

Resources for the Learning of Spanish Available at CARLA

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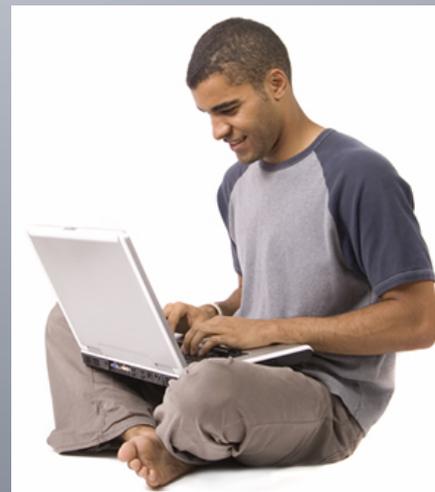
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Spanish Grammar Strategies Website

- [http://www.carla.umn.edu/
strategies/sp_grammar/
index.html](http://www.carla.umn.edu/strategies/sp_grammar/index.html)

This website is dedicated to the pursuit of ways to enhance learners' control of Spanish grammar.



How?

By providing examples of **strategies** that **learners** of Spanish have used successfully in their efforts to deal with problematic grammar.

Grammar strategies are deliberate thoughts and actions that learners consciously employ in order to have better control of grammar structures.

Where did we find these grammar strategies?



From learners themselves: The website features strategies deployed successfully by learners, including strategies from nonnative teachers of Spanish – who must learn and perform Spanish grammar if they are going to teach it to others.

- So, rather than being a repository of Spanish grammar rules (which can be found elsewhere on the web), this website is intended to offer a representative set of strategies for dealing with problematic grammar – offered by numerous learners who have “been there and done that” successfully. (We’ve checked to make sure that they do have control over the forms that they’ve shared their strategies for.)

Organization of the Website

- **Introduction**

- Reasons for using strategies to learn and perform Spanish grammar
- Definition and example of a grammar strategy
- Questions to promote self-awareness of current language strategy use
- Purpose of the website
- Factors that influence the choice and effectiveness of grammar strategies

- ***Learning Style Survey***

- **Rationale for using particular strategies**

- **Glossary**

How can I use this website?



- **“I’m looking for a strategy that someone has used successfully to learn a specific grammar form.”**



“I’m looking for strategies that match my learning style and that can apply to various grammar forms.”

“I’m looking for a strategy that someone has used successfully to learn a specific grammar form.”

Tenses

- Preterite
- Imperfect
- Preterite vs. imperfect

Moods

- Subjunctive
- Imperfect subjunctive
- Conditional
- Conditional perfect and pluperfect subjunctive
- Commands

Pronouns

- Simultaneous use of direct and indirect object pronouns
- Reflexive pronouns in present perfect constructions
- Direct and indirect object pronouns in affirmative and negative *tú* commands

Relative pronouns

“I’m looking for a strategy that someone has used successfully to learn a specific grammar form.”

Ser vs. Estar

Por vs. para

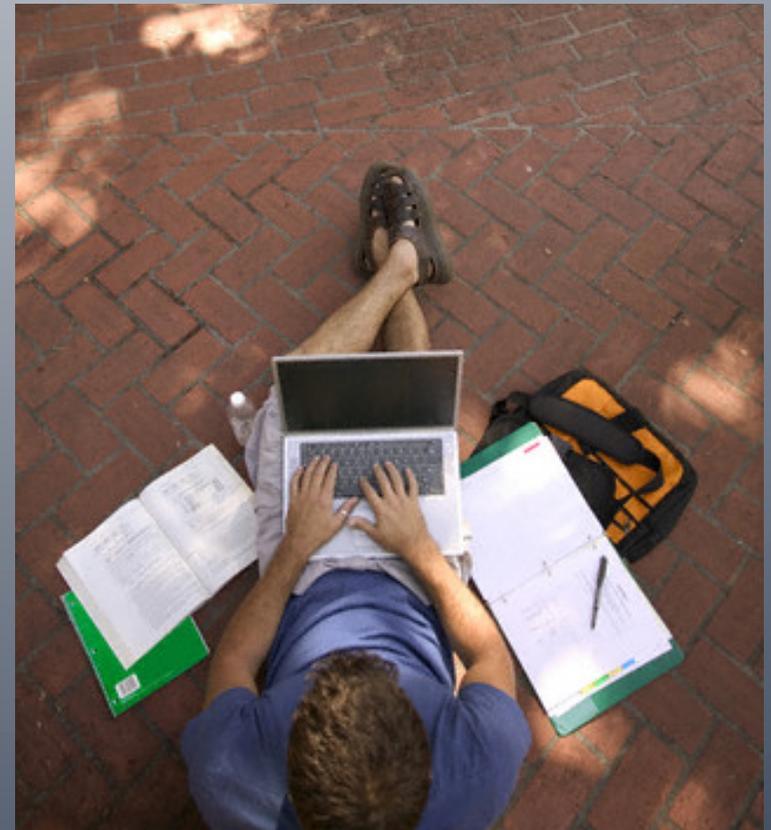
Negative words

Superlatives

Hacer and desde in time expressions

Other

- *Lo* + adjectives
- Gender and number agreement
- Gender of nouns
- Demonstrative adjectives



“I’m looking for strategies that match my learning style and that can apply to various grammar forms.”

