The Preamble to Form-Function Mapping: The Development of a Theoretical Construct to Respond to Elemental Stages in the Language-Learner’s Processing of SE Periphrastic Verb Forms

Amina Ibrahim Ali
CONTEXT

LEARNER LANGUAGE
developmental (Selinker 1972)
random (Larsen-Freeman 1997)
non-systematic (Corder 1973, Mc Laughlin 1990 and Ellis 1999)

SYNERGISTIC
NON-DIDACTIC

COMMUNICATIVE LANGUAGE
CLASSROOM

LEARNER LANGUAGE IS NOT USED TO
1. measure the effectiveness of teaching materials or
2. devise formal procedures for feedback
GROUNDED THEORY METHODOLOGY*

- Research Questions
- Purposeful Sampling
- Theoretical Sampling
FINDINGS - LEXICAL TREATMENT OF VERB FORMS challenged theoretical constructs on interlanguage development

- have to, have — en, had —en, had, would have, should have
- is/are — ing
- is/are - en
- participial adjectives and participles
- been
- being
- unmarked verb
- was/were — ing
- was/were -en
- is/has (‘s)
- would/had (‘d)
FINDINGS- RANDOMIZATION
confined non-systematicality to grammar tests

• Where does he’ll stay (stay) when he’ll go (go) to New York?
• When I was wake up (wake up) a man had being stand (stand) next to me, asking my name.
• My parents have being read their invitation.
• In 1984 it was be (be) struck by lightening during a storm, I think there was a terrible fire.
• I have to (go) home as soon as I’ll be (finish) work.
• I’d love is seeing (see) Brian again!
• The first VW will made (make) in 1938.
• You will failed (fail) your exam if you will not studying (not study) hard.
• There had crashed a number of serious accidents involving lorries and coaches.
The Explanatory Theory =
Learners were cognitively burdened*

Intrinsic Cognitive Load

- unmarked verbs

Extraneous Cognitive Load

- Confusion of orthographically and phonetically similar forms

RANDOMIZATION in grammar exercises
The Operational Theory*

spaced retrieval
Nation and Macalister
Language Curriculum Design 2010

capsulized presentations

the variability effect
den Merriënboer and Sweller
Cognitive Load Theory 2005

cognitive-behaviorist models
Cook
Second Language Learning 2008

the goal-free effect

granular approach to grammar

reducing textbook units to isolated segments
COMPARISON OF SE PERIPHRASTIC FORMS

• Errors were no longer attributable to instructions, cues and examples provided in grammar evaluation exercises.
• Substitution errors thus far fewer partial forms.
• Approximation of progressive forms but in the case of A2 learners, this tendency was confined to grammar tests.
• Confusion of surface forms was limited to ‘have’ and confined to grammar tests.
• The unmarked verb form was found in one environment only – in participle position.
• Evidence that learners understood how to wield the past progressive as a temporal frame.
CONCLUSION*

Error groupings: a toolkit or a sound theoretical base.

Will aid in:

1) intercepting non-target forms.
2) grouping verb phrases for the purposes of disentangling them, and
3) helping to build a system of organized feedback