

Spanish Applied Linguistics (S428) Course Portfolio

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Course Data

Course title: Spanish Applied Linguistics (S428)

Date: Fall 2003

Discipline: Spanish Linguistics

Number of Students: 24

Class rank of students: 3 graduate students, 19 seniors, 2 juniors

Role of S428 in the Curriculum

This course may be used to meet several requirements. Students pursuing a major in Spanish are required to take at least one course, such as S428, at the 400-level in linguistics. There are two other departmental courses that also fulfill this requirement. This course is required of students majoring in education with plans to teach Spanish. Finally, this course may be used to meet the requirements of the Spanish minor. This course is generally offered each fall, and sometimes in the spring as well.

Student Profile

Students who enroll in this course in the future will be required to have at least one introductory course in Spanish linguistics, but because this requirement is in effect for students who enrolled after Summer 2003 there was no pre-requisite when I taught this course in the fall of 2003. There were five students from the school of education, who had some knowledge of language acquisition prior to the course. Four students had previous coursework in Hispanic linguistics, but not in the applied fields. Three students had experience with linguistics in another language (e.g., English, German) but not with Hispanic Linguistics, and not with applied linguistics. Three students were double-majors in fields that provided experience with research design (e.g., biology, anthropology). Nine students had no previous experience with any of the course content. Thus, for any single topic covered in class, generally less than five students had any prior knowledge. Even once the pre-requisite is in effect for this course, students will be unfamiliar with the applied fields of linguistics. The level of ability of this group of students was particularly high. Although only 44% of the students enrolled were Spanish majors, all students were capable of expressing themselves well in Spanish. At least six of these students were enrolled in the honors program and one was a Wells scholar. The average GPA for this group was 3.59.

Instructor Profile

My own research area is the intersection of second language acquisition and language variation (a field of sociolinguistics) so this course is especially suited to my own content knowledge. Consequently, I was particularly enthusiastic about this course in general. I enjoy using Spanish when I teach and I make an effort to chat with students before and after class, so some students who had previous courses with me took this course as a means for maintaining contact with the language even though they were not majoring in Spanish. In fact, six of the students enrolled in this course had a previous course with me. Two students in this course decided to write an honors thesis on Hispanic Linguistics with me in the future. The innovations I made in this course were supported by an Active Learning Grant.

Course Goals

The primary goal for this course was that learners develop an understanding of how linguistic research in the various applied fields is conducted. This includes the ability to assess research based on its methodology and design, to read new research outside the classroom, and to identify unanswered questions, proposing new research to further explore issues in linguistics.

Within this overarching goal, there were several content objectives. Students were expected to develop knowledge of two applied fields: second language acquisition and sociolinguistics. Within the field of second language acquisition students were expected to learn to see acquisition as a multi-faceted process, about which much has yet to be learned. This entails an understanding that language acquisition can be studied scientifically and that principled inquiry is essential in assessing whether or not teaching methods are effective. In sociolinguistics, learners were expected to know that language among native speakers varies and to explore specific examples of such variation. In both cases, these content goals are directly pertinent for language instruction: students should recognize that explaining grammar does not lead to perfect acquisition on the part of the student, and that given the large number of communities where Spanish is spoken, and the variation found from one social context to another, there may not always be a 'correct' answer.

Course Methods

This course differs from how it was taught previously both in terms of its organizational structure and the instructional techniques employed. Organizationally, this course provides a longer introduction to two specific fields of applied linguistics followed by three-day units, each focused on a single linguistic structure (see [course syllabus](#) in appendix for complete description). The instructional methods employed focused more extensively on group discussions and interactions and on the development of critical thinking skills in addition to content knowledge.

1. Content Introduction

This course began with an introduction to sociolinguistics and to second language acquisition. The first 4 weeks of class were devoted to course readings that focused on the state of the art in these two applied fields. To introduce second language acquisition, a short textbook

by VanPatten was used to survey common misunderstanding about language acquisition and to outline the basic principles upon which current research is built. The readings used to introduce sociolinguistics were less extensive, but provided the same type of survey of the areas of study included in the field of sociolinguistics and the basic principles of conducting research in those areas. This technique allowed students to develop a basis of understanding prior to assessing actual research in the field. This base was essential not only for the critical analysis of research methodology and findings, but also in developing a sense of each study's place within the wider discipline. In class, students discussed each of the readings and compared what had been learned to their previous assumptions about language learning and language variation. Students were evaluated on class participation and this information was included on the first exam. Both of these assignments are discussed in greater depth below.

Evidence of student learning

As stated previously, students enter this course with little or no knowledge of the two applied fields that are introduced during the first four weeks of class. Thus, there are several ways in which student learning becomes immediately apparent. During the first few classes, students were asked to generate research questions for future studies. These began with questions such as “Since English does not mark gender, is this hard for learners to acquire?”. As students learn more about the process of acquisition these questions develop into inquiry that shows acquisition as a process, such as “Through what stages do learners progress as they learn to mark gender on nouns in Spanish”. Thus, students developed the ability to identify a problem in acquisition and to describe it according to current knowledge about the process of acquisition. This ability was developed throughout the semester as students proposed their own research questions. In addition to the qualitative change in how learners talked about sociolinguistics and language acquisition, the course exams (to be described in detail later) demonstrated student knowledge in these areas. Specifically, the first exam covered this material exclusively. Exams required students to synthesize information from course activities and readings and apply this information to novel data. Exam questions included identification of key terms, exercises of linguistic analysis, and an extended essay. The average grade on this exam was an 84. This exam was particularly hard because it asked learners to apply content rather than simply producing it. Despite this challenge, most learners were able to demonstrate the depth of their understanding of this material. Finally, students were asked to fill out a course evaluation at the end of the semester (see appendix for complete evaluation) in which they assessed their own learning in this area. In response to the question “Can you define applied linguistics?”, all 17 students who responded either answered ‘yes’ or provided a correct definition. When asked to rank how much they learned from individual course assignments, the textbook readings at the beginning of the course were rated as 3.9 on a 5 point scale.

2. Unit Cycles

Following the introductory materials, the course was divided into three-day units. Each unit was focused on a single linguistic structure in Spanish (e.g., the pronunciation of a particular phoneme) and included an example of primary research from second language acquisition and a second example from sociolinguistics. The first day of each cycle focused on the linguistic structure itself, and because learners proved to have a strong knowledge of Spanish structure, this class generally focused on variation from one Spanish speaking region to another, drawing from

recent research insights that were not included in the articles that would follow (i.e., my own knowledge of the field). The second and third days were each devoted to the examination of the two research articles, with one class period devoted to each study. The organization of these units enabled learners to make connections between disciplines more easily and to develop a better knowledge of Spanish language at the same time. The repeated cycling of these units allowed students to see the consistency in structure between studies and to develop a sense of the obligatory elements in applied research. It further allowed students to become familiar with research by actively engaging in a discussion of a particular linguistic phenomenon. The overall organization of the course into these repeated cycles allowed for a wide coverage of content involving different linguistic structures while at the same time providing a deeper knowledge of the research process. Several features of these unit cycles will be discussed in greater depth below.

Course Readings

Before each class students read and prepared research articles that were organized into three-day units by the grammatical construct investigated in each individual study. The typical homework assignment was to read an article and answer a set of generic questions designed to guide the learner's thoughts about the study (see appendix for question list). The questions asked learners to identify key aspects of the research study, such as the research questions, the details of the research methodology (participants, instruments, etc.), and the conclusions of the article. The careful reading and preparation of these articles provided students with the opportunity to learn how research is conducted through an examination of research findings. The repeated application of the same questions to guide each assignment enabled students to see patterns in the presentation of research, as well as to anticipate the key elements in each study. This modeling of the research process will be discussed in greater depth in the following sections. In addition, the exploration of studies of second language acquisition and of sociolinguistics provided the content for students to simultaneously develop knowledge of these two applied fields and of how they are related. In addition, students developed further knowledge of specific linguistic phenomena (those under examination in each study).

In-class discussions

The in-class discussions that followed each reading assignment focused on a brief summary of the information gleaned from the preparation questions, followed by two types of application activities. First, students were asked to critically evaluate the research study, comparing it and contrasting it with others. Additionally, students were provided with discussion questions that required them to approach the research article from different perspectives. Second, students were asked to apply the research findings by generating new research questions for future study or by examining novel data sets in a similar manner. The activities were guided by overhead transparencies (see appendix for examples of discussion questions) and were evenly divided between group activities and whole-class discussions. These in-class discussions advanced student knowledge in several ways. The examination of each research article allowed students to develop an understanding of specific content within an applied field and to generalize knowledge of the research process and the findings to the field in general. This method of instruction allowed for extensive student interaction and group work served to prepare learners for participation in larger group activities. The small group activities helped to hold learners accountable for preparing the articles and led to greater engagement with the course content. The

large group activities provided opportunities for feedback and enabled students to clarify concepts that were unclear. More importantly, the whole-class discussions allowed groups to compare responses and to broaden their understanding of course content.

Modeling the research process

The questions used to prepare each article provided students with a template through which each research study could be assessed. These questions helped learners to develop expectations about what constitutes research in the field of applied linguistics and what elements warrant consideration in designing a research study. By repeating the process of preparing research articles, assessing them and connecting them to others both within and across disciplines, learners were presented repeatedly with examples of the research process. The questions used to guide class discussion also forced learners to probe more deeply into the research process and the assumptions that must be questioned in designing effective studies. Finally, the course project (see below for details) provided learners with the opportunity to actively participate in the research process. Learners related their own experiences to the studies read in class and used the studies read in class to guide their own research. The cumulative effect of these assignments was that the research process was modeled repeatedly throughout the semester, with the goal of helping learners to grow confident in their ability to develop and understand novel research.

Grading criteria and feedback

Several components of the grading criteria rewarded careful preparation of research articles and provided feedback for future classes. Daily homework assignments (15% of final grade) were checked for completion. These assignments nearly always consisted of completing the general questions for the preparation of the research article and sometimes also included the completion of activities that were not finished during class and/or needed further attention. Students were graded on participation and attendance (15% of the final grade) in order to encourage active discussion and evaluation of the research studies in class and careful preparation of the research articles beforehand. Participation grades were compositional and were based on a willingness to volunteer during whole-class discussions, effectiveness of interaction in groups, use of Spanish in class and attendance. There were three exams during the semester (50% of final grade) that focused on the content of class discussions. Exams required students to synthesize information from individual articles and to make connections between research studies. Exam questions included identification of key terms, exercises of linguistic analysis, short answers, true/false and extended essays. Exam content included questions about the research process as well as details from individual studies (see appendix for exams).

Evidence of student learning

As with the readings used at the beginning of the course there was a qualitative change in the way students spoke about research during the semester. Students became more adept at identifying the weaknesses in studies and in summarizing the key findings and relating these to studies read previously. Perhaps the most noteworthy moment for me, occurred about two-thirds of the way through the semester. I had asked the class to comment on the methodology of a study they had prepared for that day. As the class volunteered information about the study, one student (with no experience in applied linguistics) asked “Shouldn’t they have used a split block design so that there was no effect for the task order?”. The level of understanding that this question

shows is certainly comparable to what I see in graduate level courses. Taking student attendance as an indication of involvement in the course content, of the 24 students in the course, 15 had perfect attendance, and there were a total of 17 absences (6 belonging to a single student) for the entire class. The second and final exams, which covered content from the unit cycles, had averages of 86.7 and 86.9 respectively. These higher averages (as compared to the 84 from the first exam) are evidence of the commitment of a group of students who scored poorly on the first exam to improve steadily during the semester. In one case, a student scored a D on the first exam, a B on the second and an A on the final. This student was particularly noteworthy because she was accustomed to earning A's in other courses, yet she worked closely with me and maintained a positive attitude throughout the course. Using student self-evaluation as an indicator of learning, several questions on the course evaluation are relevant. When asked if students could now read an article in applied linguistics on their own, all students responded that they could, although two mentioned they might need more help with specific terminology and one mentioned that interpreting statistics would still pose a challenge. When asked to rank how much students learned from individual assignments, students rated class discussions as a 3.94, group activities as 3.65, and article readings as 4.24 on a scale of 1-5. Eight students (of 17) identified the group and class discussions as the most valuable class activity, while 3 others identified reading the articles as the most helpful class activity, and 2 stated that the questions used to prepare each article were the most useful.

3. The final project

In addition to daily assignments, each student completed a final project. This course assignment allowed students to develop a more in-depth knowledge in one of the course content areas and to further explore the research process by actively participating in each aspect of it. Student activities shifted from reading about research and analyzing it to actually doing it. It also proved essential in developing learners' confidence in their ability to continue research outside the classroom. This project was an independent research study through which a specific linguistic feature was examined either within the framework of second language acquisition or sociolinguistics. Each student found related research articles in the library, developed research questions or hypotheses and collected and analyzed data. Many students also learned to conduct cross-tabulations and to provide numerical summaries of their findings. The final project was discussed regularly throughout the semester, and guidance was provided appropriate to the stage of the project. Some topics of discussion included the identification of the appropriate databases in which to search for articles, the design of experimental instruments, the use of databases and/or spreadsheets and the presentation of results. Many of these conversations arose through student questions, which made me aware of the many areas of research with which students are quite unfamiliar. Oftentimes student questions were sophisticated enough to raise the level of expectation I had for the project considerably. At the end of the semester, class time was used to hold a 'conference' in which each student presented their research findings in a simultaneous-sessions format similar to those found at academic conferences.

Grading criteria and feedback

The final project (20% of the final grade) was evaluated componentially (see appendix for grading rubric). Students were assessed regarding their use and presentation of previous studies, the generation of research questions, the methodologies employed and the analysis of the

data collected. A portion of the project grade corresponded to the oral presentation of these findings and included points for the clarity of the presentation, the written handout and active participation in the question sessions of the presentations of others. In addition to point values for each component, students received written comments on each aspect of the project. More importantly, students received continual feedback through meetings regarding the project throughout the semester.

Evidence of student learning

The final project provided the greatest evidence of student learning. I was quite amazed with the high quality of the projects that students produced. Students learned to search for relevant articles in the appropriate databases (many didn't know the databases existed prior to this class), to enter data into a spreadsheet (e.g., excel) and to perform cross-tabulations in SPSS. In addition to the presentational aspects, students developed their own instruments, recorded data digitally, and analyzed their own data. Using the knowledge developed from the discussion of the articles, students proposed and carried out far more sophisticated projects than I had initially anticipated. Many students were able to discuss the results, linking these to possible independent variables that might explain them. All students learned to use the distinction between dependent and independent variables in the presentation of their study. The appendix contains examples of student work, and examples of handouts used during the presentation of final projects. The average grade for the final project was an 89.8, and points were generally deducted for presentational issues (failure to address a component of the study adequately) rather than incorrect information. Some students who had not done as well on the written exams used the project as an opportunity to shine. One student, who was majoring in Mathematics, was able to use his statistical knowledge to add expertise to his study, despite his limited familiarity with research in applied linguistics. When asked if students could do another project on their own in the future, all students said that they could (some even responded with comments like "we already did, didn't we?!"). In assessing how much they learned from the project, students rated the final project at 4.76 on a 5 point scale. Eight students (of 17) identified the final project as the most useful course assignment. In sum, these student comments confirm my own perception of the wealth of learning that took place through the completion of the final project.

Conclusions and Future Plans

One of the great successes of this course was that students were willing to work very hard. Only one student dropped the course, even though there were 11 students with a grade of 85 or lower on the first exam (the lowest grade was a 49). Students met regularly with me during my office hours to discuss the coursework and the project plans. During the analysis phase of the final projects I held office hours one day for 8 continuous hours so that students could come to discuss the data they had collected, the use of spreadsheets and cross-tabulation in SPSS and the presentation of results. All but 3 students in the class took advantage of this opportunity. Because of these extraordinary efforts on the part of the students, the level of the quality of the final projects was well-beyond what I had initially anticipated.

