LA SECUENCIA GRAMATICAL EN LA ENSEÑANZA DEL ESPAÑOL EN LOS EEUU

THE GRAMMATICAL SEQUENCE IN THE TEACHING OF SPANISH AS A SECOND LANGUAGE IN THE USA

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Resumen: Este artículo es un resultado parcial de una investigación interdisciplinaria en curso sobre Lingüística Computacional y la Enseñanza del Español como Lengua Segunda. La investigación intenta superar la falta de análisis serios sobre estructuras gramaticales en los libros de enseñanza de segundas lenguas, especialmente el orden de las estructuras gramaticales. Empezamos con varios corpus orales en español como C-Or-DiAL, CORLEC y PRESEEA. Nuestro plan es incorporar corpus escritos como Corpus del Español en el análisis más tarde. Enviamos los corpus por un programa de análisis para etiquetar las palabras con sus partes del discurso que permitirá a los usuarios seleccionar subconjuntos de palabras del corpus basados en estas partes del discurso y así determinar la frecuencia en esos corpus. Este análisis nos dará un mejor entendimiento del orden gramatical porque la secuencia gramatical estará basada en la frecuencia de estas estructuras en discursos de hablantes nativos, teniendo en cuenta las situaciones comunicativas en los que estas producciones orales y escritas aparecen. Será un paso importante hacia una mejor comprensión de la enseñanza de la gramática, y podrá cambiar la forma de enseñarla.

Para hacer este trabajo sobre la secuencia gramatical, creemos que es esencial explorar la historia de la enseñanza del español y lo que es más importante la tendencia actual, no sólo en términos de la secuencia gramatical, sino también en la metodología. Para ello, vamos a analizar los libros de enseñanza de las casas editoriales más importantes (McGraw Hill, Pearson, Wiley) para enseñar Español Básico como Len-

gua Segunda. Vamos a investigar qué secuencia gramatical se usa y qué diferencias y similitudes encontramos en estos libros.

Palabras claves: Secuencia gramatical, Enseñanza del español, Adquisición de Segundas Lenguas.

Abstract: This article is a partial result of an ongoing interdisciplinary research in Computational Linguistics and the teaching of Spanish as Second Language. The research intents to overcome the lack of serious analysis on grammar structure of textbooks used for the Second Language Teaching market, especially the order of grammar structures. We started with various oral corpora in Spanish such as C-Or-DiAL, CORLEC, and PRESEEA. We plan to incorporate the written corpus, Corpus del Español, in a later stage. We send the corpus through an analysis program, to tag words with their part-of-speech and then allows the user to select subsets of corpus words based on those parts-of-speech and determine their frequency in those corpora. This analysis provides a better understanding of the grammar sequencing as the proposed grammar sequence will be based on the frequency of these structures found in native speaker utterances, taking in account the different communicational situations in which these oral and written productions take place. It will be big step towards a better understanding of the teaching of grammar and we hope it would change the way of teaching it.

To come up with this better sequencing in teaching grammar, it is essential to explore the history of the teaching Spanish and more importantly the actual trends, not only in terms of the grammar sequencing, but also in methodology. To do so, we will analyze the most prominent language publishing house textbooks (McGraw Hill, Pearson, Wiley) for teaching Elementary Spanish as Second Language. We will research which grammar sequencing is being used, and the difference and similarities we find between these textbooks.

Key words: Grammar sequencing, Teaching Spanish, Second Language Acquisition.

History of the Study of Grammar Sequence

Traditionally, grammar has been an essential component of language teaching. This presupposes the fundamental belief that it is possible to analyze and describe lan-

guage linguistically. Used widely the term ´grammar´ includes phonology, morphology, syntax, lexicology, semantics, and discourse analysis.

In the early years of the twentieth century, the grammatical sequence was a clearly defined set of topics presented in textbook whose order was conventionally accepted. It wasn´t until the **1920** that the **frequency principle** was first applied, first to lexis and then to grammar. Rarely used syntactic structures of the language taught were excluded in order to facilitate the learning process. Teaching should start from simple items and move towards more complex ones. The criteria to determine what was simple or complex was not an issue.

It wasn´t until **1950s and 1960s** when a more self-conscious approach to the grammatical sequence developed. The applied linguists of those years believed that it was possible to provide a **logical and psychological sequencing** of grammatical items based on valid descriptions of the target language. Good language teaching was based on the principle of careful grammatical gradation.

During the period between 1945 and 1965, many applied linguists, particularly in America, regarded contrastive analysis as a key instrument for establishing the grammatical content of language programs.

The concept of *gradation* in Mackey (1965) and *grading* in Halliday, McIntosh, and Strevens (1964) can be considered the first major attempt to conceptualize progression on second language sequences. Applying gradation to materials that already existed in the curriculum, Mackey made a distinction between 'grouping' and 'sequencing'. Looking at materials from the point of view of ´grouping´ will show what grammatical items have been, or could be, placed together because they go together linguistically or because they can be associated with one another psychologically. Looking at them from the point of view of ´sequencing´ leads to an understanding of consecutive arrangement. A few years later, the question of whether it was theoretically possible to establish linguistic or psychological principles of sequential arrangement was an issue among curriculum developers. Halliday *et al.* (1964) looked at the problem of sequencing from the perspective of a teacher

who has to plan a course lasting a number or hours, weeks, months, or years. They made a distinction between *stage* as a broad division of time segments and *sequence* as an ordering of language items within stages. In this case, sequencing is treated as a matter, which is determined, mainly by intuition and experience.

