R: 3/3
6.	D: 11 I: 3	7/7	8/8	P: 0/3 R: 3/3	P: 3/3 R: 3/3
7.	D: 7 I: 3	8/8	9/9	P: 3/3 R: 3/3	P: 3/3 R: 3/3
Null	D: 7 I: 7	✗	5/5	P: 0/3 R: 1/3	P: 2/3 R: 1/3
Null		✗	9/9	P: 0/3 R: 2/3	P: 3/3 R: 2/3
Null	D: 7 I: 7	7/9	✗	P: 0/3 R: 3/3	P: 0/3 R: 3/3
8.	D: 11, I: 5	6/6	6/8	P: 1/3 R: 3/3	P: 0/3 R: 3/3
Null	D: 6 I: 8	6/6	9/9	✗	✗
9.	D: 10 I: 8	10/10	9/9	P: 1/3 R: 3/3	P: 2/3 R: 3/3
10.	D: 10 I: 10	1/5	9/9	P: 3/3 R: 3/3	P: 0/3 R: 3/3
TOTAL	D: 97/120 I: 58/120	61/71	79/82	P: 18/30 R: 30/30	P: 20/30 R: 30/30
TOTAL (%)	D: 80.83 I: 23.33	85.91	96.34	P: 60 R: 100	P: 66.66 R: 100

Appendix III: Materials: Student handouts (tasks), Post-tests and Learning Style Survey

HANDOUT 1: Deductive instruction/ Conditional type 1 SPAN 130 (01)

CONDICIONAL TIPO 1

- ▶ Estructura (el orden no altera la estructura):

Cláusula subordinada con "si"	Cláusula principal
Si + presente de indicativo	a. Futuro (*veremos otras opciones más adelante)

- ▶ Ejemplos:
 - Si *llueve* mucho, habrá una inundación
 - Habrá una inundación, si *llueve* mucho
- ▶ Uso:
 - La acción es posible.
 - Si se cumplen las condiciones hipotéticas, la acción será real.

I. Mensaje en una botella: Interpretación de un video:

Paso 1. Siguiendo la estructura gramatical que hemos visto, decide qué frases son correctas cuáles incorrectas.

Paso 2. Siguiendo la lógica del video, decide qué frases son correctas y cuáles incorrectas.

Frase	Correcta Gramaticalmente	Incorrecta gramaticalmente	Correcta según el contenido	Incorrecta según el contenido
1. Encontrarás un mensaje de amor en una botella, si corres por la playa.				
2. Si corres por la playa, encontrarás una botella.				
3. Si reciclas, ayudarás al medio ambiente.				
4. Ayudarás al medio ambiente si reciclas.				

II. La educación medioambiental.

En parejas. Quieres enseñarle a tu hijo/a los valores medioambientales. Estás buscando información sobre recomendaciones ecológicas y encuentras las siguientes. Ponlas en orden para que así puedas decírselas a tu hijo/a.

1. Si no echas basura a la calle...	a. ...si apagas las luces innecesarias
2. Evitarás la acumulación de basura...	b. ...ahorraré mucha agua
3. Ahorrarás energía eléctrica...	c. ...si utilizas papel biodegradable
4. Si te cepillas los dientes con un vaso de agua y no con el grifo abierto...	d. ...ahorrarás combustible y evitarás la contaminación ambiental.
5. Si reciclas el papel que usas...	e. ...contribuirás a que no se acumule basura.

6. Si usas el transporte colectivo...

f. ...contribuirás a mantener los bosques.

III. Una campaña para "greenpeace".

- ▶ **En grupos.** Sois un grupo de activistas de Greenpeace y vais a elaborar una campaña para promover una vida más ecológica.



- ▶ **Paso 1.** Elige el tema de tu campaña.
 - Modelo: "La deforestación"
- ▶ **Paso 2.** Escribe un lema (*motto*) para tu campaña:
 - Modelo: "¿Vas a permitirlo?"
- **Paso 3.** Elabora dos listas con la estructura condicional tipo 1. **Incluye al menos 10 frases condicionales.** Puedes usar el vocabulario de las páginas 204-205.
 - Primera lista: advertencias. ¿Cuáles son los peligros que implican no hacer cambios respecto a tu tema?
 - Segunda lista: un mundo mejor. ¿Cómo mejorará el futuro los cambios que sugieres?