Nevertheless, because the level of ability of this group of students was well above the average, this course will need to be modified in the future so that even less sophisticated students produce high quality research. During the course of the semester, student questions made me aware of which aspects of the research process were new for students. For example, students did

not know that there were electronic databases in which to search for research articles, nor did they know that one must search in the appropriate database according to the field of inquiry. My first answer to the question of ‘How do we find the background articles?’ was to name the appropriate databases. It soon became clear that this was insufficient information. In a language laboratory, I showed students how to reach these databases and how to search using key words. A second similar example is that students, even after reaching an understanding of dependent and independent variables, did not know how to set up a spreadsheet with their data, once it had been coded. I used the language laboratory to show students briefly how to do this, but ended up teaching most of the spreadsheet and SPSS use individually (and repeatedly). An example not related to technology has to do with the presentation of research. In reporting work from previous studies, learners did not know what to say about each study, how much detail to include or how to relate this to their current interests. A workshop for practicing this skill prior to writing students’ own projects would have been helpful. In fact, one student suggested that a class research project that preceded individual projects would have been helpful. In the future, I will follow this advice and each step of the research process will be modeled in that context. As part of the class project, students will each find a related research article, write a summary of it to be included in the group report of research, help to design a data collection instrument, collect a small amount of data to be pooled in the class, work cooperatively to set up a spreadsheet to summarize the data collected in class, use the cross-tabulations in SPSS to describe the results and write a statement of one research finding and its relationship to the research reviewed prior to the study. Through this collaborative effort, students can practice each element of the research process prior to working independently.

With the exception of this modification, I believe that the course worked well. Although some students felt the question preparation was repetitive, just as many cited it as one of the most useful aspects of the course. My assessment is that these questions made a great difference in the level of the discussion of the articles in the following class. The articles themselves also proved successful. Students’ reactions were balanced positively and negatively across topics and my estimation of success in comprehension was high for each reading. In sum, I look forward to teaching this course again. Students gained knowledge of an important field of linguistics and developed skills that will transfer across disciplines in their future endeavors.

Appendix: Table of contents

1. Course syllabus
2. Complete evaluation (administered at end of semester)
3. Question list for preparation of articles
4. Examples of discussion questions
5. Exams
6. Grading rubric for final project
7. Examples of student final projects
8. Examples of handouts from final presentations

Español S428

La introducción a la lingüística aplicada

Martes y jueves 2:30 – 3:45

Dra. Kimberly Geeslin

Oficina: Ballantine Hall, 853

Horas de Consulta: martes 1:00 – 2:00, jueves 11:00 – 1:00, o por cita previa

Teléfono: 856-5470 Correo electrónico: kgeeslin@indiana.edu

Filosofía de la clase

Se aprenderá acerca de los distintos campos de la lingüística aplicada mediante la lectura de trabajos de investigación. La experiencia de leer estas investigaciones permitirá al estudiante desarrollar la habilidad de entender y criticar el pensamiento y el proceso científico.

Metas del curso

- Conocer los conceptos básicos del estudio de la lingüística aplicada, tanto la sociolingüística como la adquisición de lenguas
- Desarrollar habilidades críticas para poder leer artículos originales sobre diversos temas en el campo de la lingüística en el futuro, para resolver problemas lingüísticos originales y para relacionar el contenido de los varios campos de interés de la lingüística
- Llevar a cabo un proyecto de análisis que demuestra el uso del pensamiento científico y la aplicación cuidadosa de la metodología ejemplificada en estudios previos

Estructura de la clase

El semestre empezará con una breve introducción a la lingüística aplicada, tanto la adquisición de lenguas segundas como la sociolingüística. El resto del semestre se organizará por tema. Cada tema incluye un repaso de una estructura de la lengua española, un ejemplo de investigación científica de la adquisición de tal estructura y uno de la sociolingüística. Las metas principales de cada clase son llegar a poder aplicar la información aprendida a un problema relacionado y generar preguntas de investigación para estudios futuros. En estas metas se basarán muchas de las actividades de clase.

Textos Obligatorios

VanPatten, B. (2003). *From Input to Output: A Teacher's Guide to Second Language Acquisition*. Boston: McGraw Hill.

Coursepack (los artículos en el coursepack se indican con * en el programa de estudios)

Requisitos del curso

Participación y asistencia (15%). El éxito de la clase depende de la preparación y la participación activa de cada estudiante. No se puede recuperar el trabajo ni los exámenes sin un acuerdo hecho antes de la fecha de entrega.

Exámenes parciales (50%). Habrá tres exámenes que cubrirán tanto el contenido de los textos como los puntos más importantes de las discusiones en clase. El examen final cubrirá todos los objetivos estudiados durante el semestre y tendrá el valor de 20 % de la nota final.

Tarea (15%). La tarea consta de las lecturas asignadas y unos ejercicios específicos para cada tema. Es importante preparar con mucho cuidado la tarea para poder participar durante la clase. No se aceptará entregar la tarea después de la clase ni durante la clase en el buzón de la profesora.

Proyecto final (20%). Cada estudiante llevará a cabo un proyecto individual en el que se analizan datos lingüísticos originales. Estos proyectos se basarán en los intereses del estudiante y las lecturas y actividades de clase. El enfoque del proyecto puede orientarse en los estudios de adquisición o la sociolingüística. Los proyectos deben mostrar una integración de los conceptos clave del semestre. Cada estudiante presentará su trabajo durante la última semana de clases.

Programa de estudios

Martes, el 2 de septiembre

Introducción al curso

Jueves, el 4 de septiembre

VanPatten (2003), Capítulo 1

Martes, el 9 de septiembre

VanPatten (2003), Capítulo 2

Jueves, el 11 de septiembre

VanPatten (2003), Capítulo 3

Martes, el 16 de septiembre

VanPatten (2003), Capítulo 4

Jueves, el 18 de septiembre

VanPatten (2003), Capítulo 5

Martes, el 23 de septiembre: Introducción a la sociolingüística

*Silva-Corvalán, C. (2001). *Sociolingüística y pragmática del español*. Capítulo 1: lengua, variación y dialecto, (pp. 1-37). Washington, DC: Georgetown University Press.

Jueves, el 25 de septiembre: Introducción a la sociolingüística

*Wardhaugh, R. (1992). *An Introduction to Sociolinguistics*. Chapter 6: Regional and Social Variation, (pp. 132-159). Oxford: Blackwell.

Martes, el 30 de septiembre: Introducción a la sociolingüística

Actividad de aplicación: el diseño de un estudio sociolingüístico

Jueves, el 2 de octubre

Examen 1: los conceptos básicos de la sociolingüística y la adquisición de lenguas segundas

Tema 1: los fonemas oclusivos sonoros y sus respectivos alófonos fricativos

Martes, el 7 de octubre

Repaso de la fonología y la pronunciación de los oclusivos fricativos

Jueves, el 9 de octubre: La adquisición

*Zampini, M. (1994). The Role of Native Language Transfer and Task Formality in the Acquisition of Spanish spirantization. *Hispania*, 77, 470-481.

Martes, el 14 de octubre: La sociolingüística

*Phillips, R. (1982). Influences of English on /b/ in Los Angeles Spanish. In J. Amastae & L. Elías-Olivares (eds.), *Spanish in the United States: Sociolinguistic Aspects*, (pp. 71-81). Cambridge: Cambridge University Press.

Jueves, el 16 de octubre

Participación en un estudio de investigación

Martes, el 21 de octubre

Discusión del estudio de investigación

Tema 2: los pronombres clíticos

Jueves, el 23 de octubre

Repaso de los pronombres en español

Martes, el 28 de octubre: La sociolingüística

*DeMello, G. (1992). Le for Les in the Spoken Educated Spanish of Eleven Cities. *Canadian Journal of Linguistics*, 3, 4, 407-430.

Miércoles, el 29 de octubre – último día de dejar la clase con ‘W’ automática

Jueves, el 30 de octubre: La adquisición

*VanPatten, B. & Cadierno, T. (1993). Explicit Instruction and Input Processing. *Studies in Second Language Acquisition*, 15, 225-243.

Tema 3: el subjuntivo

Martes, el 4 de noviembre

Repaso del subjuntivo

Entregar las preguntas de investigación para el proyecto final

Jueves, el 6 de noviembre: La sociolingüística

*Silva-Corvalán, C. (1994). The Gradual Loss of Mood Distinction in Los Angeles Spanish. *Language Variation and Change*, 6, 255-272.

Martes, el 11 de noviembre: La adquisición

*Lubbers-Quesada, M. (1998). Second Language Acquisition of the Spanish Subjunctive Mood and Prototype Schema Development. *Spanish Applied Linguistics*, 2(1), 1-23.

Jueves, el 13 de noviembre

Examen 2: Temas 1, 2 y 3

Tema 4: El contraste entre ser y estar

Martes, el 18 de noviembre

Repaso de ser y estar

Jueves, el 20 de noviembre: La sociolingüística

*Silva-Corvalán, C. (1986). Bilingualism and Language Change: The Extension of Estar in Los Angeles Spanish. *Language*, 62, 587-608.

Martes, el 25 de noviembre: La adquisición

*Geeslin, K. (2000). A New Approach to the Study of the Second Language Acquisition of Copula Choice. In R. Leow & C. Sanz (Eds.), *Spanish Applied Linguistics at the Turn of the Millenium*, (pp. 50-66). Somerville, MA: Cascadilla Press.

Tema 5: el vocabulario y las frases idiomáticas

Martes, el 2 de diciembre: La sociolingüística

*Smead, R. (2000). Phrasal Calques in Chicano Spanish: Linguistic or Cultural Innovation? In A. Roca (Ed.), *Research on Spanish in the United States*, (pp. 162-172). Somerville, MA: Cascadilla Press.

Jueves, el 4 de diciembre: La adquisición

*Liontas, J. (2003). Killing Two Birds with One Stone: Understanding Spanish VP Idioms in and out of Context. *Hispania*, 86, 2, 289-301.

Martes, el 9 de diciembre

Presentaciones de los trabajos finales: mini-conferencia

Jueves, el 11 de diciembre

Presentaciones de los trabajos finales: mini-conferencia

Examen final: Martes, el 16 de diciembre, 12:30 – 2:30

S428 Response Form

Personal Information

Major _____

Is this course required for you? _____

Expected grade _____

Course content

1. What are the primary themes that were covered in this course?
2. What themes did you know something about before taking this course?
3. What are the most important things that you learned in this course?
4. What would you like to know more about? What should have received more attention?
5. Which articles were most interesting and/or informative?
6. Which articles were least so?
7. Did the course content present an intellectual challenge for you? (Did you learn to think in new ways?)
8. This course was originally a course in advanced grammar, did you want more grammar instruction?
9. Could you now read an article in applied linguistics on your own? (if no, what more do you need to know?)
10. Could you generate your own research questions based on something you read? (if no, what more do you need to know?)
11. Could you conduct a research project on your own? (if no, what more do you need to know?)
12. Can you define applied linguistics?

Course Activities

1. Please rate each assignment in terms of how much you learned and how difficult they were:

1 = not at all, 2 = no, 3 = average, 4 = yes, 5 = extremely

difficult?	Did you learn something?	Was it
Participation in class discussions		
Participation in group discussions		
Course project		
Textbook readings (VanPatten)		
Article readings		
Exams		

2. Which course activities were most helpful?

3. Which course activities would you eliminate? What would you do instead?

4. Which course activities could have benefited from more guidance? What specifically would have been helpful?

Examples of discussion questions

Silva-Corvalán (2001): Introducción a la sociolingüística

Resumen

La sociolingüística es el estudio de una o más lenguas en su entorno social

La característica central de este campo de estudio es que se cree que el sistema lingüístico es heterogéneo

Contrastes importantes:

La sociolingüística y la sociología de lenguas

La sociolingüística y la etnología

La sociolingüística y la dialectología

Términos nuevos: diatopía, diastratía, diafasia

La relatividad lingüística

Las características de la sociolingüística (p. 25)

Contenido extra

- Causas para el cambio lingüístico (externos e internos)
- La educación de los hablantes nativos del español en los EEUU
- La variedad estándar (apalachia)
- Ser y estar - ejemplos de desacuerdo entre hablantes nativos

Aplicación

1. Por cada característica de la lingüística tradicional, describan la sociolingüística

La lingüística tradicional	La sociolingüística
El sistema lingüístico es homogéneo	
Se analizan los elementos gramaticales	
Se basa la teoría en las intuiciones	
Se estudia o la sincronía o la diacronía	

2. Pensando en el término situación, nombren por lo menos 5 de las variables posibles (lo que se estudia en cuanto a su relación con el uso lingüístico) que se pueden examinar.
3. Nombren 3 dominios del uso y digan cómo sería diferente el uso del español y el inglés entre bilingües en los 3 contextos.
4. Dar un ejemplo de cada uno de los tres tipos de estudios que se describen en cuadro 1.1 (p. 11).
5. Definan dialecto. ¿Cómo se distinguen los dialectos de las lenguas? ¿Qué es el problema con el criterio de la intercomprensión?
6. ¿Qué problemas hay con la teoría deficitaria? ¿Qué solución ven Uds. para la enseñanza del español a hispanohablantes en los EEUU?

Capítulo 4, VanPatten (2003)

1. Definan *el procesamiento de la salida* (2 procesos).
2. La teoría de la procesabilidad dice que hay una jerarquía de procesos en la producción de lengua. Usen los procesos siguientes para describir el procesamiento (de la salida) de las frases siguientes. (Hay que identificar el proceso que explica el procesamiento de cada elemento y ponerlos en orden según la jerarquía).

Procedimiento-S

Acceso al lema

Procedimiento categórico

Procedimiento de la cláusula

Procedimiento-S simplificado

subordinada

Tú esperas que **el profesor** venga

¿**Cuándo** llegó Jorge a la **casa** blanca que compró?

3. Se dice que la salida puede facilitar el procesamiento de la entrada. Expliquen esta idea y den 2 ejemplos de este tipo de procedimiento.
4. ¿Cómo es diferente el proceso de monitor lo que uno dice entre la primera lengua y la segunda? ¿Qué necesita un aprendiz de una segunda lengua?

Exams

Español S428 – Introducción a la lingüística aplicada

Examen 1: La teoría de la adquisición y la sociolingüística

Parte I: Distinciones. Distingue brevemente entre los dos términos en 5 de los 6 pares de términos siguientes. Hay que incluir ejemplos. (30 puntos)

El procesamiento de la entrada y el analizar	La reestructuración y la acomodación
El conocimiento implícito y el conocimiento explícito	El conductismo y el generativismo
Las etapas del desarrollo y los órdenes de adquisición	La sociolingüística y la sociología de lenguas

Parte II: Aplicación de la teoría. (45 puntos)

- a. Muestre una red de enlace para las palabras siguientes. Entre cada par de palabras, dé el nombre del tipo de relación que hay entre ellas. (6 puntos)

Poesía autor escribir leer lees la el hablas casa

- b. Dibuje el árbol sintáctico para las frases siguientes. (8 puntos)

1. Marta lee en la biblioteca.
2. Mis amigos inteligentes estudian la lingüística.

- c. Pensando en el diálogo que sigue, nombre el proceso que explique cada uno de las estructuras que sigue. (12 puntos)

Juan: ¿Cuándo empieza la fiesta?

Marta: Mis amigos me dijeron que viniera a la fiesta a las 5 de la tarde.

1. La concordancia entre ‘amigos’ y ‘dijeron’.
2. El uso del subjuntivo ‘viniera’.
3. El uso de la palabra ‘fiesta’.
4. La concordancia entre ‘la’ y ‘fiesta’.
5. El uso del morfema ‘eron’ en el verbo ‘dijeron’ para indicar el pasado.
6. El uso de ‘cuando’ para empezar una pregunta.

- d. Pensando en los procesos de VanPatten, nombre el principio que describe cada hecho sobre el procesamiento de la frase que sigue. (12 puntos)

Me dio Marta el regalo ayer cuando la visité en su casa nueva.

