Abstract

An experimental study was carried out with 12 forth-grade elementary students with the purpose of evaluating the acquisition and transference of different linguistic modes without reactive feedback. A task with direct relations among geo-metrical stimuli was designed. A protest-postest design with three training phases and transference tests was applied. The results seem to indicate the importance of the acquisition in a morphologically complex mode for their transference toward other less complex modes, and the absence of reactive feedback that negatively affects the level of acquisition and transference of the linguistic modes.

Keywords

Linguistic modes; Second order matching to sample task; Transference; Reactive feedback