IV. Presentación de la campaña

Advertencias	Un mundo mejor
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

- ▶ Elegid un portavoz (*spokesperson*) para vuestra campaña y presentadla ante tus compañeros.

HANDOUT 2: Inductive instruction/ Conditional type 1 SPAN 130 (09)**Si te importa el medio ambiente...****I. Mensaje en una botella: Interpretación de un video:**

- ▶ Primero vas a ver el siguiente anuncio:
- ▶ **Paso 1.** Lee las siguientes frases y decide cuáles son ciertas y cuáles falsas, según lo que ocurre en el anuncio.
 - Si *corres* por la playa, encontrarás una botella con un mensaje. C / F
 - Encontrarás una botella con un mensaje si *corres* por la playa. C / F
 - Ayudarás al medio ambiente si *reciclas*. C / F
 - Si *reciclas*, ayudarás al medio ambiente. C / F
- ▶ **Paso 2.**
 - a) Lee de nuevo las frases anteriores e intenta elaborar una fórmula que te ayude a recordar esta estructura:

Cláusula subordinada con "si"	Cláusula principal
Si + _____	_____

- b) Presta atención otra vez a los ejemplos de arriba ¿afecta el orden a la estructura? Pon un círculo en tu respuesta: Sí / No
- c) En los ejemplos anteriores:
 - ▶ ¿Qué tipo de evento se describe? Describe con tus palabras:

 - ▶ ¿Puede ocurrir la acción realmente? Pon un círculo en tu respuesta: Sí / No

II. La educación medioambiental.

En parejas. Paso 1. Quieres enseñarle a tu hijo/a los valores medioambientales. Estás buscando información sobre recomendaciones ecológicas y encuentras las siguientes. Ponlas en orden para que así puedas decírselas a tu hijo/a.

1. Si no echas basura a la calle...	a. ...si apagas las luces innecesarias
2. Evitarás la acumulación de basura...	b. ...ahorrarás mucha agua
3. Ahorrarás energía eléctrica...	c. ...si utilizas papel biodegradable
4. Si te cepillas los dientes con un vaso de agua y no con el grifo abierto...	d. ...ahorrarás combustible y evitarás la contaminación ambiental.
5. Si reciclas el papel que usas...	e. ...contribuirás a que no se acumule basura
6. Si usas el transporte colectivo...	f. ...contribuirás a mantener los bosques

Paso 2. Reflexión. Lee las frases anteriores. ¿Piensas que la fórmula que pensaste para la actividad anterior se aplica aquí también?

Cláusula subordinada con "si"	Cláusula principal
Si + _____	_____

III. Una campaña para “greenpeace”.

- ▶ **En grupos.** Sois un grupo de activistas de Greenpeace y vais a elaborar una campaña para promover una vida más ecológica.



- ▶ **Paso 1.** Elige el tema de tu campaña.
 - Modelo: “La deforestación”
- ▶ **Paso 2.** Escribe un lema (*motto*) para tu campaña:
 - Modelo: “¿Vas a permitirlo?”
- **Paso 3.** Elabora dos listas con la estructura condicional tipo 1. **Incluye al menos 10 frases condicionales.** Puedes usar el vocabulario de las páginas 204-205.
 - Primera lista: advertencias. ¿Cuáles son los peligros que implican no hacer cambios respecto a tu tema?
 - Segunda lista: un mundo mejor. ¿Cómo mejorará el futuro los cambios que sugieres?

IV. Presentación de la campaña

Advertencias	Un mundo mejor
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

- ▶ Elegid un portavoz (*spokesperson*) para vuestra campaña y presentadla ante tus compañeros.

HANDOUT 3: Deductive instruction/ Conditional type 2 SPAN 130 (09)**CONDICIONAL TIPO 2****HOJA 1**

- Estructura (el orden no modifica la estructura):

Cláusula subordinada con “si”	Cláusula principal
Si + <i>imperfecto de subjuntivo</i>	<p><u>Condicional:</u></p> <ul style="list-style-type: none"> • Verbos regulares: Infinitivo + ía íamos ías íais ía ían • Verbos irregulares (misma raíz que para el futuro + terminaciones de condicional): tendr- vendr- habr- , etc.

- Ejemplo:
 - Si *tuviera* dinero viajaría a Australia
 - Viajaría a Australia si *tuviera* dinero
- Uso:
 - La acción es poco probable: la condición NO existe en el momento presente y la acción NO puede realizarse.