1. Se procesa 'tienda' antes de 'en'.
2. Se interpreta 'me dio Marta' como 'yo le di a Marta'.
3. Se procesa 'dio' y 'casa' mejor que 'ayer' y 'visité'.
4. Se procesa la 'é' en 'visité' antes de la 'a' en 'nueva'.
5. Se procesa 'regalo' antes de la 'é' en 'visité'.
6. Un estudiante de S428 procesaría 'é' en 'visité' pero un estudiante de S200 tal vez no lo haga.

- e. La meta principal de la sociolingüística es explicar la variación que existe entre hablantes (o con el mismo hablante entre situaciones) usando varios factores que describen la situación en la que toma lugar una conversación. Por cada variable que sigue, dé un ejemplo de dos o más categorías que se pueden incluir en una investigación sociolingüística. (7 puntos)

Ejemplo: sexo – hombre/ mujer

1. Edad
2. Nivel de educación
3. Clase social
4. Lugar de la conversación
5. Relación entre hablantes
6. Tema de conversación
7. Estilo de la conversación

Parte III: Ensayo breve. Conteste la pregunta siguiente. Es importante dar ejemplos específicos y apoyar las opiniones que se presenten con detalles de las lecturas. (25 puntos)

La sociolingüística se destaca de la lingüística tradicional tanto por la teoría en la que se basa como por la metodología que se emplea. ¿Cuáles son 3 (o más) de las diferencias principales entre estos dos campos?

Español S428 – Introducción a la lingüística aplicada
Examen 2: La espirantización, los pronombres y el subjuntivo

Parte I: Identificaciones. Identifique brevemente 3 de los 4 términos siguientes. Hay que incluir ejemplos. (21 puntos)

El prototipo
La instrucción enfocada en el procesamiento

La espirantización
El fricativo labiodental sonoro

Parte IIA: Aplicación de la teoría lingüística. (20 puntos)

a. Subraye los fonemas que se pronuncian de manera fricativa (7 puntos).

1. Ves que este hombre es el bobo quien me robó tanto dinero.
2. Pero si le gusta tanto el dinero, habría sido posible ganar su propio sueldo.
3. Hay trabajos buenos en Granada, en Valladolid, y en Sevilla.

b. Indique si el uso del pronombre es estándar o variable (que depende del dialecto) (7 puntos).

1. Quiero que me des más tiempo para el proyecto.
2. Si quieres un helado, córrele porque el heladero acaba de pasar por la casa.
3. Esta es la mujer quien te arregló el coche la semana pasada.
4. Este es el regalo que la abuela siempre le da a todos los nietos.
5. Cuando entré en la tienda la hablé a la empleada para que me ayudara con los zapatos.
6. Normalmente el niño es bueno pero ayer se le derramó un vaso enorme de agua.
7. Cuando Norma le vio a su marido entendió que algo horrible había pasado.

c. Identifique el contexto en el que los hablantes nativos usan el subjuntivo más frecuentemente (6 puntos).

1. Me alegro de que vinieran a la fiesta ayer.
Me alegro de que vengan a la fiesta mañana.
2. Quería que fueras a la fiesta conmigo.
Es excelente que fueras a la fiesta conmigo.
3. Hablé con Marta para que me ayudara.
Hablé con Marta porque no se si me ayudara.

Parte IIB: Aplicación de los resultados de los estudios. Indique si cada frase es verdad o falso. (32 puntos)

1. _____ Zampini (1994) encontró que los participantes produjeron mejor el alófono [ð] que los alófonos [β] y [ɣ] porque pueden transferir el fonema [ð] del inglés.
2. _____ VanPatten & Cadierno (1993) dicen que la instrucción basada en el procesamiento afecta tanto el procesamiento de la entrada como la producción.
3. _____ De Mello (1992) encontró el uso de 'le' por 'les' en todas las regiones que estudió.
4. _____ Silva-Corvalán (1994) encontró que los participantes en el tercer grupo (la generación que nació en EEUU con por lo menos un padre nacido en EEUU también) produjeron menos contextos obligatorios para el subjuntivo.
5. _____ Lubbers-Quesada (1998) dice que los verbos irregulares son más difíciles para los aprendices y por eso usan el subjuntivo menos con las formas irregulares.
6. _____ Silva-Corvalán (1994) dijo que el contacto entre el inglés y el español explica toda la variabilidad que encontró entre generaciones en cuanto al uso del subjuntivo.
7. _____ VanPatten & Cadierno (1993) encontraron que el grupo que recibió la instrucción tradicional y el grupo que recibió la instrucción basada en el procesamiento salieron mejor que el grupo control en la tarea de interpretación.
8. _____ Lubbers-Quesada (1998) encontró que la sintaxis compleja (la subordinación) no predijo el uso del subjuntivo por los aprendices.
9. _____ De Mello (1992) está de acuerdo que la hipótesis de la elisión de /-s/, que dice que en dialectos donde se aspira o se elide este fonema, explica el uso de 'le' en vez de 'les' para los hablantes en estas regiones dialectales.
10. _____ Zampini (1994) encontró que la ortografía afectó la pronunciación del oclusivo sonoro bilabial.
11. _____ De Mello (1992) dice que el uso de 'le' por 'les' es gramatical y que los hablantes no lo notan como error.
12. _____ Phillips (1982) encontró que el fricativo sonoro [β] se usa menos frecuentemente que el oclusivo sonoro [b] después de una pausa pero no es categórica la tendencia (o sea, hay variabilidad).
13. _____ Silva-Corvalán (1994) mostró que hay semejanzas entre los tres grupos en el uso del subjuntivo en los contextos diferentes para el subjuntivo a pesar de la variabilidad en la frecuencia del uso.
14. _____ Phillips (1982) encontró que las mujeres usan [v] un poco más que los hombres en todos los contextos con la excepción del contexto entre vocálico en el cual son más o menos iguales.
15. _____ Zampini (1994) no encontró mucha diferencia entre los dos niveles de aprendizaje (segundo semestre y cuarto semestre) en cuanto a la producción correcta de los oclusivos sonoros.
16. _____ Lubbers-Quesada (1998) entrevistó a participantes durante un programa de verano en México y encontró que no hubo mucha diferencia entre la primera entrevista y la segunda (al fin del programa) en cuanto al uso del subjuntivo.

Parte III: Ensayo breve. Conteste la pregunta siguiente. Es importante dar ejemplos específicos y apoyar las opiniones que se presenten con detalles de las lecturas. (27 puntos)

En las investigaciones lingüísticas se estudia la relación entre ciertos fenómenos lingüísticos y otros factores (lingüísticos y sociales) que corresponden a tal fenómeno. Pensando en los estudios que hemos visto en clase describa *dos* de estos estudios, comentando las variables dependientes y las variables independientes. Por cada estudio, hay que hacer lo siguiente:

- a. nombrar la variable dependiente
- b. explicar porque es de interés esta variable en la teoría lingüística (o en la adquisición o la sociolingüística).
- c. nombrar unas de las variables independientes (2 o 3) que examinó el estudio.
- d. indicar si las variables independientes correspondieron al uso de la variable dependiente.

Español S428 – Introducción a la lingüística aplicada
Examen 3: los verbos copulativos y las frases idiomáticas

Parte I: Identificaciones. Defina y distinga brevemente 3 de los 4 términos siguientes. Hay que incluir ejemplos. (21 puntos)

Las etapas de desarrollo

La construcción de redes (network construction)

La transparencia semántica

El calco semántico

Parte II A: Aplicación de la teoría lingüística. (20 puntos)

a. Pensando en las clasificaciones de Smead (2000), identifique el tipo de calco [hay 4 tipos] (8 puntos).

1. ir al baibai
2. mejor mitad
3. coche bomba
4. tener fon
5. salir pa' fuera
6. tener buena cabeza
7. depende en
8. hombre rana

b. Indique si hay una sola respuesta correcta o si, en contextos diferentes, ambos ser y estar serían respuestas posibles. (6 puntos).

1. Ella _____ delgada.
2. Ella _____ delgada y honesta.
3. Ella _____ delgada y bien vestida.
4. Ella _____ llena de amor por él.
5. Ella _____ humana.
6. Ella _____ joven.

c. Pensando en las etapas para el cambio del uso de ser y estar (Silva-Corvalán, 1986) nombre la restricción que describiría cada contexto (hay 3 restricciones y a veces hay 2 respuestas correctas). (6 puntos).

1. El hombre es muy guapo pero está calvo.
2. La niña ha crecido mucho y está alta.
3. Mi mejor amiga está gordita.
4. Ella está alegre.
5. Ella está deprimida.
6. Antes era muy agradable pero este año no está muy amable.

Parte IIB: Aplicación de los resultados de los estudios. Indique si cada oración es verdadera o falsa. (32 puntos)

1. _____ Silva-Corvalán (1986) estudió los puertorriqueños en Los Ángeles.
2. _____ Los datos de Smead (2000) vienen exclusivamente del Diccionario de la Real Academia Española (DRAE).
3. _____ Liontas estudió en el mismo programa doctoral en la Universidad de Arizona que la profesora.
4. _____ Geeslin (2000) dice que en la evaluación de la precisión del uso de *estar* por los aprendices siempre hay una respuesta correcta.
5. _____ Liontas (2003) tiene dos variables dependientes: la precisión y el tiempo antes de responder.
6. _____ Smead (2000) encontró influencia del inglés en dos de las cuatro categorías que analizó.
7. _____ Silva-Corvalán (1986) encontró que los participantes que aprendieron inglés antes de la edad de cinco años mostraron más innovación.
8. _____ Geeslin (2000) no encontró evidencia para la elisión de la cópula.
9. _____ Liontas (2003) divide las frases idiomáticas en cuatro grupos según la semejanza que hay entre la primera lengua y la segunda.
10. _____ Geeslin (2000) usó tres tareas distintas para recoger los datos.
11. _____ Silva-Corvalán (1986) dice que en la última etapa de cambio no hay restricciones en el uso de *estar*.
12. _____ Liontas (2003) mostró que el contexto no es importante para la interpretación de las frases idiomáticas.
13. _____ Geeslin (2000) usó características del contexto del discurso para describir el uso de *estar* por los aprendices.
14. _____ Smead (2000) no incluyó los calcos que se aceptan en todos los dialectos en su análisis de la influencia del inglés.
15. _____ Silva-Corvalán (1986) encontró que todos los adjetivos mostraron la misma frecuencia de innovación
con *estar*.

16. _____ Smead (2000) dice que un préstamo (loan) tiene la forma y el significado de otra lengua.

Parte III: Ensayo breve. Conteste la pregunta siguiente. Es importante dar ejemplos específicos y apoyar las opiniones con detalles. (27 puntos)

Pensando en la metodología de uno de los estudios de los compañeros de clase, comente dos aspectos de la metodología: un aspecto fuerte y un aspecto que se podría mejorar. Justifique esta clasificación.

Grading rubric for final project

El Proyecto de investigación

Componentes obligatorios

1. Descripción del *problema lingüístico* (con una descripción del fenómeno y ejemplos – normalmente es la variable dependiente)
2. Descripción de *estudios previos* (resumen crítico de los estudios anteriores con comentarios que señalan lo que tienen en común con su propio estudio y lo que tienen que modificar)
3. Descripción de la(s) *pregunta(s) de investigación* (describen exactamente lo que se va a investigar, pueden ser en forma de pregunta o en forma de hipótesis).
4. Descripción del *estudio*: los participantes, los datos, el procedimiento (procedure), las variables y su codificación y el análisis (describir cómo van a analizar los datos).
5. Descripción de *los resultados*: descripción numérica o cualitativa (o las dos) de lo que encontraron (sería buena idea pensar en una manera clara de organizar y presentar los datos).
6. *Conclusión*: contestar las preguntas de investigación y relacionar estas respuestas a los estudios previos y a estudios futuros.
7. Los *apéndices*: hay que incluir todos los instrumentos, cuestionarios y las transcripciones de los datos (si hay).

La parte escrita: Hay que describir cada componente claramente para que sea posible replicar el estudio en el futuro.

Sugerencias para la escritura:

1. Use subtítulos
2. Dé ejemplos
3. escriba todo a doble renglón
4. Use cuadros, figuras, etc. para ejemplificar

La nota se calculará así:

Descripción y crítica de los estudios anteriores	10 puntos
Claridad de las preguntas de investigación	10 puntos
Claridad de la descripción de los elementos del estudio	10 puntos
Claridad de la presentación de los resultados	10 puntos
Validez científica del estudio	10 puntos
El formato, el estilo y la presentación de los materiales	10 puntos
Total	60 puntos

La presentación: Hay que describir los componentes brevemente y presentar los resultados del estudio de manera clara para los compañeros de clase. Sería útil tener materiales visuales y preparar unas preguntas para estimular discusión en el grupo si no hay preguntas. Hay que preparar un volante (handout) con los puntos clave.

La nota se calculará así:

La presentación	15 puntos
El volante	15 puntos

Participación durante las presentaciones de otros 10 puntos

Total: 40 puntos

Fechas importantes

Las presentaciones tomarán lugar el 9 y el 11 de diciembre

La fecha de entrega para el proyecto escrito es **el 11 de diciembre a las 5 de la tarde**. No se aceptará ningún trabajo después de esta fecha.

Nota para el Proyecto de investigación

La parte escrita: Hay que describir cada componente claramente para que sea posible replicar el estudio en el futuro.

Sugerencias para la escritura:

1. Use subtítulos
2. Dé ejemplos
3. escriba todo a doble renglón
4. Use cuadros, figuras, etc. para ejemplificar

Componentes obligatorios

_____ Descripción del *problema lingüístico* (con una descripción del fenómeno y ejemplos – normalmente es la variable dependiente)

_____ Descripción de *estudios previos* (resumen crítico de los estudios anteriores con comentarios que señalan lo que tienen en común con su propio estudio y lo que tienen que modificar)

_____ Descripción de la(s) *pregunta(s) de investigación* (describen exactamente lo que se va a investigar, pueden ser en forma de pregunta o en forma de hipótesis).

_____ Descripción del *estudio*: los participantes, los datos, el procedimiento (procedure), las variables y su codificación y el análisis (describir cómo van a analizar los datos).

_____ Descripción de *los resultados*: descripción numérica o cualitativa (o las dos) de lo que encontraron (sería buena idea pensar en una manera clara de organizar y presentar los datos).

_____ *Conclusión*: contestar las preguntas de investigación y relacionar estas respuestas a los estudios previos y a estudios futuros.

_____ Los *apéndices*: hay que incluir todos los instrumentos, cuestionarios y las transcripciones de los datos (si hay).

La nota se calculará así:

Descripción y crítica de los estudios anteriores _____ / 10 puntos

Claridad de las preguntas de investigación _____ / 10 puntos

Claridad de la descripción de los elementos del estudio _____ / 10 puntos

Claridad de la presentación de los resultados _____ / 10 puntos

Validez científica del estudio _____ / 10 puntos

El formato, el estilo y la presentación de los materiales _____ / 10 puntos

Total _____ / 60 puntos = _____

La presentación: Hay que describir los componentes brevemente y presentar los resultados del estudio de manera clara para los compañeros de clase. Sería útil tener materiales visuales y preparar unas preguntas para estimular discusión en el grupo si no hay preguntas. Hay que preparar un volante (handout) con los puntos clave.

La nota se calculará así:

La presentación _____ / 15 puntos

El volante _____ / 15 puntos

Participación durante las presentaciones de otros _____ / 10 puntos

Total: _____ / 40 puntos = _____

Question list for preparation of articles

Para preparar un artículo de investigación antes de la clase

1. ¿Qué se sabe ya del tema investigado? ¿Cuáles estudios ya existen sobre el mismo tema y qué conclusiones dan?
2. ¿Qué es la hipótesis o la pregunta de investigación? (a veces hay varias)
3. ¿Quiénes son los participantes?
4. ¿Cómo recogieron los datos? ¿Qué tipo de datos hay?
5. ¿Cómo analizaron los datos? (¿qué hizo el investigador con lo que recogió?)
6. ¿Qué muestra el análisis? Si hay un análisis estadístico, ¿Qué muestran las pruebas estadísticas?
7. ¿Cómo explica el autor los resultados? ¿Hay algo que no se puede explicar?
8. ¿Qué conclusiones da el autor?
9. ¿Qué preguntas hay para el próximo estudio?