Auditory

Rhymes
Songs and chants
Talking to native speakers

Quasi-math formulas
Quick grammar references

Visual

Color coding
Decision maps
Drawings / mental images
Note cards
Playing with verbs

Kinesthetic

Physical behaviors
Writing it over

Memory aids

Acronyms
Initials as a vehicle for mnemonics
Phrases as memory aids
Phrases as vehicles for syntax

- **Cognitive**

- English sentences with Spanish syntax
- English sentences with Spanish words inserted
- Focusing on meaning
- Learning materials as a chunk
- Learning grammar by explaining it to others



- Using archetypal sentences
- Using L1 to keep forms and functions straight

- **Context-based**

- Making associations
- Observing use of the form in context

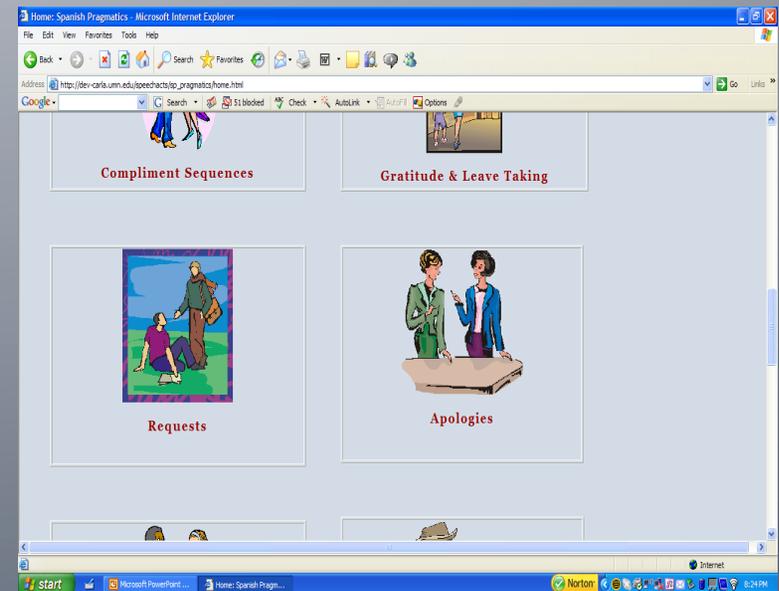
- **Other**

- Avoiding avoidance
- Combining perceptual modes

Spanish Pragmatics: “Dancing with Words”

[http://www.carla.umn.edu/speechacts/
sp_pragmatics/home](http://www.carla.umn.edu/speechacts/sp_pragmatics/home)

- The Spanish website, “Dancing with Words,” has a robust strategy overlay.
- Aside from an introductory unit, following units:
 - Compliments
 - Gratitude & Leave Taking
 - Requests
 - Apologies
 - Invitations
 - Service Encounters
 - Advice, Suggestions, Disagreements, Complaints, and Reprimands
 - Considerations for Pragmatic Performance



- Each module contains the following elements:
 - Introduction
 - Encountering the Speech Act
 - Strategies for Pragmatic Performance: Sociopragmatic and Pragmalinguistic Strategies
 - Important Sociocultural Factors
 - Language Varieties
 - Summary

The image displays two overlapping screenshots of a web browser interface for a Spanish language module. The top window, titled 'Compliments: Home - Microsoft Internet Explorer', shows a page with a 'Written Transcript' section. Below the transcript, there is a question: 'Were you able to find both a compliment and response? If you need to, play the conversation again, and then describe the *compliment* and the *compliment response* below.' There are two input fields labeled 'Compliment' and 'Response', and a button that says 'Click here to check your answers.' Below the input fields, there is a text box containing the question: 'What will you learn about compliment sequences in Spanish in this module?' and a paragraph starting with 'this module, we will examine various pragmatic strategies you can'. The bottom window, titled 'http://dev-carla.umn.edu - Our Ideas - Microsoft Int...', shows a section titled 'OUR RESPONSES' with a sub-section 'Compliment'. The text in this section reads: 'There are actually a few compliments that you may have found in this conversation. First of all, the initial compliment is given to Carolina(left) on her necklace. *Ay, ¡Qué bonito es tu collar!* Laura (right) then continues with the compliment. *¡Anadas muy linda!* Carolina responds to Laura's compliment by "returning the favor." She also compliments Laura's necklace. *Tú también. Me encanta eso.* You can see from this brief conversation that complimenting requires interaction by giving the compliment and also responding to it. The compliments in this conversation function to build confidence in the relationship (often called, *solidaridad*).' Below this text is a 'Response' sub-section with a button that says 'Click here to check your answers.'



require negotiation on the part of the interlocutors.

Multiple and varied language strategies are important.

In Spanish, there are many language strategies available for leave taking. It is very common to use more than one strategy and to vary strategy choice across the interaction. A physical expression of closing (e.g., kiss on the cheek, hug, or handshake) is also very common.

Play each of the conversations below to get an idea of the many different language strategies that native speakers use to close a conversation. Notice the variation that exists even among the same speakers.

As you watch each of them, compile a list at the bottom of each of the strategies. This will give you a list of some of the key phrases you can use. As you experience more leave taking situations in Spanish, you can work on further building this list. Try and only use the transcripts if you need help and to check your answers. In each transcript, the leave taking strategies are color coded.



- Varieties of Peninsular and Latin American Spanish.
- Numerous video clips to demonstrate conversational dynamics, directness/indirectness and relative politeness.
- Guidelines for enhancing strategies for learning and performing speech acts.
- Extended exercises for learners to work their way thru these strategy sections.
- Piloting of the website at different proficiency levels and a research study found that the website was well received.