Figure 20—Caution

A *word of caution:* Even our covering this material *SLOWLY* in this presentation still covers it *too quickly* for those who do not yet have the necessary background in *Verbal Behavior Analysis*. And before acquiring a background in this analysis, one also really needs some background in *Behaviorology*, the natural science that informs this analysis.

Note: Behaviorology is the discipline of strictly *naturalistic* explanations of behavior, and so it should not be confused with any disciplines whose explanations of behavior are fundamentally *mystical* (e.g., *agential*)… (Behaviorology is the science that was once known by the now somewhat compromised name *behavior analysis*.) Behaviorology is the name we use for the basic science that informs *Applied Behavior Analysis* (ABA).

So what would one do to acquire those necessary backgrounds?

Figure 21—Coursework Recommendations

So how can one acquire those necessary backgrounds? Here is a recommended minimal sequence of courses you can take to master verbal behavior analysis enough to benefit from its use (e.g., in foreign language teaching):

1&2. An Introduction to Behaviorology course <u>sequence</u> such as was last taught in 2014–15 at SUNY–Canton as *ABAP 245 and ABAP 345* (e.g., using "*ROOT…*" by Ledoux, 2014).

3. An "Introduction to Verbal Behavior Analysis" course— such as was last taught in 2014 at SUNY–Canton as *ABAP 380: Introduction to Verbal Behavior Analysis and Applications* (e.g., using Peterson & Ledoux, 2014).

4? An "Advanced Verbal Behavior Analysis" course (using Skinner's book, *Verbal Behavior*).

For now, however, consider some implications and applications of Verbal Behavior Analysis…

Figure 22—Research Backing Part 1

But before implications and applications, take a glance at some research that validates verbal behavior analysis.

As mentioned at the start of this presentation, since the mid–1980s the journal *The Analysis of Verbal Behavior* has carried peer–reviewed experimental and conceptual papers that followed through on the verbal behavior analysis that we are covering, and extended it into new—and sometimes unexpected—areas (which *we* have not the time for here)…

For a different kind of example, recall that the analysis suggests that the different verbal operants are *different repertoires* of behavior, each needing to be learned separately (e.g., saying "coffee" as a mand…, and saying "coffee" as a tact…). Contrast this with a more traditional view that holds that "learning"a word of vocabulary makes that word available for all usages (i.e., for asking for coffee, and for naming coffee, and for… etc.).

Figure 22—Research Backing Part 2

Consider the experience of researchers in hospitals who work with patients who have suffered brain damage as a result of an accident. Here is the essential point of an example:

In the morning the patient *can ask for coffee* if no coffee arrives on the breakfast tray (i.e., the patient *can* mand coffee). However, later that day, when a visitor arrives carrying a cup of something (actually, it is a cup of coffee), the patient asks what it is. Instead of being told, the cup is handed to the patient who looks at it carefully, but *cannot name this liquid* (i.e., the patient *cannot* tact coffee)…

That is the kind of experience that supports the position of the analysis in saying that the different verbal operants *are different repertoires* of behavior, each needing to be conditioned separately. And *that* has significant implications not only for medical practice *but also teaching foreign languages*…

Figure 23—Implications / Applications: Introduction

Now consider some implications of Verbal Behavior Analysis, especially about how this analysis of verbal behavior might be applied to teaching foreign languages (one of *many* areas of implications / applications).

Note that we will only scratch the surface of the multitude of implications and applications of verbal behavior analysis that might be available for the area of teaching foreign languages. In this area, the people in the *very best* position to note implications and evolve applications are *teachers of foreign languages who also have mastered verbal behavior analysis*. Does this, or will this, mean *YOU*? I hope so.

Also: The applications covered here are **not** recommendations that you should just accept and try without question. They are possibilities that should be tried and evaluated by you in your context. The extent to which they work is an empirical question to be answered by experimental research!