Examples of handouts from final presentations

La pronunciación de /b,d,g/ en los estudiantes de español en la Universidad de Indiana

Estudios Previos

Mary L. Zampini. *The Role of Native Language Transfer and Task Formality in the Acquisition of Spanish Spirantization*

-dijo que la influencia del inglés es muy obvia en la adquisición y la pronunciación del español en los sonidos de /b,d,g/

Robert Phillips. *Influences of English on /b/ in Los Angeles Spanish*

-dijo que la edad y el uso de inglés influye la adquisición y la pronunciación de los sonidos /b,d,g/

Herman Emilio Perez *Incidencia de dos rasgos acústicos en la percepción de la correlación /p,t,k/ vs. /b,d,g/*

-dijo que hay rasgos para evaluar los sonidos /b,d,g/: la sonoridad, la tensión, la duración, V.O.T, transiciones e IREDUS.

Instrumentos

Hay un paquete que tiene tres partes. Parte uno tiene una lista de 30 palabras, parte dos tiene diez dibujos y parte tres tiene diez oraciones.

Participantes

Habia un nativo de España que era mi control de este experimento. Mis otros participantes incluyen nueve americanos que aprendieron el inglés como la primera lengua. Todos de mis participantes eran estudiantes de español a la Universidad de Indiana. Todos son, por lo menos, del nivel S275 o más avanzada.

Procedimiento

Yo grabé todos de mis participantes. Usé una codificación para ver si los estudiantes usaron los sonidos correctos de /b,d,g./

Variable

Variable independiente = las respuestas correctas de mi paquete, las respuestas del nativo de España y la diferencia entre la lista y la formalidad de las oraciones.

Variable dependiente = las respuestas de los americanos.

Los Resultados

Yo encontré que :

- muchas personas pronuncian [v] y no [b] o [β.]
- muchas personas pronuncian /g/ correctamente en el fricativo y oclusivo
- las personas que estudiaban en otro país respondieron un poco mejor con la pronunciación de los sonidos /b,d,g/
- la edad no tiene un gran efecto en la pronunciación

Conclusión

- Zampini era correcta cuando dijo que la influencia de la primera lengua tiene un efecto en la adquisición y pronunciación de la lengua extranjera.
- Era interesante que si una participante hizo bueno en la lista, entonces no hizo tan bueno como en la formalidad de oraciones. El opuesto ocurrió también.
- Si alguien quiere hacer este estudio en el futuro, yo recomiendo que la persona omita el parte con los dibujos porque era muy confundidos para las participantes.

Preguntas para el futuro:

1. ¿Los estudiantes del mismo nivel pronuncian los sonidos de /b,d,g/ los mismo? ¿Correctamente?
2. Puede investigar si las personas que regresaron recientemente del otro país pronuncian los sonidos /b,d,g/ correctamente. También puede entrevistarlas otra vez seis meses después de regresaron y puede ver si pronuncian los sonidos correctamente ahora.

El Papel del Entorno Lingüístico en la Articulación Normativa del Alófono [r] del Español

I. El Fenómeno Lingüístico

- A. La relación entre el alófono [r] y el alófono [D]
 - 1. *El alófono alveolar, [D]* – en el inglés norteamericano, se usa para pronunciar combinaciones como “t”, “tt”, “d”, y “dd” en una posición intervocálica (Ej., “Betty”)
 - 2. *El alófono alveolar, [r] vibrante sencillo* – en el español, se encuentra en todos los entornos excepto a principio de palabra, y tras los grafemas “l”, “n”, y “s”.
- B. La adquisición de la articulación normativa de [r] del español
 - 1. Entre vocales, parece fácil
 - 2. Cuando [r] no es intervocálico postónico, es difícil

II. Las Preguntas de Investigación


- A. En general: investigación de factores que afectan la articulación de [r]
- B. *Preguntas específicas:*
 - 1. ¿Es más fácil realizar el alófono [r] (vibrante alveolar sencillo) en una posición intervocálica?
 - 2. ¿En otros entornos, qué ocurre con la pronunciación del alófono?
 - 3. ¿Son importantes en la articulación otras variables, como la formalidad de tarea, las experiencias extranjeras y la habilidad del aprendiz?

III. El Estudio

- A. Los participantes – la clase de S428
- B. Las variables
 - 1. *Variable dependiente* – la articulación del alófono [r]
 - 2. *Variables independientes* – el entorno lingüístico, el tipo de tarea, la habilidad del aprendiz, la experiencia extranjera
- C. La metodología y los datos
 - 1. Tres tipos de tareas – las frases, un pasaje cultural, una lista de palabras
 - 2. El uso de Divace para recordar y analizar los datos
 - 3. La codificación: “1” = articulación normativa; “2” = articulación no normativa; “0” = No respuesta
 - 4. El análisis – la comparación de la variable dependiente con cada variable independiente (usando SPSS)

IV. Los Resultados

- A. Años del español/articulación normativa – No correlación fuerte
- B. Experiencia extranjera/articulación normativa – No correlación fuerte
- C. Tipo de tarea/articulación normativa – Un aumento en la articulación con tareas más formal

- 
- D. Entorno lingüístico/articulación normativa – El porcentaje más alto de casos de articulación normativa: intervocálico postónico
El porcentaje menos alto: preconsonántico

V. Las Conclusiones

- A. El tipo de tarea y el entorno lingüístico son importantes en la adquisición de la articulación normativa de [r]
B. Es más fácil realizar el alófono [r] en una posición intervocálica, donde se encuentra el alófono casi idéntico, [D], en inglés

Para La Discusión

- 1.) ¿Qué son las implicaciones para la instrucción del español?
- 2.) ¿Cómo se realiza la pronunciación de otras consonantes en varios entornos lingüísticos?

¿Pronuncian los sonidos de las vocales como nativos o como las vocales en inglés los aprendices?

La variable dependiente –

- la pronunciación de las vocales en español (a, e, i, o, u)

Las variables independientes –

- el nivel de los aprendices
- la tarea

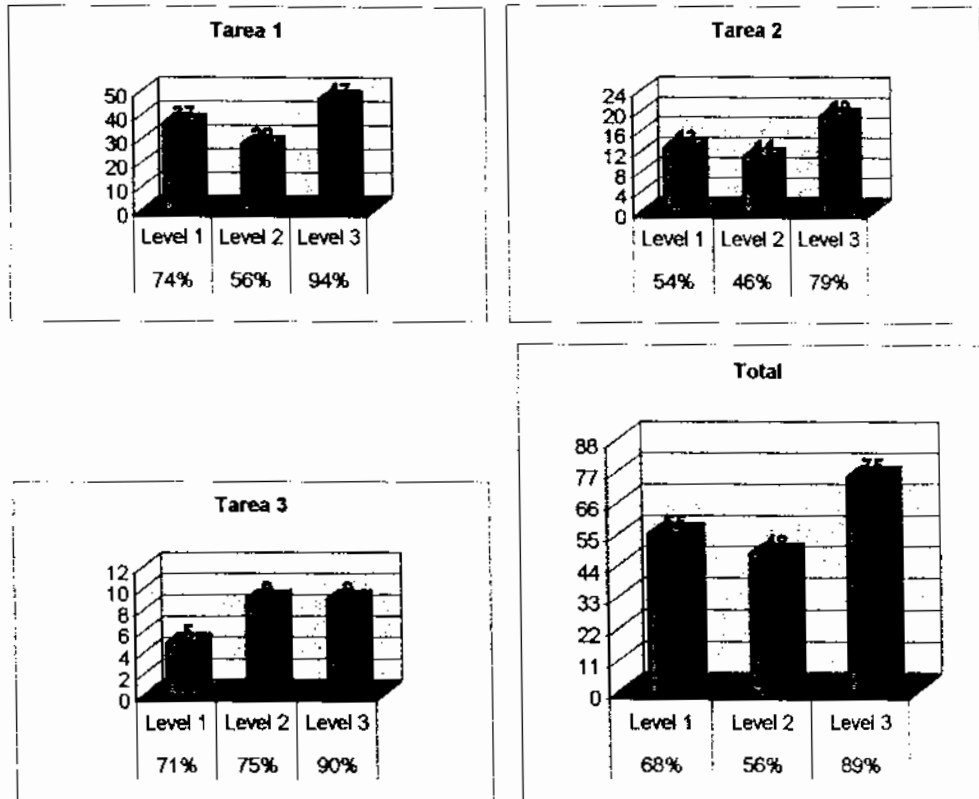
Los participantes –

- 2 estudiantes de español del nivel bajo de la universidad
 - Las estudiantes no tomaron las clases de español por 2 años
 - La última clase que ellas tomaron fue S200
- 2 estudiantes de español del nivel medio de la universidad – S250
- 2 estudiantes de español del nivel alto de la universidad – S332 y S479

La tarea –

- Tarea 1 (formal) – los aprendices dijeron 25 palabras de vocabulario básico
- Tarea 2 (formal) – los aprendices leyeron Dora por Phoebe Beinstein, un cuento de niños
- Tarea 3 (informal) – los aprendices contestaron 5 preguntas personales

El análisis de los datos –



Conclusión –

- Las niveles altas pronuncian las vocales como nativos más
- Todos participantes de cada nivel usan “los préstamos del dialecto”
- La pronunciación como nativo es más evidente en la tarea informal – Las preguntas personales

Examples of student final projects

Attitudes toward Bilingualism

Introduction

The United States alone in the last thirty years has been going through a huge controversy over bilingual education and the use of one, standard, official English language. Not only does the Hispanic population in the United States continue to grow, but also, earlier this year (2003), surpassed African Americans to become the largest minority population in the United States. My personal interests lie in the this area because, looking toward the future, I hope to be instructing students in Spanish, a foreign language, and perhaps teaching English as a Second Language to newcomers to the United States. I feel it is very important to learn a new language because it not only involves learning grammar and sentence structure, but also constitutes a reason to learn about culture, heritage, and traditions. Immigrants to the United States, I believe, should learn English, for their own benefit. However, it takes time. No one can learn an entire second language in the amount of time we expect these second language learners to acquire English. It's not very realistic, in my opinion. However, some people feel that English should be the official language and it should be English only- meaning that all schools and businesses should be operated in English alone. I feel that this is stripping all non-native English speakers of their culture and even their right to free speech. I will talk about this more in the background of this study.

In this study, it is my hypothesis that bilinguals will have a better attitude towards bilingualism than monolingual speakers. Furthermore, I believe that monolingual

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In this study, it is my hypothesis that bilinguals will have a better attitude towards bilingualism than monolingual speakers. Furthermore, I believe that monolingual

speakers living in an international dorm, and therefore having contact with many different languages and people of different cultures, will also have a high tolerance and positive attitudes towards bilingualism. This study was written with specific thought about the Hispanic population in the United States, but I believe it will accurately reflect all views toward bilingualism.

Background and Previous Literature

Much has been written about bilingualism, both in the United States and in other countries where contact with another language is prevalent. In the United States, probably the greatest focus right now is on bilingual education and the issues that surround bilingual education. Furlan (2001), in her study on 277 secondary aged children on the Slovenia/Italian border, found that there is evidence that bilinguals have a better attitude towards bilingualism than monolinguals do. One of the ways she explains this is due to social identity theory (the in group vs. the out group) and talking about the need for two languages for Slovenes (who live in Italy), whose Slovenian is not officially recognized in Italy, who must learn Italian to have the same opportunities, especially job opportunities, that a native speaker of Italian would have. Italians, on the other hand, do not need Slovenian to gain this social power and many remain monolingual.

Shirley Brice Heath in her article "Why no Official Tongue" (from her book *A National Language Academy? Debate in the New Nation*) (1976) further emphasizes the need for bilingualism as a form of communication and as an expansion of knowledge. She makes reference to Benjamin Franklin and how he pushed for his daughters and "young correspondents" to learn French and Spanish for diplomatic importance. Also

mentioned was Benjamin Rush, a member of the continental congress, who urged “English” schools to teach both French and German. Members of the continental congress also agreed that any and all languages should be used as instruments of communication. There were many important documents shortly after the founding of our nation that were written in German and French. Rush is quoted as saying: “Wherever learning is confined to *one* society, or to a *few* men, the government of that country will always be an *aristocracy*, whether the prevailing party be composed of rich or poor. It is by diffusing learning that we shall destroy aristocratic juntas of all parties, and establish a true commonwealth.” There is much to be learned from these words, especially in the America of today.

Also as background information and in helping me design the survey, I used articles on the English Only movement. It was important to find out what issues specifically needed to be addressed in the survey- issues that have come up in the past or in current events at the US or World level. Hayakawa, in his speech titled *One Nation... Indivisible? The English Language Amendment (1985)* speaks of two important issues concerning bilingualism in the United States. First, he argues against the “bilingual ballot” mandated in 1975, which requires all districts in which more than 5% of the population is of a different language background to produce ballots in that language. He states that the groups tending to be favored were Asian Americans, American Indians, Alaskan Natives and “people of Spanish heritage.” Furthermore, he says that this ballot created the sense among some people that these groups were not capable of learning English and further widened the gaps of racism. Also, such groups as native French speakers in parts of Maine and Vermont and Hebrew speaking Hasidic Jews in New York

were ignored, assuming that they should know, or at least be able to learn English. Many recent immigrants to the United States were also upset that they had been required to learn English and this “new” group of immigrants did not need to.

The second important issue, or turning point, in Hayakawa’s opinion was the Supreme Court decision of *Lau vs. Nichols* of 1974. The decision of the court case, as stated by Justice William O. Douglas was, “ No specific remedy is urged upon us. Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others. Petitioner asks only that the Board of Education be directed to apply its expertise to the problem and rectify the situation.” What came about from this court decision was the setting up of a set of rules called the Lau Regulations, which required that (1) non-English-speaking pupils be taught English and (2) academic subjects be taught in the pupils’ own language. Hayakawa argues that there is a contradiction between these two principles and that this has carried over as part of the debate for the controversy on bilingual education to this day. Many questions of the survey were written specifically to address the attitudes toward these types of issues.

The Study

For my study, I thought it would be beneficial to use participants from three different groups. My first group of participants is those that are bilingual. In this case, I tried to stray away from only one particular type of bilingualism, such as Spanish/English bilingualism, so that I could get more of a meaning as to what bilingual speakers focus on, and not, say, issues that only Mexican Americans or Spanish/English bilingual

speakers tend to focus on, such as immigration, education, etc. I wanted this to be truly represented from a bilingual standpoint in a variety of languages. This group has six (6) participants and the languages spoken among them are English, Spanish, German, and Danish. In some cases, participants in this group had also studied other languages besides the two that they were fluent in, but these were not counted in the study.

My second group of participants is those that live in my dormitory, Foster International, which speak only one language. Because many of the students that live in Foster International are freshman at Indiana University, those students have not had more than one (1) full year of any foreign language at the college level. Students who had many years of Spanish in high school or who considered themselves proficient or nearly fluent in another language were excluded from the study as to not create a bias. I chose Foster International as being a good place to do my research because of the immensely diverse population. Foster International had 18 nationalities represented in its community along with 37 languages in the 2002-2003 school year. In the language count, it was found that 72 students were fluent in more than one language, 31 students fluent in 2 or more languages and 12 in three or more languages. Also, all students who reside in Foster International have taken a community building and diversity class, Q100, and should be, in my opinion, more tolerant of bilingualism than the participants in my third group.

The third group in this study is a group of students who only speak one language, again, defined by having one (1) year or less of a foreign language at the college level and do not consider themselves to be proficient. These students must also live outside of Foster International. In fact, not all of my participants in this group go to Indiana University. All groups of participants fell between the ages of 17 and 24 years of age.

Also worth mentioning is that all monolinguals, regardless of residence, had studied one or more foreign languages but were not proficient them. All have had contacts with native speakers of their studied languages.