By the early 1960s, the strict selection of language items and careful sequencing was a basic requirement of good language teaching. Data was provided by descriptive linguistics and with the help of selection criteria and contrastive analysis helped to make an adequate decision about language content and to put the selection into a justifiable sequence.

In the early 1970s, the grammatical skepticism and the growing focus on communicative methods of teaching stole the relevance of grammatical sequencing. Some authorities questioned the belief that it is possible to stablish criteria according to which a grammatical sequence might be organized in a logically, psychologically, and pedagogically satisfactory way.

Since the 1970s, a debate about the primacy of grammatical or functional categories has contributed to the already prevalent questioning of conventional arrangement of grammatical features. During this period, an attempt was made to give up grammatical sequencing and to build language courses on a semantic basis with grammar taking second place.

The belief in the value of some kind of grammatical sequence structuring the teaching of a language has not been lost. However, modern thought on the grammatical syllabus is characterized by selectivity. Grammatical items are not included because they have always been taught, but because they can be justified in relation to the type of course, its length, objectives, and the student population.

Recent experience with notions, functions, and speech acts as well as with discourse and other communicative categories has not provided a replacement for the grammatical syllabus. However, thinking about grammar now tends to be related to functional-communicative aspects of language teaching. The key question is how best to integrate a grammatical syllabus with the demands of a functional or communicative/experiential syllabus. In order to create a gram-

matical sequence there is a wide consensus about certain pedagogical principles that have to be kept in mind. Most writers on grammar teaching observe that grammar is cumulative. The concept of requisite knowledge: there are many complex items, which presuppose previous knowledge, has to be recognized when creating a grammatical sequence. Finally, no item that has once been introduced should ever be lost of sight of.

As a conclusion, it can be said that in spite of doubts about the feasibility of a sequential arrangement, the grammar of a language cannot be taught all at once. Some sort of selection and sequencing is needed when creating a grammatical syllabus for the teaching of a second language. This does not mean that it should be the only organizing principle. It must be related to other subsystems of language as well to the non-linguistic elements –culture for i.e. - that should be part of the second language curriculum.

Grammatical Scope and Sequence Comparison in three Spanish textbooks

We have chosen *Unidos, Tu Mundo* and *Aventuras* for the comparative analysis, because they are one of the most recent and best-selling titles from the biggest publishing houses in the market for Elementary Spanish textbooks. Detailed information about these textbooks are shown in the following table.

*	Unidos	Tu Mundo	Aventuras 4e
Publisher	Pearson	McGraw Hill	Vista Higher Learning
Copyright	2013	2014	2014
Authors	Guzmán, Lapuerta, Liskin-Gasparro	Andrade, Egasse, Muñoz, Cabrera Puche	Blanco, Donley
Text pages	397	521	434
# of Chapters	13	15	16
Average pages per chapter	30	33	26
Parts per chapter	5	4	2
# of Grammar structures	58	60	57
Communicative Activities per Chapter	25	12	34

Table 1. Spanish Textbooks for comparative analysis

In further analysis, we list the absolute order of all grammar structures presented in each of the titles (See Appendix 1). Grey italics indicate that the structure is presented in a box, note, or otherwise treated as a minor structure with limited models and/or practice activities. Different gradation of grey/black colored cells show order in which structures are presented across the programs. See Major Structures tab for a more concise view of absolute order of Major grammar structures presented in each titles (See Appendix 2). Again, grey Italics indicate that the structure is presented in a box, note or otherwise treated as a minor structure with limited models and/or practice activities (note: some minor structures were left in this table for comparison purposes only to show how are presented across the programs). Different gradation of gray/black colored cells show how the absolute order of structures correlates across the programs. These Major Structures are presented in the following three tables. The first one is the overall view of all Major structures (Comparison of Major structures: Overall). For better view, we have separated the overall table in next two parts (Comparison of Major structures: Part 1 and Part 2).