Perdidos en una isla I

Si tu avión no *llegara* nunca a su destino y *aterrizara* en una isla remota: ¿qué harías?

En parejas. Paso 1. Si *fuerais* los líderes del grupo, ¿qué haríais? Une las frases para que tengan sentido.

- Modelo: Si *tuviéramos* que hacer fuego, buscaríamos leña.

1. <u>Buscaríamos</u> fruta, <u>pescaríamos</u> y	a. si ella <i>fuera</i> una fugitiva de la justicia.
2. Si una de las supervivientes <i>estuviera</i>	b. si no <i>hubiera</i> comida.
3. <u>Observaría</u> con cuidado a una de las supervivientes,	c. <u>nos esforzaríamos</u> para aprender la lengua.
4. Si <i>encontráramos</i> a unos habitantes	d. <u>buscaría</u> un juguete para el futuro bebé.
5. Si todos los supervivientes <i>hablaran</i>	e. no <u>querríamos</u> tener contacto con ellos.

HOJA 2

Perdidos en una isla II.

En parejas. Paso 2. Ordena la secuencia de acciones desde lo más importante a lo menos importante. Justifica oralmente el orden que das a cada acción.

Modelo: Si *tuviéramos* que hacer fuego, buscaríamos leña. **1.** Justificación: El fuego es lo primero porque es necesario para cocinar la comida y para mantenernos calientes.

Orden	Acción
	<u>Buscaríamos</u> fruta, <u>pescaríamos</u> y <u>cazaríamos</u> animales si no <i>hubiera</i> comida,
	Si una de las supervivientes <i>estuviera</i> embarazada, <u>buscaría</u> un juguete para el futuro bebé.
	<u>Observaría</u> con cuidado a una de las supervivientes, si ella <i>fuera</i> una fugitiva de la justicia.
	Si <i>encontráramos</i> a unos habitantes violentos en la isla, no <u>querríamos</u> tener contacto con ellos.
	Si todos los supervivientes <i>hablaran</i> inglés y nosotros no, <u>nos esforzaríamos</u> para aprender la lengua.

¿Qué harían ellos en una isla remota?

En grupos. Paso 1. Elige a tres de los siguientes personajes y decide qué haría cada uno de ellos en las siguientes circunstancias. Completa las frases con tus personajes y con la continuación de la frase:

Los Obama Charlie Sheen Los Romney Harry Potter

Modelo: Si los Obama *fuera*n a una isla remota, Michelle crearía un huerto para verduras y Barack buscaría un médico para ayudar gratis a los otros habitantes de la isla.

- Si _____ [tu(s) personaje(s)] _____ (tener) que elegir tres objetos para llevarse a la isla _____
- Si otros habitantes _____ (llegar) a la isla _____ [tu(s) personaje(s)] _____
- _____ [tu(s) personaje(s)] _____ si _____ (aparecer) un barco

¿Qué haríais vosotros en una isla remota?

En grupos. Paso 2. Modifica las frases del paso 1. ¿Qué haríais vosotros en esas circunstancias? Escribid las frases completas.

- 1.
- 2.
- 3.

En grupos. Paso 3. Siguiendo el modelo de las frases anteriores, cread otras situaciones hipotéticas y explicad qué haríais vosotros.

- 4.
- 5.
- 6.

HOJA 2

Perdidos en una isla II.

En parejas. Paso 2. Ordena la secuencia de acciones desde lo más importante a lo menos importante. Justifica oralmente el orden que das a cada acción.

Modelo: Si *tuviéramos* que hacer fuego, buscaríamos leña. **1.** Justificación: El fuego es lo primero porque es necesario para cocinar la comida y para mantenernos calientes.

Orden	Acción
	<u>Buscaríamos</u> fruta, <u>pescaríamos</u> y <u>cazaríamos</u> animales si no <i>hubiera</i> comida,
	Si una de las supervivientes <i>estuviera</i> embarazada, <u>buscaría</u> un juguete para el futuro bebé.
	<u>Observaría</u> con cuidado a una de las supervivientes, si ella <i>fuera</i> una fugitiva de la justicia.
	Si <i>encontráramos</i> a unos habitantes violentos en la isla, no <u>querríamos</u> tener contacto con ellos.
	Si todos los supervivientes <i>hablaran</i> inglés y nosotros no, <u>nos esforzaríamos</u> para aprender la lengua.

¿Qué harían ellos en una isla remota?