In my research, since many of my questions are geared toward educational issues, I have tried to not involve students in the School of Education, because I believe there would be a bias in this area. Also, I tried to not use language majors as participants for the same reason: bias in the study. They also may not have fit into a particular group very well. Participants were also chosen with equal consideration for males and females and a range of ages, though staying within a particular "college age" range, and areas of concentration/majors (if that person was in school) or occupation (if out of school).

For my data collection, I first made a survey which consisted of twenty (20) statements to have the participants rate from one (1) to five (5); one (1) being that they strongly agreed with the statement, and five (5) being that they strongly disagreed with the statement. Included in the survey were three (3) short answer questions that participants had to answer. These questions were intended to make the participants think a little about what they were saying and also were written with consideration of the statements earlier in the survey so I could make a comparison between what was written earlier and later in the survey.

The survey also contained a background questionnaire for each participant to fill out. This became particularly useful when it came time to determine which data should be used, especially in terms of the monolingual speakers. It was necessary to gather background information so that I could see what languages were represented and also

look in terms of the foreign language that each participant had taken in high school or at the college level.

Analysis

The first steps of analyzing my data were to figure out which questions were positive in nature and which were negative in nature, so that I could scale each question on the same one (1) to five (5) scale used earlier on the survey. However, since I had used one (1) as the most positive answer participants could give, the scale needed to be reversed so that five (5) represented the strongest positive attitude towards bilingualism. All data was then entered into SPSS for Windows. In this particular study, I found that what was most important to look at was the crossing of the items by response per group (labeled EXPER for experience) and also experience by response. I also crossed sex with response to see if males and females had a difference in attitude toward bilingualism.

Results

The first set of results that I would like to mention are the group scores for both the three groups studied and for each of the genders. This is shown in Tables 1 and 2, respectively. For each group, the group average, using the one (1) to five (5) scale, was used to find a total percentage out of 100% positive attitude toward bilingualism. This was done by taking the number of scores for each category of response (1-5) and multiplying them by the attitude score (each number, 1-5). This number was then divided by the number of participants in each group. The group of bilinguals (coded BOUT) scored the highest with an 82.5% positive attitude. Monolinguals living in Foster

International (MFIN) had a positive attitude percent of 81.25% positive, as compared to other monolingual speakers (outside of Foster International) (MOUT) who had an overall percentage of 79.143%. It is therefore evident that there is a slight variance in the way that bilinguals feel toward bilingualism as opposed to monolinguals. The percentages do not really say if there is a significant difference between bilinguals and monolinguals living in Foster International, but I think much more can be said about the difference in positive attitude between bilinguals and monolinguals both living outside of Foster International. Furthermore, the study confirms that monolinguals living in Foster International, possibly due to more contact with language or due to the community building class, Q100, mentioned earlier, have a better attitude than monolinguals living outside of Foster International. However, again, only having percentages, it is difficult to know whether the 2% difference is very significant.

The same group score was then performed using Table 2 to determine the group score for each gender. There were six (6) male participants in this study and eleven (11) female participants. There did seem to be a fairly significant difference between females and males. Females scored 82.1% positive according to their answers on the survey while males only scored a 78.5% positive attitude. This may help to explain psychological perspectives of females, on average, having slightly higher verbal abilities while males, on average, are more apt to perform well at concrete tasks. I also believe it is fair to say that more women major in languages in college than do men. This is my own personal observation of languages at Indiana University.

Table 3 shows all items by response for each group (labeled EXPER). There were some results that are worth looking at in this table. Having looked at which group had the

most positive attitude toward bilingualism, I decided to then look at which individual questions all of the groups had either strong attitudes toward or negative attitudes toward.

The first set of questions looked at were the questions that almost everyone, if not everyone, in each group showed scores of fours (4's) and fives (5's), representing positive attitude. The questions in common between all three groups were questions 8 and 12 on the survey. These questions are reproduced below.

8. The language the one speaks is part of their identity.

12. All students should be required to take a foreign language.

For question number 12, all participants in all three groups gave the strongest answers of either four (4) or five (5). The attitude of that question, therefore, rated at 100% positive for the whole study. Question number 8 also rated 100% for the whole study with all participants answering with positive attitude scores. Also receiving very high scores between two (2) or more of the groups were questions 2, 14, 15, 16, and 17.

In terms of the questions that reflected negative attitudes toward bilingualism, the same three questions immediately appeared for all three groups. Questions 1, 3 and 5 were the most consistently answered with ones (1's) and two (2's) showing a negative attitude. These questions are reproduced below:

1. English should be the official language of the United States.

3. When coming to the United States, people should be expected to learn and speak English.

5. English is the worldwide language of business.

These questions reflect somewhat of an English-Only attitude and therefore were scored as not being in favor of, or not having a positive attitude toward, bilingualism. For the distribution among participants in the different groups, the group of bilinguals (BOU) had a 66.7% negative attitude toward question number 1, a 66.7% negative attitude toward question number 3, and a 16.7% negative response for question number 5. Question number 5, however, for this particular group had only 16.7% positive attitude as well, with 66.7% of the population answering a number three (3), a neutral attitude. For the group of monolingual students living in Foster International (MFIN), questions 1 and 5 showed a 50% negative attitude and question number 3 reflected a 75% negative attitude. For question number 5, the other 50% of the answers fell into the three (3) rating, reflecting a neutral attitude toward that question. Monolinguals living outside of Foster International (MOU) showed a 77.8% negative response towards question number 1, 71.4% negative attitude toward question number 3, and a 57.2% negative attitude toward question number 5, with the other 49.2 percent answering neutral (3) on that question (question 5).

Conclusion

It has been shown that bilinguals and monolinguals view bilingualism differently through the attitudes that they have shown towards bilingualism. There is evidence that bilinguals have more of a positive attitude towards bilingualism than monolinguals do, as a group. This is not to say that some individuals on either side might feel in opposition to these findings. Also of note is that monolingual students living in an international residence center (Foster International at Indiana University) showed evidence of having a

more positive attitude toward bilingualism than did monolinguals living outside of Foster International. There is only a small difference in percentages between all three of the groups with, of course, the widest margin being between the group of bilinguals and monolinguals both living outside of Foster International.

There is still much more to be done in the research of attitudes towards language, bilingualism specifically. It would be interesting to note, for instance, how different generations of immigrants view their native language versus the language of the surrounding. In my study, many of the bilingual students that I surveyed were fluently bilingual but they acquired their second language at about age 11 or 12. Only one of my participants grew up truly bilingual, speaking Spanish and English, even though formal instruction in these languages was offered to her later. This might have some effect on how they view language as part of their culture or heritage.

All of my participants are in the age range of 17-24, so the study could also show other results for different age groups among both monolingual only and monolingual and bilingual groups. No articles surfaced that directly answered this question as to whether results among different ages would yield different results. From what I can imagine, it would, because of the changes that have happened in the United States, like the Civil Rights movement. There are other implications, as well: that adults, in general, are less susceptible to change of opinion and therefore an attitude of that opinion would remain. Another interesting aspect would be look at the political affiliation each adult has or what he or she labels him or herself to be (conservative vs. liberal).

If one was able, one also might look at the differences of languages spoken (for instance, only Chinese or only Spanish speaking groups) in comparison to how people

felt toward bilingualism or towards a specific language in general (how Chinese feel about learning English or how English speakers feel about Ebonics or Black English). This might reveal some cultural bias toward certain languages, especially in the case of Ebonics.

In short, there are endless ideas for further study on this subject. I have offered just a few of the numerous studies that could be derived from this one, assuming there are the right factors of location, monetary support and participants.

The study could be
spread to other
countries to see if
there is a similar
attitude toward
English as a second
language. It could
also be done in
different parts of
the world to see
how people feel
about learning
English as a
second language.
A.

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Appendices:

Appendix A

Sample survey and background questionnaire used

Appendix B

Tables 1, 2, and 3

APPENDIX A

Background Questionnaire: Please fill out each item as accurately as possible. Use the back of the page if there is insufficient space.

I. Personal facts

Name _____ Age _____ Gender (M/F) _____ Ethnicity _____
Country of origin _____ Highest degree obtained _____
Current level of study (i.e. BA, MA, PhD) _____ Program (field of study) _____
Please list also any country where you have lived for a year or more and indicate the number of years in each place _____

II. Family Information

Mother's profession _____ Father's profession _____
Please circle the highest level of schooling your Mother achieved:
Primary Secondary Associate Bachelor Master Professional Ph.D.
Please circle the highest level of schooling your Father achieved:
Primary Secondary Associate Bachelor Master Professional Ph.D.

III. Linguistic History

What is your first language? _____
Other languages Spoken _____ Years Studied _____ How fluent are you? _____

In what language did you learn to read first? _____
When did you begin to study your second language? Age: _____
When were you first exposed to native speakers of that language? Age: _____

Please describe all traveling you have done to countries where your first language is not spoken:

Country	Length of stay	Date	Purpose of trip
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

How many hours do you use your second language during an average week? _____


IV. School History

Where did you attend elementary school? _____
Where did you attend secondary (high) school? _____
Where did you attend college? _____
Where did you study for graduate degree(s)? _____

Survey: Please circle one number (1-5) for each question with one (1) being that you strongly agree with the statement and five (5) being that you strongly disagree with the statement.

1) Strongly agree 2) Agree 3) No opinion/Neutral 4) Disagree 5) Strongly Disagree

- | | | | | | |
|--|---|---|---|---|---|
| 1. English should be the official language of the United States. | 1 | 2 | 3 | 4 | 5 |
| 2. It is important to learn more than one language. | 1 | 2 | 3 | 4 | 5 |
| 3. When coming to the United States, people should be expected to learn and speak English. | 1 | 2 | 3 | 4 | 5 |
| 4. Students should be taught in both their native language and in English in the United States. | 1 | 2 | 3 | 4 | 5 |
| 5. English is the worldwide language of business. | 1 | 2 | 3 | 4 | 5 |
| 6. Students who speak another language are not as smart as those who only speak English. | 1 | 2 | 3 | 4 | 5 |
| 7. Diversity of language is important. | 1 | 2 | 3 | 4 | 5 |
| 8. The language that one speaks is part of their identity. | 1 | 2 | 3 | 4 | 5 |
| 9. There is an academic advantage for students who know more than one language. | 1 | 2 | 3 | 4 | 5 |
| 10. Schools should be taught in one language only with foreign language as a separate class. | 1 | 2 | 3 | 4 | 5 |
| 11. Children in English as a Second Language classrooms are usually poor. | 1 | 2 | 3 | 4 | 5 |
| 12. All students should be required to take a foreign language. | 1 | 2 | 3 | 4 | 5 |
| 13. When traveling to a foreign country where English is not the official or common language, I do not need to learn any of the native language because someone will know English and be able to understand me. | 1 | 2 | 3 | 4 | 5 |
| 14. Language Education (learning a second language) should be started earlier in a child's education. | 1 | 2 | 3 | 4 | 5 |
| 15. Other languages and cultures do not have that much of an effect on modern American culture. | 1 | 2 | 3 | 4 | 5 |
| 16. Students who know only one language are more intelligent than those who know more than one language because they have a better grasp on that that language and what language fully is. | 1 | 2 | 3 | 4 | 5 |
| 17. ESL (English as a Second Language) students are incompetent in core subject matter and should not be included in regular classes. | 1 | 2 | 3 | 4 | 5 |
| 18. Allowing people to speak their native language (non-English) in the United States devalues the English language. | 1 | 2 | 3 | 4 | 5 |
| 19. English is one of the hardest languages to learn. | 1 | 2 | 3 | 4 | 5 |
| 20. ESL (English as a Second Language) students may actually have more ideas to bring to a classroom than most children who only speak one language because of the experiences and contact they have had with their native language. | 1 | 2 | 3 | 4 | 5 |



Questions: Please take some time to respond to the following questions. Please remember that all answers will be kept confidential. You may use the back of this paper if you need more room to answer the questions.

1. What do you think is the biggest problem with or advantage of bilingual education in the United States?

2. Currently the United States has no official language. Are there advantages or benefits to countries that have an official language? What about two (2) official languages? Now consider that South Africa has 11 official languages. Could the United States do something similar or would it be complete chaos if the United States tried to implement (an) official language(s)? What implications would this have on schools and businesses?

3. How is language used in your daily life? Would you say the language(s) that you speak is/are part of your identity and culture or just a tool to navigate through society?

APPENDIX B

Crosstabs

TABLE 1

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EXPER * RESP	340	100.0%	0	.0%	340	100.0%

EXPER * RESP Crosstabulation

			RESP					Total
			1	2	3	4	5	
EXPER	bout	Count	8	8	15	19	70	120
		% within EXPER	6.7%	6.7%	12.5%	15.8%	58.3%	100.0%
		% within RESP	50.0%	26.7%	37.5%	20.7%	43.2%	35.3%
		% of Total	2.4%	2.4%	4.4%	5.6%	20.6%	35.3%
	mfin	Count	2	6	10	29	33	80
		% within EXPER	2.5%	7.5%	12.5%	36.3%	41.3%	100.0%
		% within RESP	12.5%	20.0%	25.0%	31.5%	20.4%	23.5%
		% of Total	.6%	1.8%	2.9%	8.5%	9.7%	23.5%
	mout	Count	6	16	15	44	59	140
		% within EXPER	4.3%	11.4%	10.7%	31.4%	42.1%	100.0%
		% within RESP	37.5%	53.3%	37.5%	47.8%	36.4%	41.2%
		% of Total	1.8%	4.7%	4.4%	12.9%	17.4%	41.2%
Total	Count	16	30	40	92	162	340	
	% within EXPER	4.7%	8.8%	11.8%	27.1%	47.6%	100.0%	
	% within RESP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	4.7%	8.8%	11.8%	27.1%	47.6%	100.0%	

TABLE 2

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
SEX	RESP	340	100.0%	0	.0%	340	100.0%

SEX * RESP Crosstabulation

		RESP					Total	
		1	2	3	4	5		
SEX	f	Count	9	18	22	63	108	220
		% within SEX	4.1%	8.2%	10.0%	28.6%	49.1%	100.0%
		% within RESP	56.3%	60.0%	55.0%	68.5%	66.7%	64.7%
		% of Total	2.6%	5.3%	6.5%	18.5%	31.8%	64.7%
SEX	m	Count	7	12	18	29	54	120
		% within SEX	5.8%	10.0%	15.0%	24.2%	45.0%	100.0%
		% within RESP	43.8%	40.0%	45.0%	31.5%	33.3%	35.3%
		% of Total	2.1%	3.5%	5.3%	8.5%	15.9%	35.3%
Total		Count	16	30	40	92	162	340
		% within SEX	4.7%	8.8%	11.8%	27.1%	47.6%	100.0%
		% within RESP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	4.7%	8.8%	11.8%	27.1%	47.6%	100.0%

TABLE 3

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
ITEM EXP	RESP *	340	100.0%	0	.0%	340	100.0%