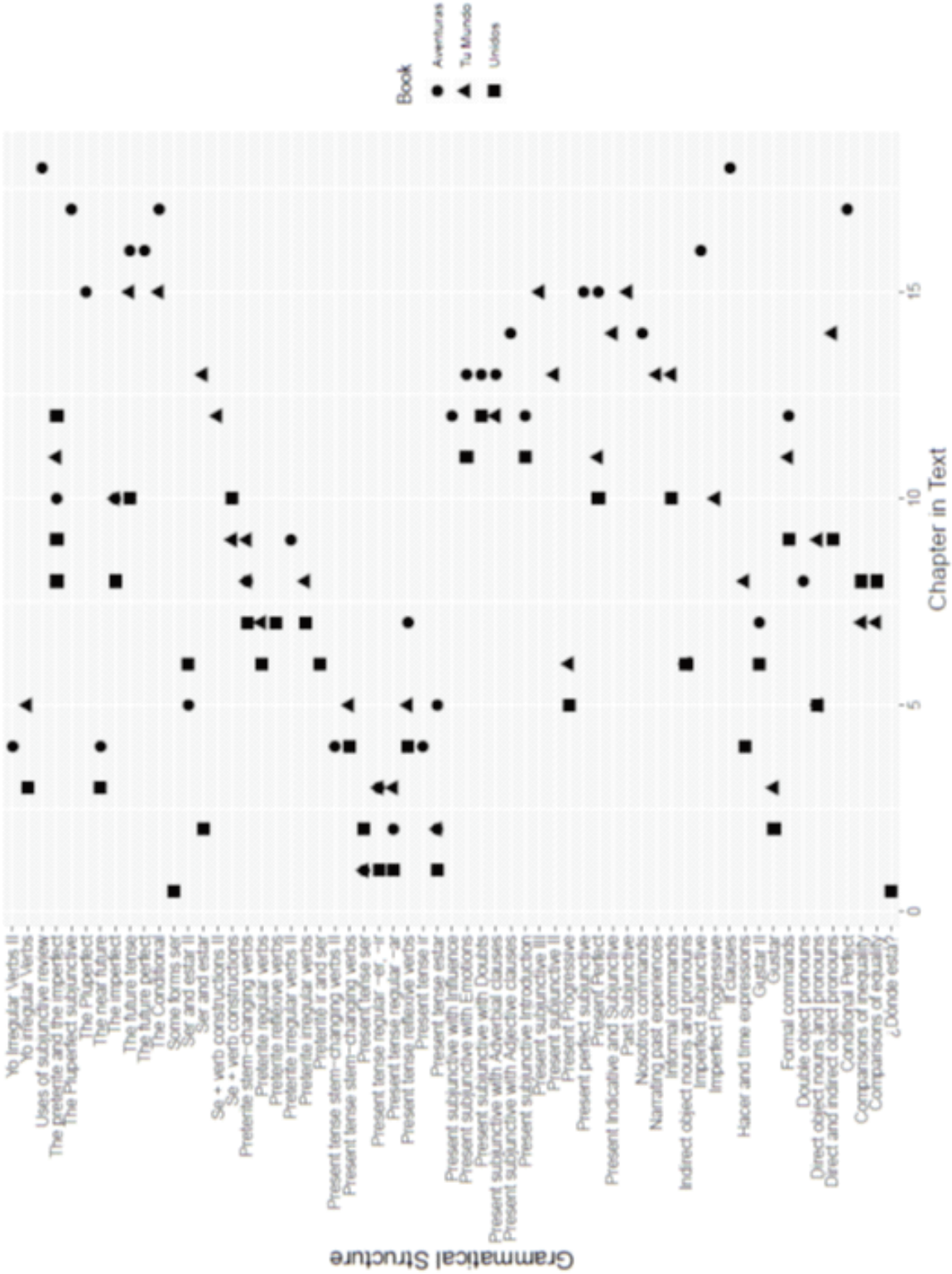

Table 2. Comparison of Major structures: Overall

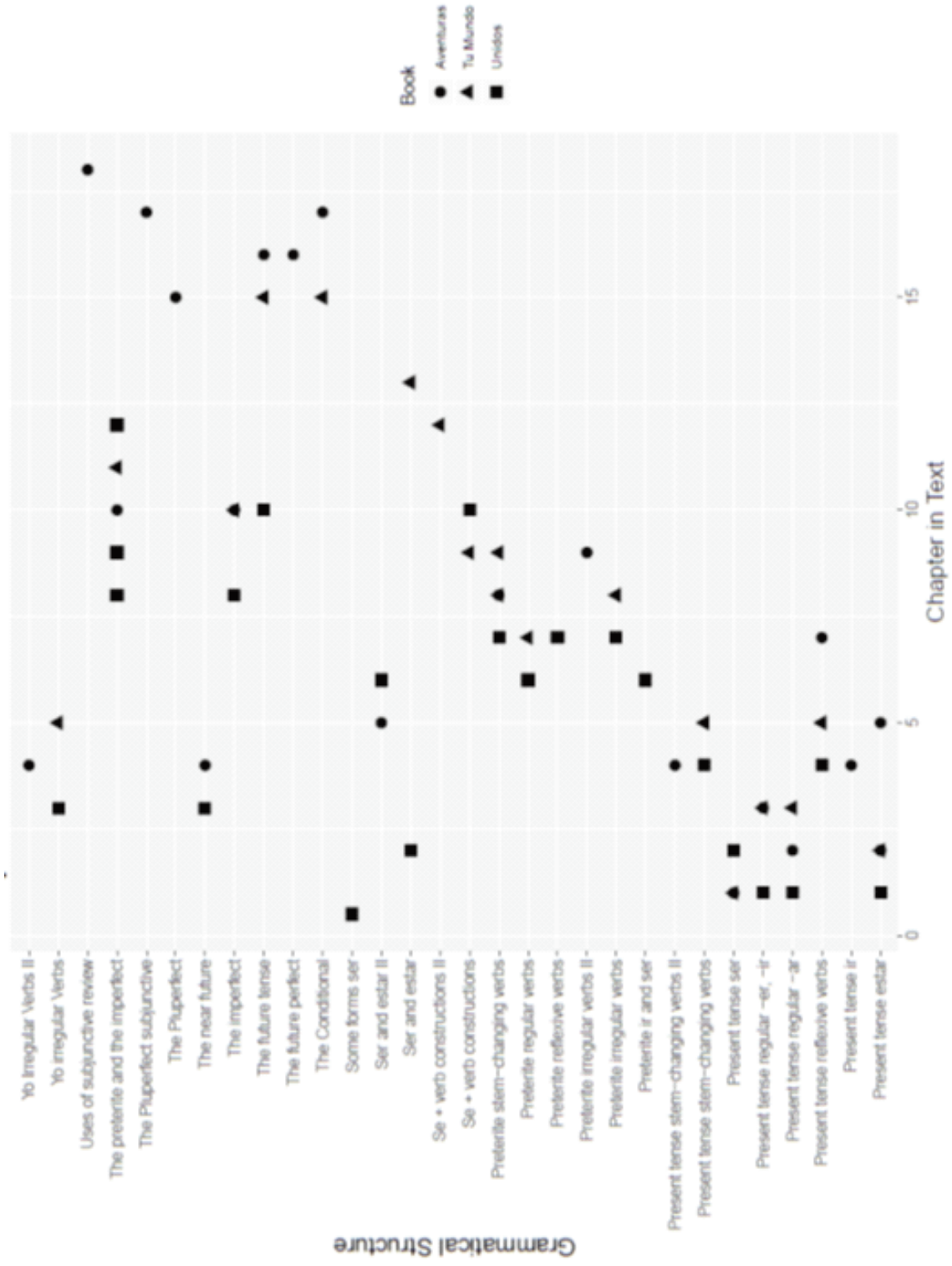

Table 3. Comparison of Major structures: Part 1

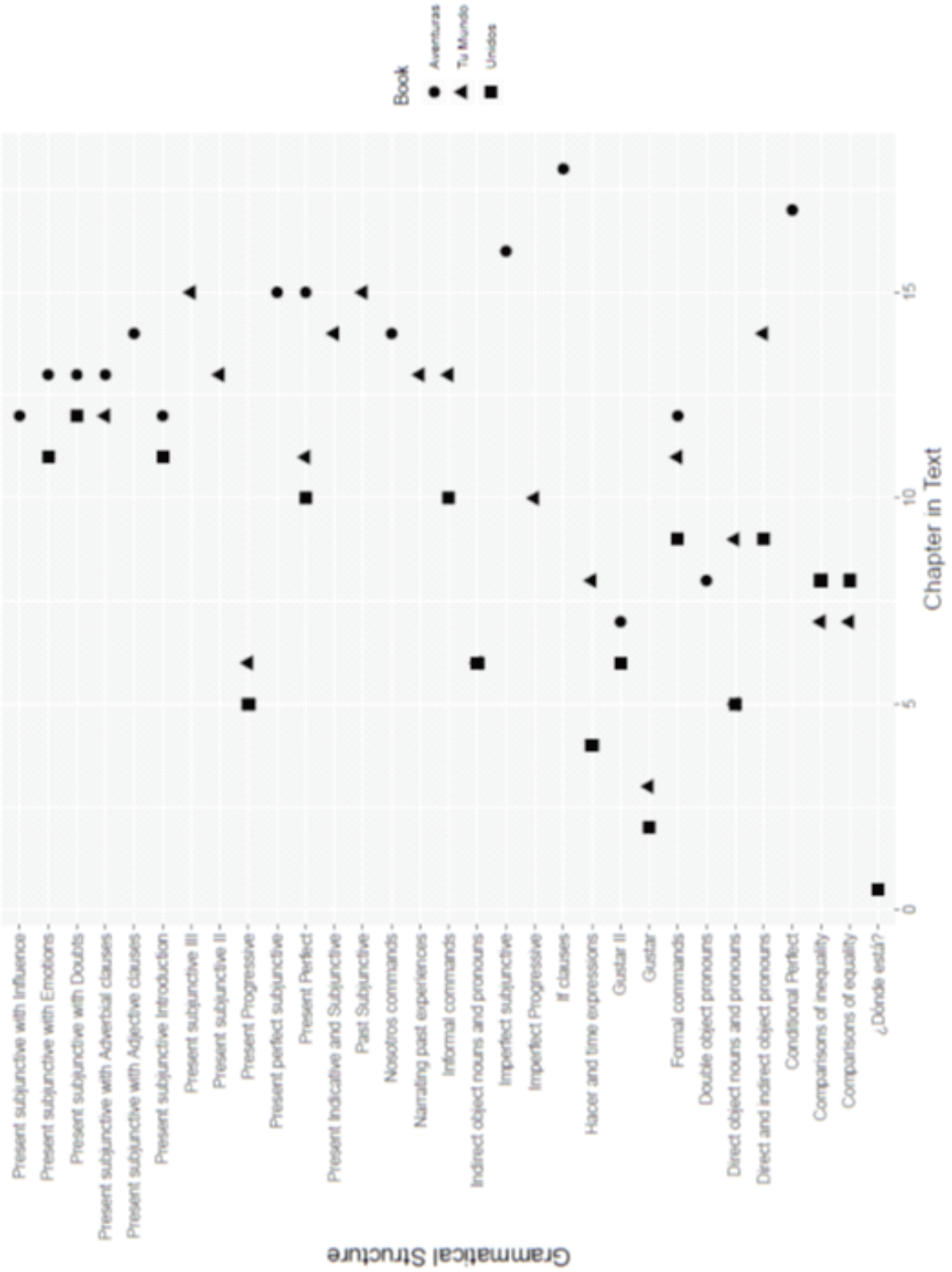

Table 4. Comparison of Major structures: Part 2

The following table highlights some of the major discrepancies found among the three programs in terms of the sequencing of the grammar structures.