En grupos. Paso 1. Elige a tres de los siguientes personajes y decide qué haría cada uno de ellos en las siguientes circunstancias. Completa las frases con tus personajes y con la continuación de la frase:

Los Obama Charlie Sheen Los Romney Harry Potter

Modelo: Si los Obama *fuera*n a una isla remota, Michelle crearía un huerto para verduras y Barack buscaría un médico para ayudar gratis a los otros habitantes de la isla.

4. Si _____ [tu(s) personaje(s)] _____ (tener) que elegir tres objetos para llevarse a la isla _____
5. Si otros habitantes _____ (llegar) a la isla _____ [tu(s) personaje(s)] _____
6. _____ [tu(s) personaje(s)] _____ si _____ (aparecer) un barco

¿Qué haríais vosotros en una isla remota?

En grupos. Paso 2. Modifica las frases del paso 1. ¿Qué haríais vosotros en esas circunstancias? Escribid las frases completas.

- 1.
- 2.
- 3.

En grupos. Paso 3. Siguiendo el modelo de las frases anteriores, cread otras situaciones hipotéticas y explicad qué haríais vosotros.

- 4.
- 5.
- 6.

HANDOUT 5: Delayed Post-tests**Delayed Post-test # 1 (Production)**

Please complete to the best of your knowledge.

A. Prospective Yale students. You are mentoring a prospective student who has to make a decision regarding whether he/she wants to attend Yale U or not. These are advice and warnings that you could give him/her. Complete the sentences with the appropriate form of the verb.

1. Si tú _____ (querer) ir a una universidad con muchos estudiantes de países diferentes, en Yale _____ (conocer) a muchos estudiantes internacionales.
2. Tú no _____ (poder) ahorrar mucho dinero, si _____ (tener) que pagar la universidad sin ayuda.
3. Si a ti _____ (gustar) vivir cerca de Nueva York, _____ (poder) ir allí en tren con frecuencia.

B. Christmas in rehab. Charlie Sheen has to spend Christmas in rehab *again*. While he is there, he thinks about how his Christmas could be different if he didn't have to be in rehab. Complete the sentences with the appropriate form of the verb.

1. Si no _____ (beber) tanto alcohol, _____ (poder) estar con mi familia ahora.
2. Si no _____ (tener) tanto dinero, no _____ (hacer) tantas fiestas y _____ (gastar) el dinero en regalos para mis hijos.
3. _____ (estar) con mis hijos ahora si mi vida _____ (ser) diferente.

Delayed Post-test # 2 (Recognition)

Please complete to the best of your knowledge.

Yale Daily News. You work at the YDN and there has been a technological glitch. Suddenly, all the quotes from a medical journal you wanted to use have become jumbled. You have to re-arrange them so they make sense again.

1. "Habrá muchos problemas	a. habrá muchas enfermedades que no se investigarán"
2. "Estudiaría medicina	b. habría más vacunas"
3. "Si las compañías farmacéuticas controlan el mercado médico	c. si no damos más dinero a la investigación"
4. "Si hubiera más recursos para la investigación	d. si no quisiera ser biólogo marino"
5. "No se conseguiría avanzar en la ciencia	e. si las nuevas tecnologías se usan para la medicina"
6. "Los médicos tendrán nuevas formas de tratar a los pacientes	f. si no se hicieran experimentos"

HANDOUT 6: Learning Style Survey

Fragment from “Learning Style Survey: Assessing Your Own Learning Styles.”

By Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi.

The Learning Style Survey is designed to assess your general approach to learning. It does not predict your behavior in every instance, but it is a clear indication of your overall style preferences. For each item, circle the response that represents your approach... Do not spend too much time on any item—indicate your immediate feeling and move on to the next item.

For each item, circle your response:

0 = Never

1 = Rarely

2 = Sometimes

3 = Often

4 = Always

- a) I like to go from general patterns to the specific examples in learning a target language.
0 1 2 3 4
- b) I like to start with rules and theories rather than specific examples.
0 1 2 3 4
- c) I like to begin with generalizations and then find experiences that relate to those generalizations.
0 1 2 3 4
- d) I like to learn rules of language indirectly by being exposed to examples of grammatical structures and other language features.
0 1 2 3 4
- e) I don't really care if I hear a rule stated since I don't remember rules very well anyway.
0 1 2 3 4
- f) I figure out rules based on the way I see language forms behaving over time.
0 1 2 3 4