TABLE 3, pg. 1

ITEM * RESP * EXPER Crosstabulation

EXP	ITEM		RESP				RESP	Total
			1	2	3	4	5	
bout	1	Count	4	0	1	0	1	6
		% within ITEM	66.7%	.0%	16.7%	.0%	16.7%	100.0%
		% within RESP	50.0%	.0%	6.7%	.0%	1.4%	5.0%
		% of Total	3.3%	.0%	.8%	.0%	.8%	5.0%
	10	Count	0	3	1	1	1	6
		% within ITEM	.0%	50.0%	16.7%	16.7%	16.7%	100.0%
		% within RESP	.0%	37.5%	6.7%	5.3%	1.4%	5.0%
		% of Total	.0%	2.5%	.8%	.8%	.8%	5.0%
	11	Count	0	0	2	2	2	6
		% within ITEM	.0%	.0%	33.3%	33.3%	33.3%	100.0%
		% within RESP	.0%	.0%	13.3%	10.5%	2.9%	5.0%
		% of Total	.0%	.0%	1.7%	1.7%	1.7%	5.0%
	12	Count	0	0	0	1	5	6
		% within ITEM	.0%	.0%	.0%	16.7%	83.3%	100.0%
		% within RESP	.0%	.0%	.0%	5.3%	7.1%	5.0%
		% of Total	.0%	.0%	.0%	.8%	4.2%	5.0%
	13	Count	1	0	0	3	2	6
		% within ITEM	16.7%	.0%	.0%	50.0%	33.3%	100.0%
		% within RESP	12.5%	.0%	.0%	15.8%	2.9%	5.0%
		% of Total	.8%	.0%	.0%	2.5%	1.7%	5.0%
14	Count	0	1	0	0	5	6	
	% within ITEM	.0%	16.7%	.0%	.0%	83.3%	100.0%	
	% within RESP	.0%	12.5%	.0%	.0%	7.1%	5.0%	
	% of Total	.0%	.8%	.0%	.0%	4.2%	5.0%	
15	Count	0	0	0	1	5	6	
	% within ITEM	.0%	.0%	.0%	16.7%	83.3%	100.0%	
	% within RESP	.0%	.0%	.0%	5.3%	7.1%	5.0%	
	% of Total	.0%	.0%	.0%	.8%	4.2%	5.0%	
16	Count	0	0	1	1	4	6	
	% within ITEM	.0%	.0%	16.7%	16.7%	66.7%	100.0%	
	% within RESP	.0%	.0%	6.7%	5.3%	5.7%	5.0%	
	% of Total	.0%	.0%	.8%	.8%	3.3%	5.0%	
17	Count	0	0	0	2	4	6	
	% within ITEM	.0%	.0%	.0%	33.3%	66.7%	100.0%	
	% within RESP	.0%	.0%	.0%	10.5%	5.7%	5.0%	
	% of Total	.0%	.0%	.0%	1.7%	3.3%	5.0%	
18	Count	0	0	1	1	4	6	
	% within ITEM	.0%	.0%	16.7%	16.7%	66.7%	100.0%	
	% within RESP	.0%	.0%	6.7%	5.3%	5.7%	5.0%	
	% of Total	.0%	.0%	.8%	.8%	3.3%	5.0%	
19	Count	1	1	1	2	1	6	
	% within ITEM	16.7%	16.7%	16.7%	33.3%	16.7%	100.0%	
	% within RESP	12.5%	12.5%	6.7%	10.5%	1.4%	5.0%	
	% of Total	.8%	.8%	.8%	1.7%	.8%	5.0%	
2	Count	0	0	0	1	5	6	
	% within ITEM	.0%	.0%	.0%	16.7%	83.3%	100.0%	
	% within RESP	.0%	.0%	.0%	5.3%	7.1%	5.0%	
	% of Total	.0%	.0%	.0%	.8%	4.2%	5.0%	

TABLE 3, pg. 2

ITEM * RESP * EXPER Crosstabulation

EXP	ITEM		RESP				RESP	Total
			1	2	3	4	5	
bout	20	Count	0	0	0	2	4	6
		% within ITEM	.0%	.0%	.0%	33.3%	66.7%	100.0%
		% within RESP	.0%	.0%	.0%	10.5%	5.7%	5.0%
		% of Total	.0%	.0%	.0%	1.7%	3.3%	5.0%
	3	Count	1	3	1	0	1	6
		% within ITEM	16.7%	50.0%	16.7%	.0%	16.7%	100.0%
		% within RESP	12.5%	37.5%	6.7%	.0%	1.4%	5.0%
		% of Total	.8%	2.5%	.8%	.0%	.8%	5.0%
	4	Count	0	0	1	0	5	6
		% within ITEM	.0%	.0%	16.7%	.0%	83.3%	100.0%
		% within RESP	.0%	.0%	6.7%	.0%	7.1%	5.0%
		% of Total	.0%	.0%	.8%	.0%	4.2%	5.0%
	5	Count	1	0	4	0	1	6
		% within ITEM	16.7%	.0%	66.7%	.0%	16.7%	100.0%
		% within RESP	12.5%	.0%	26.7%	.0%	1.4%	5.0%
% of Total		.8%	.0%	3.3%	0%	.8%	5.0%	
6	Count	0	0	1	0	5	6	
	% within ITEM	.0%	.0%	16.7%	.0%	83.3%	100.0%	
	% within RESP	.0%	.0%	6.7%	.0%	7.1%	5.0%	
	% of Total	0%	.0%	.8%	.0%	4.2%	5.0%	
7	Count	0	0	0	0	6	6	
	% within ITEM	.0%	.0%	.0%	.0%	100.0%	100.0%	
	% within RESP	.0%	.0%	.0%	.0%	8.6%	5.0%	
	% of Total	.0%	.0%	.0%	.0%	5.0%	5.0%	
8	Count	0	0	0	1	5	6	
	% within ITEM	.0%	.0%	.0%	16.7%	83.3%	100.0%	
	% within RESP	.0%	.0%	.0%	5.3%	7.1%	5.0%	
	% of Total	.0%	.0%	.0%	.8%	4.2%	5.0%	
9	Count	0	0	1	1	4	6	
	% within ITEM	.0%	.0%	16.7%	16.7%	66.7%	100.0%	
	% within RESP	.0%	.0%	6.7%	5.3%	5.7%	5.0%	
	% of Total	.0%	.0%	.8%	.8%	3.3%	5.0%	
Total	Count	8	8	15	19	70	20	
	% within ITEM	6.7%	6.7%	12.5%	15.8%	58.3%	100.0%	
	% within RESP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	6.7%	6.7%	12.5%	15.8%	58.3%	100.0%	
mfir	1	Count	1	1	0	2	0	4
		% within ITEM	25.0%	25.0%	.0%	50.0%	.0%	100.0%
		% within RESP	50.0%	16.7%	.0%	6.9%	.0%	5.0%
		% of Total	1.3%	1.3%	.0%	2.5%	.0%	5.0%
	10	Count	1	0	2	1	0	4
		% within ITEM	25.0%	.0%	50.0%	25.0%	.0%	100.0%
		% within RESP	50.0%	.0%	20.0%	3.4%	.0%	5.0%
		% of Total	1.3%	.0%	2.5%	1.3%	.0%	5.0%
	11	Count	0	0	0	2	2	4
		% within ITEM	.0%	.0%	.0%	50.0%	50.0%	100.0%
		% within RESP	.0%	.0%	.0%	6.9%	6.1%	5.0%
		% of Total	.0%	.0%	.0%	2.5%	2.5%	5.0%

TABLE 3, pg. 3

ITEM * RESP * EXPER Crosstabulation

EXPER	ITEM		RESP				RESP	Total
			1	2	3	4	5	
mfin	12	Count	0	0	0	3	1	4
		% within ITEM	.0%	.0%	.0%	75.0%	25.0%	100.0%
		% within RESP	.0%	.0%	.0%	10.3%	3.0%	5.0%
		% of Total	.0%	.0%	.0%	3.8%	1.3%	5.0%
	13	Count	0	0	1	0	3	4
		% within ITEM	.0%	.0%	25.0%	.0%	75.0%	100.0%
		% within RESP	.0%	.0%	10.0%	.0%	9.1%	5.0%
		% of Total	.0%	.0%	1.3%	.0%	3.8%	5.0%
	14	Count	0	0	0	0	4	4
		% within ITEM	.0%	.0%	.0%	.0%	100.0%	100.0%
		% within RESP	.0%	.0%	.0%	.0%	12.1%	5.0%
		% of Total	.0%	.0%	.0%	.0%	5.0%	5.0%
	15	Count	0	0	0	1	3	4
		% within ITEM	.0%	.0%	.0%	25.0%	75.0%	100.0%
		% within RESP	.0%	.0%	.0%	3.4%	9.1%	5.0%
		% of Total	.0%	.0%	.0%	1.3%	3.8%	5.0%
	16	Count	0	0	0	1	3	4
		% within ITEM	.0%	.0%	.0%	25.0%	75.0%	100.0%
		% within RESP	.0%	.0%	.0%	3.4%	9.1%	5.0%
		% of Total	.0%	.0%	.0%	1.3%	3.8%	5.0%
17	Count	0	0	0	3	1	4	
	% within ITEM	.0%	.0%	.0%	75.0%	25.0%	100.0%	
	% within RESP	.0%	.0%	.0%	10.3%	3.0%	5.0%	
	% of Total	.0%	.0%	.0%	3.8%	1.3%	5.0%	
18	Count	0	0	0	2	2	4	
	% within ITEM	.0%	.0%	.0%	50.0%	50.0%	100.0%	
	% within RESP	.0%	.0%	.0%	6.9%	6.1%	5.0%	
	% of Total	.0%	.0%	.0%	2.5%	2.5%	5.0%	
19	Count	0	0	1	3	0	4	
	% within ITEM	.0%	.0%	25.0%	75.0%	.0%	100.0%	
	% within RESP	.0%	.0%	10.0%	10.3%	.0%	5.0%	
	% of Total	.0%	.0%	1.3%	3.8%	.0%	5.0%	
2	Count	0	0	0	1	3	4	
	% within ITEM	.0%	.0%	.0%	25.0%	75.0%	100.0%	
	% within RESP	.0%	.0%	.0%	3.4%	9.1%	5.0%	
	% of Total	.0%	.0%	.0%	1.3%	3.8%	5.0%	
20	Count	0	0	1	2	1	4	
	% within ITEM	.0%	.0%	25.0%	50.0%	25.0%	100.0%	
	% within RESP	.0%	.0%	10.0%	6.9%	3.0%	5.0%	
	% of Total	.0%	.0%	1.3%	2.5%	1.3%	5.0%	
3	Count	0	3	0	1	0	4	
	% within ITEM	.0%	75.0%	.0%	25.0%	.0%	100.0%	
	% within RESP	.0%	50.0%	.0%	3.4%	.0%	5.0%	
	% of Total	.0%	3.8%	.0%	1.3%	.0%	5.0%	
4	Count	0	0	3	1	0	4	
	% within ITEM	.0%	.0%	75.0%	25.0%	.0%	100.0%	
	% within RESP	.0%	.0%	30.0%	3.4%	.0%	5.0%	
	% of Total	.0%	.0%	3.8%	1.3%	.0%	5.0%	

TABLE 3, pg. 4

ITEM * RESP * EXPER Crosstabulation

EXP:	ITEM		RESP				RESP	Total
			1	2	3	4	5	
mfn	5	Count	0	2	2	0	0	4
		% within ITEM	.0%	50.0%	50.0%	.0%	.0%	100.0%
		% within RESP	.0%	33.3%	20.0%	.0%	.0%	5.0%
		% of Total	.0%	2.5%	2.5%	.0%	.0%	5.0%
	6	Count	0	0	0	2	2	4
		% within ITEM	.0%	.0%	.0%	50.0%	50.0%	100.0%
		% within RESP	.0%	.0%	.0%	6.9%	6.1%	5.0%
		% of Total	.0%	.0%	.0%	2.5%	2.5%	5.0%
	7	Count	0	0	0	1	3	4
		% within ITEM	.0%	.0%	.0%	25.0%	75.0%	100.0%
		% within RESP	.0%	.0%	.0%	3.4%	9.1%	5.0%
		% of Total	.0%	.0%	.0%	1.3%	3.8%	5.0%
	8	Count	0	0	0	1	3	4
		% within ITEM	.0%	.0%	.0%	25.0%	75.0%	100.0%
		% within RESP	.0%	.0%	.0%	3.4%	9.1%	5.0%
% of Total		.0%	.0%	.0%	1.3%	3.8%	5.0%	
9	Count	0	0	0	2	2	4	
	% within ITEM	.0%	.0%	.0%	50.0%	50.0%	100.0%	
	% within RESP	.0%	.0%	.0%	6.9%	6.1%	5.0%	
	% of Total	.0%	.0%	.0%	2.5%	2.5%	5.0%	
Total	Count	2	6	10	29	33	80	
	% within ITEM	2.5%	7.5%	12.5%	36.3%	41.3%	100.0%	
	% within RESP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.5%	7.5%	12.5%	36.3%	41.3%	100.0%	
mot	1	Count	3	2	0	1	1	7
		% within ITEM	42.9%	28.6%	.0%	14.3%	14.3%	100.0%
		% within RESP	50.0%	12.5%	.0%	2.3%	1.7%	5.0%
		% of Total	2.1%	1.4%	.0%	.7%	.7%	5.0%
	10	Count	0	2	1	4	0	7
		% within ITEM	.0%	28.6%	14.3%	57.1%	.0%	100.0%
		% within RESP	.0%	12.5%	6.7%	9.1%	.0%	5.0%
		% of Total	.0%	1.4%	.7%	2.9%	.0%	5.0%
	11	Count	1	0	1	2	3	7
		% within ITEM	14.3%	.0%	14.3%	28.6%	42.9%	100.0%
		% within RESP	16.7%	.0%	6.7%	4.5%	5.1%	5.0%
		% of Total	.7%	.0%	.7%	1.4%	2.1%	5.0%
	12	Count	0	0	0	4	3	7
		% within ITEM	.0%	.0%	.0%	57.1%	42.9%	100.0%
		% within RESP	.0%	.0%	.0%	9.1%	5.1%	5.0%
		% of Total	.0%	.0%	.0%	2.9%	2.1%	5.0%
	13	Count	0	1	2	2	2	7
		% within ITEM	.0%	14.3%	28.6%	28.6%	28.6%	100.0%
		% within RESP	.0%	6.3%	13.3%	4.5%	3.4%	5.0%
		% of Total	.0%	.7%	1.4%	1.4%	1.4%	5.0%
	14	Count	0	0	0	1	6	7
		% within ITEM	.0%	.0%	.0%	14.3%	85.7%	100.0%
		% within RESP	.0%	.0%	.0%	2.3%	10.2%	5.0%
		% of Total	.0%	.0%	.0%	.7%	4.3%	5.0%

TABLE 3, pg. 5

ITEM * RESP * EXPER Crosstabulation

EXPE	ITEM	Count	RESP				RESP	Total
			1	2	3	4	5	
mout	15	Count	0	1	0	4	2	7
	% within ITEM	.0%	14.3%	.0%	57.1%	28.6%	100.0%	
	% within RESP	.0%	6.3%	.0%	9.1%	3.4%	5.0%	
	% of Total	.0%	.7%	.0%	2.9%	1.4%	5.0%	
	16	Count	0	0	0	2	5	7
	% within ITEM	.0%	.0%	.0%	28.6%	71.4%	100.0%	
	% within RESP	.0%	.0%	.0%	4.5%	8.5%	5.0%	
	% of Total	.0%	.0%	.0%	1.4%	3.6%	5.0%	
	17	Count	0	0	0	2	5	7
	% within ITEM	.0%	.0%	.0%	28.6%	71.4%	100.0%	
	% within RESP	.0%	.0%	.0%	4.5%	8.5%	5.0%	
	% of Total	.0%	.0%	.0%	1.4%	3.6%	5.0%	
	18	Count	0	0	2	1	4	7
	% within ITEM	.0%	.0%	28.6%	14.3%	57.1%	100.0%	
	% within RESP	.0%	.0%	13.3%	2.3%	6.8%	5.0%	
	% of Total	.0%	.0%	1.4%	.7%	2.9%	5.0%	
	19	Count	0	1	1	3	2	7
	% within ITEM	.0%	14.3%	14.3%	42.9%	28.6%	100.0%	
	% within RESP	.0%	6.3%	6.7%	6.8%	3.4%	5.0%	
	% of Total	.0%	.7%	.7%	2.1%	1.4%	5.0%	
2	Count	0	0	0	2	5	7	
% within ITEM	.0%	.0%	.0%	28.6%	71.4%	100.0%		
% within RESP	.0%	.0%	.0%	4.5%	8.5%	5.0%		
% of Total	.0%	.0%	.0%	1.4%	3.6%	5.0%		
20	Count	0	1	0	4	2	7	
% within ITEM	.0%	14.3%	.0%	57.1%	28.6%	100.0%		
% within RESP	.0%	6.3%	.0%	9.1%	3.4%	5.0%		
% of Total	.0%	.7%	.0%	2.9%	1.4%	5.0%		
3	Count	1	4	0	2	0	7	
% within ITEM	14.3%	57.1%	.0%	28.6%	.0%	100.0%		
% within RESP	16.7%	25.0%	.0%	4.5%	.0%	5.0%		
% of Total	.7%	2.9%	.0%	1.4%	.0%	5.0%		
4	Count	0	0	3	3	1	7	
% within ITEM	.0%	.0%	42.9%	42.9%	14.3%	100.0%		
% within RESP	.0%	.0%	20.0%	6.8%	1.7%	5.0%		
% of Total	.0%	.0%	2.1%	2.1%	.7%	5.0%		
5	Count	1	3	3	0	0	7	
% within ITEM	14.3%	42.9%	42.9%	.0%	.0%	100.0%		
% within RESP	16.7%	18.8%	20.0%	.0%	.0%	5.0%		
% of Total	.7%	2.1%	2.1%	.0%	.0%	5.0%		
6	Count	0	0	0	0	7	7	
% within ITEM	.0%	.0%	.0%	.0%	100.0%	100.0%		
% within RESP	.0%	.0%	.0%	.0%	11.9%	5.0%		
% of Total	.0%	.0%	.0%	.0%	5.0%	5.0%		
7	Count	0	0	1	3	3	7	
% within ITEM	.0%	.0%	14.3%	42.9%	42.9%	100.0%		
% within RESP	.0%	.0%	6.7%	6.8%	5.1%	5.0%		
% of Total	.0%	.0%	.7%	2.1%	2.1%	5.0%		