Structure	Unidos	Tu Mundo	Aventuras
ser and estar	ser and estar presented in Preliminary chapter, followed by estar in 1 and ser in 2, immediately followed by contrast in 2. Review and more in chapter 6 Preliminary, 1, 2, 6	ser presented first in chapter 1, followed by estar in 2. Contrast not given until eleven chapters later in 13. 1, 2, 13	ser presented in chapter 1, followed by estar in 2, immediately followed by preliminary contrast. Full contrast three chapters later in 5. 1, 2, 5
gustar	after ser and estar presentation in chapter 2, with other similar verbs in chapter 6 2, 6	after ser and estar in chapter 3 3	briefly presented within the section on -ar verbs, given as memorized forms. after introduction of preterit, includes present and preterit uses of gustar 2, 8
present	regular -ar and -er/-ir in chapter 1, presented consecutively. Yo irregulars before all stem-changing verb groups presented over two sequential chapters (3 and 4). 1, 3, 4	regular -ar, -er, and -ir in chapter 3, presented together. Stem-changing verbs before yo irregular verbs presented over two sequential chapters (5 and 6). 3, 5, 6	regular -ar in chapter 2 and -er/-ir in chapter 3. Some yo irreg verbs in chapter 3 and 4, followed by stem-changing verbs in chapter 4 divided in two groups (e-ie/o-ue first and the e-i), with full presentation of yo irregular verbs after this in chapter 4. 2, 3, 4
reflexive pronouns	with present tense - before direct and indirect object pronouns in chapter 4, and with preterits in chapter 7 4, 7	with present tense --presented before stem vowel changes in chapter 5 5	with preterit sequence (though only practiced in present tense). Presented after both direct and indirect object pronouns 8
direct and indirect object pronouns	direct object before preterit and indirect object after preterit in chapter 6. Review of both uses right before use of both pronouns together in chapter 9. 6, 9	brief direct object pronoun in chapter 5 followed by indirect object pronouns in chapter 6. Review of direct object pronoun in chapter 9. Using both pronouns together in chapter 14. 5, 6, 9, 14	direct object pronoun in chapter 5 followed by indirect object pronouns in chapter 6. Double object pronouns in chapter 8. 5, 6, 8
preterit	regular followed by some irregular conjugations presented in chapter 6. Stem-changing verbs followed by more irregular preterits in chapter 7. 6, 7	regular in chapter 7, Irregular Preterits followed by stem changing verbs in chapter 8 (some stem changing verbs in chapter 9 too). 7, 8, 9	regular and irregular conjugations presented over 4 sequential chapters, with several other topics interspersed. 6, 7, 8, 9

imperfect	following chapter after preterits. Contrast analysis preterits vs imperfect in consecutive chapter (review in the following chapter) 8, 9	following chapter after preterits. Contrast analysis preterits vs imperfect in consecutive chapter 10, 11	following chapter after preterits and contrast analysis preterits vs imperfect in the same chapter 10
se + verb constructions	briefly presented with no sub-group explanations 10	impersonal se in chapter 9 and unplanned occurrences in chapter 12 9, 12	impersonal se and unplanned events together in chapter 10 10
formal commands	Long before present subjunctive, briefly presented in chapter 9 9	Long before present subjunctive, briefly presented in chapter 11 11	presented in Chapter 12 before the introduction to subjunctive 12
future	before introduction of present subjunctive in chapter 10 10	between uses of subjunctive in chapter 15 15	before introduction of present subjunctive in chapter 10 10
present subjunctive	introduction and all uses presented over 2 sequential chapters. 11-12	spread over 4 sequential chapters with many structures in between. Review of uses at the end of chapter 15 12-15	all uses presented over 3 sequential chapters. No other grammar structures mixed in. 12-14
perfect tenses	present perfect only in chapter 10 10	present perfect only in chapter 11 with review of use in chapter 13. 11, 13	present perfect indicative and subjunctive in chapter 15. Pluperfect, future, conditional indicative and pluperfect subjunctive in chapter 15-17. 15-17

This last chart resumes the missing grammar structures among the three textbooks.