TABLE 3, pg. 6
 ITEM * RESP * EXPER Crosstabulation

EXPER	ITEM		RESP				RESP	Total
			1	2	3	4	5	
mout	8	Count	0	0	0	4	3	7
		% within ITEM	.0%	.0%	.0%	57.1%	42.9%	100.0%
		% within RESP	.0%	.0%	.0%	9.1%	5.1%	5.0%
		% of Total	.0%	.0%	.0%	2.9%	2.1%	5.0%
	9	Count	0	1	1	0	5	7
		% within ITEM	.0%	14.3%	14.3%	.0%	71.4%	100.0%
		% within RESP	.0%	6.3%	6.7%	.0%	8.5%	5.0%
		% of Total	.0%	.7%	.7%	.0%	3.6%	5.0%
	Total	Count	6	16	15	44	59	140
		% within ITEM	4.3%	11.4%	10.7%	31.4%	42.1%	100.0%
		% within RESP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	4.3%	11.4%	10.7%	31.4%	42.1%	100.0%

Results of Task Variation on Second Language Acquisition of Pronouns

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ABSTRACT

This paper explores task variation and the effect of attention to one's own speech in the acquisition of a second language. The study examines the use of indirect object pronouns by native speakers of English learning Spanish. The participants' performance is tested in two different tasks that differ in the level of formality. The results suggest that errors result from negative language transfer and reveal that context does have a significant impact on eliciting correct language production.

Introduction

The acquisition of Spanish indirect pronouns proves to be a difficult for native English speakers because they work differently in Spanish and English. In Spanish the indirect object pronouns come directly in front of the verb in the sentence. Often the context in which one speaks with someone is enough to make it clear to whom he/she is referring. When using "le" or "les" the speaker may have mentioned them just immediately before in the conversation, or they may be mentioned earlier in the same sentence. For example in the sentence "I told Lucy that I would lend her the book," Lucy is the only person that is mentioned. It seems logical that "her" refers to "Lucy". If this is not the case and extra information is needed to clear up confusion, a prepositional phrase is added at the end of the sentence using, "a" which means "to".

. Learners of Spanish have difficulty with the indirect object pronouns because often they decide what is correct in Spanish by comparing the sentence word-for-word with the English equivalent. In instances where a prepositional phrase is added to the end of a sentence to clear confusion, learners often have difficulty with this. They feel that the speaker is saying the same information twice. In the sentence “Juan le va a prestar el dinero a Maria,” “le” means "to her" and "a Maria" means "to Mary". In English one would not say, "John is going to lend the money to her to Mary". The repetition of "to her" is not deemed necessary and seems awkward when said in English. Native speakers of English learning Spanish at beginning and intermediate levels have not yet learned that they must learn to think in Spanish, and adhere to the patterns that are used by native speakers of the language.

Aside from the issues of repetition, learners encounter other problems with indirect pronouns. In the sentence “Juan le va a prestar el dinero a ella” it seems that the speaker is repeating and in fact he/she is. In this sentence "le" means "to her" and the prepositional phrase "a ella" also refers "to her". English speaking learners of the Spanish language often feel that "a ella" is more specific and less confusing than "le", and are tempted to leave the word "le" out. However, this is a mistake. The word “le” should be kept in the sentence yet the phrase “a ella” is optional and may be omitted at the end of the sentence. Nevertheless, the word "le" must remain in the sentence. Native Spanish speakers will recognize that it does not sound right without the "le". The repetition of information in the sentence, sometimes serves the purpose of helping to clarify or emphasize an idea. Other times it is just a part of the grammatical pattern and although it

may seem repetitive to native speakers of English, the repetition of an idea is not peculiar to Spanish.

Theoretical Background

There are a variety of factors that result in the errors of indirect object pronoun. Many researchers claim that many of the errors learners make in SLA are the result of negative transfer from one's native language. Zampini (1994) explores this phenomena in his study about the problems faced by native speakers of English studying Spanish in the acquisition of /b d g/. He argues that errors made by learners are a result of direct transfer of knowledge from the learner's L1 to L2. Zampini finds evidence of this in his study as learners fail to recognize that the /b d g/ behave differently in both Spanish and English. They use the rules for pronunciation of English /b d g/ and apply them to the pronunciation of Spanish /b d g/ through the process of language transfer.

According to VanPatten and Cadierno (1993) SLA should be considered a set of processes. The processes include converting input into intake, followed by the development of an acquired system. This subconsciously acquired system, also known as the implicit system, is the ability to recall rules of grammar and vocabulary automatically, without requiring any thinking at all. The learner also has explicit knowledge, which refers to the learned system of explicit rules of language that a speaker must call to mind in order to be able to produce something. In the production of indirect object pronouns learners must call on the explicit knowledge regarding their use, as they have not yet become a part of their implicit system. VanPatten claims that researchers often fail to recognize the difference between the acquisition of a system and the

Spanish speaking country. At the time of the study they were each enrolled in a 300 level Spanish course entitled “Spanish Conversation and Diction.” Each student had an intermediate level of Spanish.

Tasks

The variation of speech was studied by investigating the participants’ use of indirect object pronouns in two tasks that differed in level of formality. The first task was an informal task that consisted of a brief question answer session between the researcher and each of the students. Each of the students was asked to answer and elaborate on the following two questions:

“Si otro empleo robara de tu trabajo, le diria a tu jefe?”

“Si su novio/a tendria sentimientos para ti, le diria a tu amigo/a?”

This task aimed at eliciting obligatory contexts in which indirect object pronouns are to be used in casual speech.

The formal task consisted of recording each students’ formal presentations that they were required to present to meet a course requirement. The primary objective of this course in which each of the five students was enrolled was to develop the students’ competency in communicating through spoken medium. Class time was spent in conversation and discussion and required each student to do four presentations in front of the class and the professor. The student elected their own topic and the presentation was to last between five and ten minutes.

Analysis

Tasks were analyzed according to correct usage of indirect object pronouns. A 0 was given if the student did not use an indirect object pronoun in an obligatory context.

Students received 1 for each correct use of an indirect pronoun regardless as to whether or not a prepositional phrase was attached.

Results

The proportion of correct responses over the total number of possible contexts for use of indirect pronouns was computed. The results are as follows:

Table 1:

Participants	TASK 1 Informal			
	Possible Contexts	# of Uses of Indirect Pronouns	% of Use	
1	3	0	0%	
2	4	1	20%	
3	6	2	30%	
4	5	1	20%	
5	4	3	75%	

Table 2:

Participants	Task #2 Formal			
	Possible Contexts	# of Uses of Indirect Pronouns	% of Use	
1	5	2	40%	
2	5	3	60%	
3	5	4	80%	
4	6	5	83%	
5	7	7	100%	

Description of the results

The results support the notion that in terms of grammatical form learners of a second language are more likely to perform better on formal tasks than informal tasks.

Table 1 shows the percentages of correct uses of indirect object pronouns in the informal task and Table 2 shows the percentages of correct use of indirect pronouns in the formal

task. Table 1 illustrates the students' difficulty in producing indirect object pronouns in an informal task. The average percentage for the five participants in the use of indirect pronouns is 28.6%. Table 2 shows an increase in use of indirect pronouns in a formal task with an average of 65.2% for all five students. With the exception of Participant #5, the informal task revealed scores of 30% or lower for all participants. However, in the formal task each participant's usage of indirect object pronouns increased by a considerable amount. In all cases, each participant's correct usage of indirect object pronouns appeared with greater frequency in the formal task than in the informal task and these results support that the situational context has a direct effect on speech.

This study attempted to limit the number of independent variables in order to thoroughly examine the dependent variable of usage of indirect object pronouns. The subjects chosen had similar levels of language skills, no study abroad experience, were all around the same age, and were enrolled in the same class. With less independent variables the study was able to focus primarily on the impact of task variation on intermediate level subjects. However, the results reveal a dramatic difference in the scores of Participant #5 which is likely to be a result of several differentiating social factors that are worth noting. Participant #5 used indirect object pronouns 75% out of the possible contexts for the informal task and 100% out the formal task possible contexts. This participant has studied Spanish for the longest period of time and is a native of Texas, which has provided the participant with a considerable amount of exposure to native speakers. Participant #5 has had contact with native speakers since she was one years old. In contrast, other participants were not exposed to native speakers until they reached high school or college. This suggests that contact with native speakers can have a

significant impact on language performance. These social factors play an important role and should be examined in further research.

There are other factors that are likely to have impacted the results of this study. The type of audience, for example, has a great impact on the performance of participants. Participants were more likely to focus on form and grammatical rules in formal context of a classroom setting because they were presenting in front of an audience of sixteen people, one of which was the professor. The professor graded each student on their presentation and therefore, students were more concerned with performing well. They did not focus solely on the message they wanted to convey but also on the form and structure of the sentences. The audiences for the informal context consisted of only one researcher and students were not as worried about grammatical form.

Conclusion

The informal task was characterized by free conversation where the learner focused on communicating the content effectively and efficiently. Learners did not pay attention to the grammatical form of the message but rather focused on expressing an idea. This task offers little monitoring, as the learner does not have sufficient time to call upon their explicit knowledge. With the formal task, however, learners have prepared in advance what they want to say and attend to the form and production of the message. The learner is able to refer to the acquired learned system and as a result, they perform better on the task. The learner pays more attention to their speech and is able to produce the indirect object pronouns.

The influential role of L1 (English) transfer to L2 discussed by Zampini is evident in the acquisition of Spanish indirect object pronouns. Learners show the tendency to omit indirect object pronouns and use solely the prepositional phrase following the verb because the structure [verb + indirect object] is characteristic to English grammar. They transfer the English rule that the indirect object follows the verb and rarely add the indirect object in front of the verb. In addition, learners find it redundant to have both an indirect object and a prepositional phrase. In English is incorrect to use the two of these to identify the object of the verb and therefore, learners' transfer this idea that it is incorrect to the L2. Clearly, the negative L1 transfer results in errors in the acquisition of Spanish pronouns.

The findings suggest that native language transfer works to hinder the acquisition of Spanish indirect pronouns. The errors made by the participants in the study are likely a direct result of the application of rules from the native language (English) to the Spanish. Furthermore, the study highly supports evidence that the possibility of self-monitoring results in more target-like production. The participants all received formal instruction about the rules surrounding the use of indirect objects. They know how to form sentences using these pronouns and are able to produce them. They have acquired this skill. However, what many of them have not acquired is the implicit system, which would allow them to use the indirect object pronouns without having to think about the rules. These results raise interesting questions for further research surrounding the acquisition of implicit knowledge.

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L2 Development of the Spanish Subjunctive Mood
By XXXX
December 11, 2003

This project is a report on the development usage of the subjunctive mood among L2 learners. I discuss how students acquire the subjunctive mood as they progress through higher levels of university level courses. I also include in this project, social variables such as overseas study experience, current versus former enrollment, and I also break apart the subjunctive structure into a discussion of nominal, adverbial, and adjectival clauses in order to classify their importance in comprehension for the L2 learner.

It is common knowledge for anyone with experience in Spanish, that the subjunctive mood is one of the most difficult parts of speech to master. This is mainly due to the fact that even though the subjunctive mood that is present in English, it is not emphasized or truly required as is the case with Spanish. For beginners of Spanish as a second language (L2), the subjunctive is introduced largely on a scale of emotion, doubt, or uncertainty. As a student progresses through higher levels of Spanish classes, through repetition of grammar patterns and further exposure to more 'picky' contexts, a student is expected to have learned how to use the subjunctive and is also trained for listening for it.

There have been many previous studies focusing on the topic of subjunctive acquisition, which dealt with many factors which could possibly influence learners of Spanish. Joseph Collentine (1995) produced a study on mood-selection ability for intermediate learners of Spanish, suggesting that "...poor mood selection accuracy results from a syntactic processing overload. These findings imply that instructors should seek ways to assist learners with the production of complex syntax." In his two tasks (N=40, 38), he used (1) a guided 10-minute conversation and (2) contextualized drawings to elicit sentences with a noun phrase clause. Later, the current project will discuss noun

clauses and explain that across all course backgrounds present, noun clauses are the easiest to recognize. However, the appropriate background is necessary for the formation (or recognition) of a complex noun phrase with an obligatory context for the subjunctive mood. Another study concerning noun clauses is of Brazilian Portuguese (Santos, 1999). She concludes that “It is found that education level positively affects subjunctive use which, however, remains low overall, as its choice increases only slightly...” but sometimes is still omitted in expected contexts.

A large topic of interest among researchers of the subjunctive is the context of a subjunctive marking. Elizabeth Villalta (2001) proposes that “... the main trigger for the use of the subjunctive in Spanish is a context in which alternative propositions must be compared, regardless of whether the alternatives are counterfactual or irrealis.” The examples used in the instrument of this project (see attached answer key), show that adjectival clauses are hypothetical statements, regarding events or other contexts which have not yet occurred. In addition, many nominal and adverbial clauses are referring to future or counterfactual events (i.e. my high school Spanish teacher’s favorite example: *si yo no fuera cubano, me gustaría serlo*). Also Villalta states “...emotive factive verbs, such as *lamentar* ‘regret’, take the subjunctive although the subject presupposes the complement to be true, a typical characteristic of realis predicates.” Early L2 learners are not concerned with such exact contexts to require a subjunctive marking for them; however uncertainty and doubt are less specific versions of the irrealis and hypothetical contexts which Villalta refers to.

Jeffery Stokes (et al 1998) discusses the issue of foreign study with regard to the acquired competence of the subjunctive in his study. Concerning subjunctive

competence he proposes “... length of residence in a Spanish-speaking country, formal study, & specific study of the subjunctive were not significant predictors.” Contrarily, the current project shows that overseas study does have an impact on subjunctive marking versus those who have studied only in the United States. It could also be concluded later, that 1 student in particular demonstrates further, that his overseas study experience still influences his subjunctive markings, even though he has not been enrolled in a Spanish course for 7 months.

The Present Study

The present study analyzed the data obtained from a written “prueba” which was submitted to University level American students. The purpose was to examine the usage of subjunctive in obligatory contexts among different clause types, with a focus on the level of instruction received by students (levels according to class enrollment). The following questions form the basis for this:

1. Does enrollment in higher level Spanish courses necessarily imply that L2 learners form a better level of subjunctive marking?
2. Are there certain types of clauses (nominal, adverbial, adjectival) which are more or less difficult for students?
3. How do students with overseas study experience compare to those who have not studied abroad?
4. How well do students retain their ability to recognize the obligatory subjunctive contexts after 1 or more years without formal Spanish instruction?