Unidos	**Tu mundo**	**Aventuras**
Present tense of **ir** and **ir** a + infinitive	x	**ir** + a + infinitive
Hace with expressions of time	expressing *ago*: **hace** + time	x
informal commands	informal commands	x
Introduction to the present subjunctive	x	present subjunctive (forms and general uses intro)
x	the subjunctive in time clauses	present subjunctive with adverbial clauses
x	x	present subjunctive with adjective clauses
x	opinions and reactions: indicative and subjunctive	x
x	x	**nosotros** commands
x	x	pluperfect indicative
x	x	future perfect
x	the conditional	the conditional
x	x	conditional perfect
x	x	pluperfect subjunctive
x	x	if clauses (simple and compound)
x	x	present perfect and imperfect subjunctive

Conclusions

In all three textbooks analyzed, major grammar structures evolve around verbs, such as ser and estar, gustar, present tense, reflexive verbs, direct and indirect object pronouns, preterit tense, imperfect tense, se + verb constructions, formal commands, future tense, present subjunctive, and perfect tenses. We can see differences in treatment in its length, positions, and if it is repeated or not, but there is no doubt that verb system dictates grammatical sequencing.

In the part related to structures not included on each textbooks a, Indicative Mood is consistent in presenting its content. Only one book omitted what we call “near

future" (ir + a + infinitive), and another book does not present the temporal expression (hace + time). It is with Subjunctive Mood where we can see more structures omitted: only one book presents the Present Perfect, the Imperfect and Pluperfect. The same book present other structures absent in other textbooks, specially the perfect tenses: the Conditional Perfect, the Future Perfect, and Pluperfect Indicative Mood.

Although the three textbooks present almost the same number of grammatical structures (57, 58, and 60 according to Table 1), *Aventuras* introduces more Subjunctive Mood tenses, and Indicative Mood perfect tenses.

It is essential to not only decide which grammatical structures we should include in an Elementary Spanish textbook, but also its length, its position in the sequence, and how we can gradually include new information without forgetting to repeat structures already acquired.

In our next research, we will analyze several online methods (Rocket Spanish, Rosetta Stone, and Pimsleur) to see its grammatical structures, and compare them with these textbooks.

This article is a partial result of an ongoing interdisciplinary research in Computational Linguistics and the teaching of Spanish as Second Language. The research intents to overcome the lack of serious analysis on grammar structure of textbooks used for the Second Language Teaching market, especially the order of grammar structures. We started with various oral corpora in Spanish such as C-Or-DiAL, CORLEC, and PRESEEA. We plan to incorporate the written corpus Corpus del Español in a later stage. We send the corpus through an analysis program, to tag words with their part-of-speech and then allows the user to select subsets of corpus words based on those parts-of-speech and determine their frequency in those corpora. This analysis provides a better understanding of the grammar sequencing as the proposed grammar sequence will be based on the frequency of these struc-

tures found in native speaker utterances, taking in account the different communicational situations in which these oral and written productions take place. It will be big step towards a better understanding of the teaching of grammar and we hope it would change the way of teaching it.

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Appendix 1

Unidos		Tu Mundo		Aventuras	
Structure	Chapter	Structure	Chapter	Structure	Chapter
El alfabeto	Pleliminar	El abecedario	1	alphabet	1
Singular forms of ser	Preliminar	Subject pronouns and the Verb **ser**	1	nouns (number and gender)	1
¿Dónde está?	Preliminar	Gender and numbers of Nouns	1	articles (definite and indefinite)	1
Los números de 0 a 99	Preliminar	Adjective-Noun Agreement	1	numbers (0-30)	1
La hora	Preliminar	Negation	1	present tense of **ser**	1
Present tense of regular -ar verbs	1	Expressing Age: The Verb **tener**	2	subject pronouns	1
Present tense of regular -er and -ir verbs	1	Expressing Location: The Verb **estar**	2	telling time	1
Articles and nouns	1	Forms and Placement of Adjectives	2	days of the week	2
Present tense of the verb *estar*	1	Origin: **ser de**	2	present tense -ar verbs	2
Interrogative words	1	Using **gustar** to Express Likes and Dislikes	3	*gustar*	2
Adjectives	2	Telling Time: **¿Qué hora es? ¿A qué hora...?**	3	question formation	2
Present tense of *ser*	2	Present Tense of Regular **-ar, -er,** and **-ir**	3	interrogative words	2
Ser and estar with adjectives	2	Demonstratives	3	present tense of **estar**	2
Possessive adjectives	2	Possession: **tener, ser de,** and Possessive Adjectives	4	contrast **ser** and **estar** (intro only)	2
Gustar	2	The verbs **preferir** and **querer** + Infinitive	4	prepositions with **estar**	2
Present tense of *hacer, poner, salir, traer, and oir*	3	Question formation	4	numbers (31+)	2
Present tense of *ir* and *ir a* + *infinitive*	3	Making Plans: **pensar, tener ganas de,** and **ir a** with Activities and Places	4	adjectives: forms, agreement, position	3
Numbers 100 to 2,000,000	3	Present Tense of Reflexive Verbs	5	possessive adjectives	3
Saber and *conocer*	3	Verbs with Stem Vowel Changes (**ie, ue**) in the Present Tense	5	present tense -er and -ir verbs	3
Some uses of *por* and *para*	3	Impersonal Direct Object Pronouns: **lo, la, los, las**	5	**tener** and **venir**	3
Present tense of stem-changing verbs: *e-ie, o-ue,* and *e-i*	4	Irregular Verbs	5	expressions with **tener**	3
Tener que + *infinitive*	4	Indirect Object Pronouns	6	present tense of **ir**	4
Adverbs	4	Present Progressive	6	contraction **al**	4
Hace with expressions of time	4	**Saber** and **poder** + Infinitive	6	**ir** + **a** + infinitive	4
Reflexive verbs and pronouns	4	Obligations: **tener que, deber, necesitar; hay que, es necesario** + Infinitive	6	stem-changing verbs (e-ie, o-ou)	4
Present progressive	5	Knowing People, Places, and Facts: **conocer** and **saber**	7	stem-changing verbs (e-i)	4
Expressions with *tener*	5	Comparisons of Inequality: **más/menos**	7	verbs with irregular **yo** forms (**decir, tener, venir, hacer, poner, salir,**	4
Direct object nouns and pronouns	5	Comparisons of Equality: **tan/tanto**	7	**salir** + prepositions	4
Demonstrative adjectives and pronouns	5	The Preterite Tense of Regular Verbs	7	ordinal numbers	5
Preterite tense of regular verbs	6	Verbs with Irregular Preterite Forms	8	**estar** with conditions, emotions	5
Preterite of *ir* and *ser*	6	Stem Changing Verbs in the Preterite	8	present progressive	5
Indirect object nouns and pronouns	6	Verbs with Special Meaning in the Preterite: **conocer, poder, querer, saber, tener**	8	contrast ser and estar (and changes in meaning)	5
Gustar and similar verbs	6	Expressing *ago*: **hacer** + Time	8	direct object pronouns	5
More about *ser* and *estar*	6	Personal and Impersonal Direct Object Pronouns: **lo, la, los,** and **las**	9	**saber** and **conocer**	6
Preterite of reflexive verbs	7	Using Affirmative and Negative Words: **alguien/nadie, algo/nada**	9	indirect object pronouns	6
Preterite of *-er* and *-ir* verbs whose stem ends in a vowel	7	Expressing *one* or *you*: The Impersonal **se**	9	preterit of regular verbs	6
Preterite of stem-changing *-ir* verbs (e-i) (o-u)	7	Stem-Changing Verbs: **pedir** and **servir**	9	preterit of verbs that end in -car, -gar, -zar	6
Pronouns after prepositions	**7**	Prepositions and Pronouns	10	irregular preterits (i-y)	6
Some irregular preterits	7	The Imperfect Tense	10	demonstrative adjectives and pronouns	6
The imperfect	8	Talking About Past Actions in Progress: The Imperfect Progressive	10	reflexive pronouns and verbs	7
The preterite and the imperfect	8	Using the Imperfect to Express Intention: **ir** + **a, querer** and **pensar** + Infinitive	10	indefinite and negative words	7
Comparisons of inequality	8	The Present Perfect	11	preterit of **ser** and **ir**	7
Comparisons of equality	8	Destination and Time: **por** and **para** (Part 1)	11	verbs like **gustar** (present and preterit)	7
The superlative	8	Polite Commands	11	irregular preterits (irregular stem changes)	8
Review of direct and indirect object pronouns	9	Using the Imperfect and the Preterite Together	11	double object pronouns	8
Use of direct and indirect object pronouns together	9	Present Subjunctive with **querer, recomendar,** and Other Verbs of Volition	12	comparisons (equality and inequality)	8
More on the imperfect and the preterit	9	The Subjunctive in Time Clauses	12	irregular comparative adjectives	8
Formal commands	9	Indirect Object Pronouns with Commands and Present Subjunctive	12	superlatives	8
Se + verb constructions	10	Unplanned Ocurrences: **se**	12	irregular preterits (irregular verbs)	9
Present perfect and participles used as adjectives	10	Describing: **ser** and **estar**	13	verbs that change meaning in preterit	9

Informal commands	10	Informal Commands	13	**¿qué?** and **¿cuál?**	9
The future tense	10	More Uses of the Subjunctive (Part 1)	13	prepositional pronouns	9
Introduction to the present subjunctive	11	Narrating Past Experiences: The Present Perfect, Imperfect, and Preterite	13	imperfect (regular and irregular verbs)	10
The subjunctive with expressions of emotion	11	Price, Beneficiary and Purpose: **por** and **para** (Part 2)	14	contrast preterit and imperfect	10
Uses of *por* and *para*	11	Using Indirect and Direct Object Pronouns Together	14	constructions with **se** (impersonal, unplanned events)	10
Possessive pronouns	12	Pronoun Placement Summary	14	adverbs (-mente and other common expressions)	10
Affirmative and negative expressions	12	Opinions and Reactions: Indicative and Subjunctive	14	**por** and **para**	11
Subjunctive with expressions of doubt	12	The Future Tense	15	reciprocal constructions	11
Preview of the preterite and imperfect	12	More Uses of the Subjunctive (Part 2)	15	long form possessive adjectives and pronouns	11
		The Conditional	15	long form possessive adjectives and pronouns	11
		Past Subjunctive and Summary of Uses of the Subjunctive	15	possessive pronouns	11
				relative pronouns (que, quien(es), lo que)	12
				formal commands	12
				position of pronouns with commands	12
				present subjunctive (forms and general uses intro)	12
				present subjunctive (influence)	12
				present subjunctive (feelings and emotions)	13
				present subjunctive (doubt and denial)	13
				present subjuntive with adverbial clauses	13
				present subjuntive with adjective clauses	14
				nosotros commands	14
				past participle as adjective	14
				present perfect indicative	15
				pluperfect indicative	15
				present perfect subjunctive	15
				future	16
				future perfect	16
				imperfect subjunctive	16
				conditional	17
				conditional perfect	17
				pluperfect subjunctive	17
				if clauses (simple and compound)	18
				review of uses of subjunctive	18

Appendix 2

Unidos		Tu Mundo		Aventuras	
Structure	Chapter	Structure	Chapter	Structure	Chapter
Singular forms of ser	Preliminar	Subject pronouns and the Verb **ser**	1	present tense of **ser**	1
¿Dónde está?	Preliminar	Expressing Location: The Verb **estar**	2	present tense -ar verbs	2
Present tense of regular -ar verbs	1	Using **gustar** to Express Likes and	3	*gustar*	2
Present tense of regular -er and -ir verbs	1	Present Tense of Regular **-ar, -er,** and **-ir**	3	present tense of **estar**	2
Present tense of the verb *estar*	1	Present Tense of Reflexive Verbs	5	contrast **ser** and **estar** (intro only)	2
Present tense of *ser*	2	Verbs with Stem Vowel Changes (**ie, ue**) in the Present Tense	5	present tense -er and -ir verbs	3
Ser and estar with adjectives	2	Impersonal Direct Object Pronouns: **lo, la, los, las**	5	**tener** and **venir**	3
Gustar	2	Irregular Verbs	5	present tense of **ir**	4
Present tense of *hacer, poner, salir, traer, and oir*	3	Indirect Object Pronouns	6	**ir** + **a** + infinitive	4
Present tense of *ir* and *ir a + infinitive*	3	Present Progressive	6	stem-changing verbs (e-ie, o-ou)	4
Present tense of stem-changing verbs: *e-ie, o-ue,* and *e-i*	4	Comparisons of Inequality: **más/menos**	7	stem-changing verbs (e-i)	4
Hace with expressions of time	4	Comparisons of Equality: **tan/tanto**	7	verbs with irregular **yo** forms (**decir, tener, venir, hacer, poner, salir, ver, oir**)	4
Reflexive verbs and pronouns	4	The Preterite Tense of Regular Verbs	7	**estar** with conditions, emotions	5
Present progressive	5	Verbs with Irregular Preterite Forms	8	present progressive	5
Direct object nouns and pronouns	5	Stem Changing Verbs in the Preterite	8	contrast ser and estar (and changes in meaning)	5
Preterite tense of regular verbs	6	Expressing *ago*: **hacer** + Time	8	direct object pronouns	5
Preterite of *ir* and *ser*	6	Personal and Impersonal Direct Object Pronouns: **lo, la, los,** and **las**	9	indirect object pronouns	6
Indirect object nouns and pronouns	6	Expressing *one* or *you*: The Impersonal **se**	9	preterit of regular verbs	6
Gustar and similar verbs	6	Stem-Changing Verbs: **pedir** and **servir**	9	reflexive pronouns and verbs	7
More about *ser* and *estar*	6	The Imperfect Tense	10	preterit of **ser** and **ir**	7
Preterite of reflexive verbs	7	Talking About Past Actions in Progress: The Imperfect Progressive	10	verbs like **gustar** (present and preterit)	7
Preterite of stem-changing *-ir* verbs (e-i) (o-u)	7	The Present Perfect	11	irregular preterits (irregular stem changes)	8
Some irregular preterits	7	Polite Commands	11	double object pronouns	8
The imperfect	8	Using the Imperfect and the Preterite Together	11	comparisons (equality and inequality)	8
The preterite and the imperfect	8	The Subjunctive in Time Clauses	12	irregular preterits (irregular verbs)	9
Comparisons of inequality	8	Unplanned Ocurrences: **se**	12	imperfect (regular and irregular verbs)	10
Comparisons of equality	8	Describing: **ser** and **estar**	13	contrast preterit and imperfect	10
Review of direct and indirect object pronouns	9	Informal Commands	13	constructions with **se** (impersonal, unplanned events)	10
Use of direct and indirect object pronouns together	9	More Uses of the Subjunctive (Part 1)	13	formal commands	12
More on the imperfect and the preterit	9	Narrating Past Experiences: The Present Perfect, Imperfect, and Preterite	13	present subjunctive (forms and general uses intro)	12
Formal commands	9	Using Indirect and Direct Object Pronouns Together	14	present subjunctive (influence)	12
Se + verb constructions	10	Opinions and Reactions: Indicative and Subjunctive	14	present subjunctive (feelings and emotions)	13
Present perfect and participles used as adjectives	10	The Future Tense	15	present subjunctive (doubt and denial)	13
Informal commands	10	More Uses of the Subjunctive (Part 2)	15	present subjuntive with adverbial clauses	13
The future tense	10	The Conditional	15	present subjuntive with adjective clauses	14
Introduction to the present subjunctive	11	Past Subjunctive and Summary of Uses of the Subjunctive	15	**nosotros** commands	14
The subjunctive with expressions of emotion	11			present perfect indicative	15
Subjunctive with expressions of doubt	12			pluperfect indicative	15
Preview of the preterite and imperfect	12			present perfect subjunctive	15
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