Description of the Study

Subjects: There were 16 students who volunteered, each from a three Universities (Indiana University: 14, Notre Dame: 1, Ball State: 1). The student at BSU is an exchange student from Spain, and was used as a control for the project, to assure that all questions specified had obligatory contexts. All students have (had) been enrolled in Spanish courses at and above the 200 level.

Around half of the students had not received formal instruction in 1-3 years (n=7) whereas the rest (n=8) are currently enrolled in Spanish courses at the university level, ranging from 200-428+. The group 428+ refers to anyone who is at or above the S428 course at IU (n=3) or the student from ND (n=1) who was at a corresponding level of Spanish.

A third (n=5) of the students had overseas study experience, and were compared to the rest (n=10) who had not studied overseas. The overseas programs included a summer, a semester, or an academic year. All subjects ranged in age from 18-22.

Data: Data was retrieved from a written exam, or prueba. This was the instrument used, and included 40 questions: 22 of which supplied the obligatory context for 7 nominal clauses, 8 adverbial clauses, and 7 adjectival clauses (the remaining 18 were distracter questions). All 40 questions supplied either an indicative or subjunctive answer, which the participant selected. An attached form allowed each participant to include their most recent Spanish course, their total years experience with Spanish, and any overseas study experience.

Analysis: The data was organized into a series of tables, some of the following show relevant data. Using Microsoft Excel, the data was read into a spreadsheet and then

manipulated accordingly, to show many statistical values. The most important were: Overall nominal (adverbial and adjectival) clause averages, distributions of the participants, current and past enrollments, etc. These and other statistics were derived from these tables, and allowed for a semi-accurate analysis of different social (and independent) variables.

Results: Provided below, are some of the tables from the data analysis.

Figure 1

Total Distribution of Class Types								
S200	S250	S275	S310	S331	S332	S411	S428	Native
2	3	1	2	1	1	1	4	1
Distribution of Those Currently Enrolled								
S200	S250	S275	S310	S331	S332	S411	S428	Native
2	1	0	0	0	0	1	4	N/A
Distribution of Those Formerly Enrolled								
S200	S250	S275	S310	S331	S332	S411	S428	Native
0	2	1	2	1	1	0	0	N/A

Figure 1 shows the distribution of all participants. The overall distribution is not as uniform as was preferred, and also gaps are noticeable in the other frames (unfortunately no volunteers existed from current enrollment in S275-S332). From this, and the scores for each individual, it was possible to calculate many different statistics regarding nominal, adverbial, and adjectival clauses. Figure 2 shows the overall scores of all

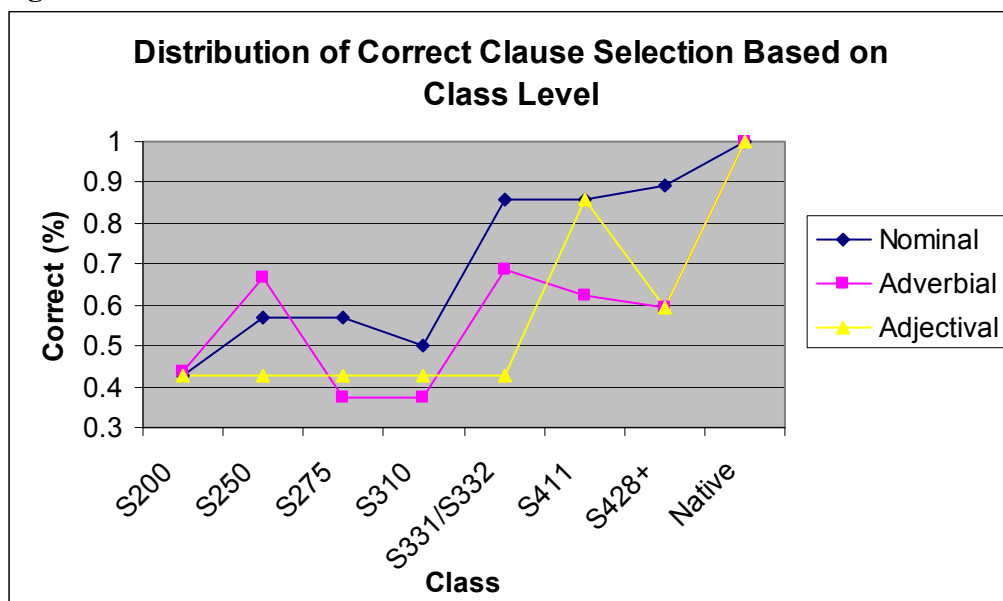
Combined Scores of All Students (%)		
Noun Score	Adverb Score	Adjective Score
0.71	0.58	0.60

participants for each type of clause. As shown, the nominal clauses were the easiest for the participants to identify,

Figure 2 with 4 perfect scores. Adjectival clauses came next with 2 perfect scores, but lower percentages, and adverbial clauses were the most difficult with no perfect scores.

To answer our first question, we look at figure 3.

Figure 3

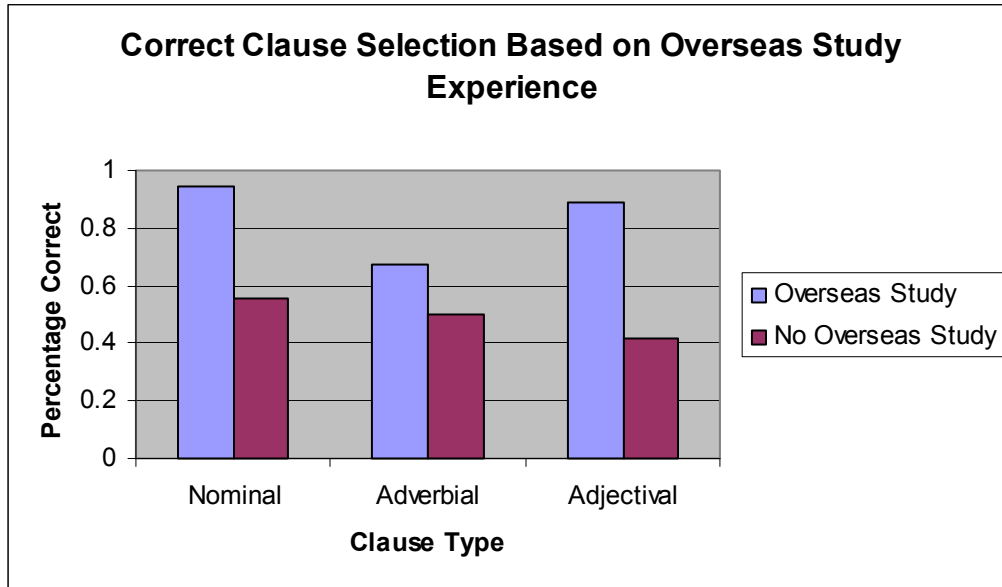


The distribution of classes here reflects that for the most part, the most obvious part is answered as we suspected: yes, higher level class enrollment does have a correspondence with better comprehension of the subjunctive in all clause types. Again, nominal clauses are above all others, thus they are easier for L2 learners to acquire.

From both Figure 2 and 3, we can easily answer our next question: nominal clauses are easier to mark than are others. This result was explained above. Next, the analysis of overseas study (Figure 4) shows us that indeed overseas study is a factor which accounts for sizable discrepancies in both nominal and adjectival clause types. This is to be expected logically, although according to Stokes, length of residence in a foreign country does not have any effect on the comprehension of the subjunctive by the student.

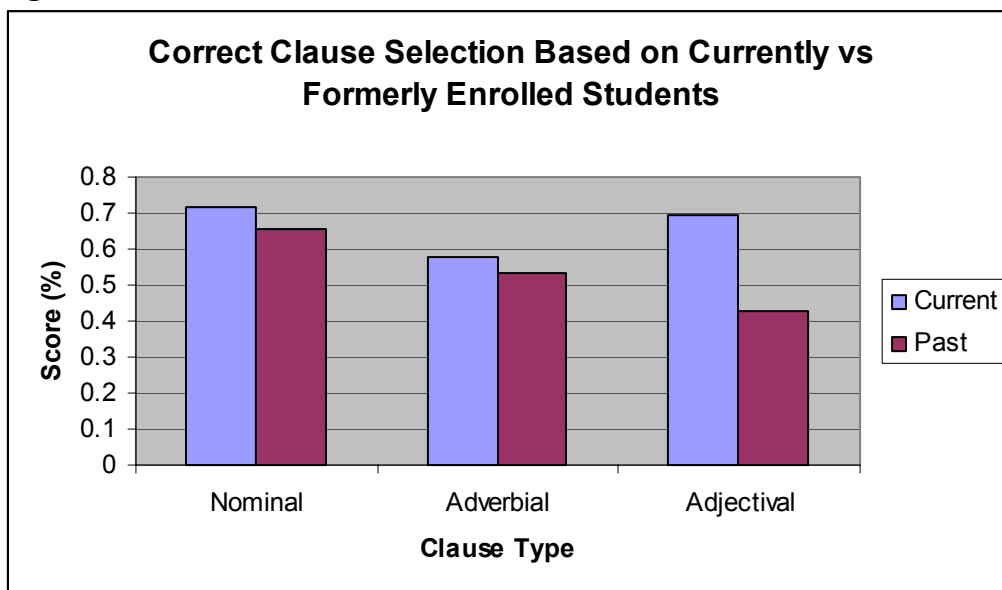
Our last question can be answered by referring to figure 5 (next page). Again, it is fairly obvious to say that students will not retain their knowledge of subjunctive markings after a certain period of time. The figure shows us that there is a noticeable

Figure 4



difference from students currently enrolled, and those not enrolled. Interestingly enough, the area affected most is the adjectival clause. The percentages of current students in adjectival clauses (70%) are substantially higher than those of students not currently enrolled in Spanish courses (41%). It is also important to note that both groups scored highest on the nominal clause category, which is consistent with our earlier findings.

Figure 5



Conclusion: Most of our results were as hypothesized, however it is unexpected that the marking of nominal clauses is higher than both adverbial and adjectival in all of the following environments: overseas study/non overseas study, currently enrolled students, formerly enrolled students, and across all included class types (except an isolated s250 participant, which had a higher adverbial (75%) than nominal (43%) score). It is apparent also – in agreement with Collentine – that complex structures are likely too difficult for beginning L2 learners to retain. For future interest, there should be many more participants to represent each group entirely. The current study had gaps that hold crucial information regarding the true relation between from the 200 level beyond.

For any additional statistical information, please see the attached spreadsheets (Instrument, grade book 1 and 2, distributions, graphs).

Notes: Data used in constructing the instrument was taken from the following publications:

1. Dominicus, María Canteli; Reynolds, John J. (1998) Repase y escriba. P86-174
2. Nassi, Robert J; Bernstein, Bernard; Nuzzi, Theodore F. (1989) Workbook in Spanish: Three Years. P82-109

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6. Stokes, Jeffery; Krashen, Stephen; Kartchner, John (1998). Factors in the Acquisition of the Present Subjunctive on Spanish: The Role of Reading and Study. *ITL, Review of Applied Linguistics*, 1998, 121-122, Nov, 19-25.

	Participant	Class	Current?	Overseas?	Years	Score (raw)	Noun Score	Adv Score	Adj Score	Total %
1	Autumn E	428	1	0	10	11	0.57142857	0.25	0.714286	0.5
2	Belen	1	N/A	Native	N/A	22	1	1	1	1
3	Carissa H	275	0	0	5	10	0.57142857	0.375	0.428571	0.4545
4	Katie P	428	1	1	8	21	1	0.875	1	0.9545
5	Lauren C	250	0	0	4.5	13	0.57142857	0.75	0.428571	0.5909
6	Mickey B	250	1	0		12	0.42857143	0.75	0.428571	0.5455
7	Jorge K	428	1	1	9	16	1	0.375	0.857143	0.7273
8	Neal S	332	0	0	14	12	0.85714286	0.75	0	0.5455
9	Padrick A	411	1	1	6.5	17	0.85714286	0.625	0.857143	0.7727
10	Ryan M	200	1	0	5	13	0.57142857	0.5	0.714286	0.5909
11	Suzanne T	200	1	0	2	6	0.28571429	0.375	0.142857	0.2727
12	Zach D	331	0	1	5.5	17	0.85714286	0.625	0.857143	0.7727
13	Erin S	428	1	1	8	20	1	0.875	0.857143	0.9091
14	Serena S	310	0	0	6	11	0.71428571	0.25	0.571429	0.5
15	Paula L	250	0	0	4	12	0.71428571	0.5	0.428571	0.5455
16	Kristel G	310	0	0	6	8	0.28571429	0.5	0.285714	0.3636
Totals		16	8	5						
Averages			0.533333	0.3333333	6.68	13.8125	0.70535714	0.585938	0.598214	
Total Distribution of Class Types										
	200	250	275	310	331	332	411	428	Native	
	2	3	1	2	1	1	1	4		1
Distribution of Those Currently Enrolled										
	200	250	275	310	331	332	411	428	Native	
	2	1	0	0	0	0	1	4	N/A	
Distribution of Those Formerly Enrolled										
	200	250	275	310	331	332	411	428	Native	
	0	2	1	2	1	1	0	0	N/A	

The S428 group includes students at or above the S428 level.

Item	Q	Clause	Autumn E	Belen F	Carissa H	Katie P	Lauren C	Mickey B	Jorge K	Neal S
1	1	Adverbial	0	1	0	1	0	0	1	0
2	3	Adjectival	1	1	0	1	0	0	1	0
3	4	Nominal	0	1	1	1	1	0	1	1
4	7	Adverbial	0	1	0	1	1	1	0	1
5	9	Adjectival	1	1	1	1	1	0	1	0
6	10	Adverbial	0	1			1	1	0	1
7	12	Adjectival	1	1	0	1	0	1	1	0
8	13	Nominal	0	1	1	1	0	0	1	1
9	15	Adjectival	1	1	0	1	1	0	1	0
10	17	Nominal	0	1	0	1	1	0	1	0
11	19	Adverbial	0	1	1	1	0	1	0	1
12	21	Adverbial	1	1	0	1	1	1	1	0
13	23	Nominal	1	1	0	1	1	1	1	1
14	24	Adjectival	1	1	1	1	1	1	1	0
15	27	Adjectival	0	1	0	1	0	0	1	0
16	28	Nominal	1	1	1	1	0	1	1	1
17	29	Adverbial	0	1	0	1	1	1	0	1
18	31	Nominal	1	1	1	1	1	1	1	1
19	34	Adverbial	1	1	1	1	1	0	1	1
20	35	Nominal	1	1	0	1	0	0	1	1
21	36	Adjectival	0	1	1	1	0	1	0	0
22	39	Adverbial	0	1	1	1	1	1	0	1
Total Items		22	11	22	10	21	13	12	16	12
Scores		1	0.5	1	0.454545	0.9545	0.59091	0.545455	0.7273	0.545
Nominal		7	4	7	4	7	4	3	7	6
Adverbial		8	2	8	3	7	6	6	3	6
Adjectival		7	5	7	3	7	3	3	6	0

Table continues onto next page...

Padrick A	Ryan M	Suzanne T	Zach D	Erin S	Serena S	Paula L	Kristel G	Totals	% of those who got this question right
1	0	0	1	1	0	0	1	7	0.438
1	0	0	1	0	1	1	0	8	0.5
1	0	0	1	1	1	1	0	11	0.688
0	1	1	1	1	0	1	1	11	0.688
1	1	0	1	1	1	0	0	11	0.688
1	0	0	1	0	0	1	0	7	0.5
1	1	0	1	1	1	1	1	12	0.75
1	1	1		1	1	0	0	10	0.667
1	1	0	1	1	1	0	0	10	0.625
0	0	0	1	1	0	1	0	7	0.438
0	1	0	1	1	0	1	0	9	0.563
1	1	0	0	1	0	0	1	10	0.625
1	1	0	1	1	1	0	1	13	0.813
1	1	1	1	1	0	1	1	14	0.875
0	0	0	1	1	0	0	0	5	0.313
1	0	1	1	1	1	1	0	13	0.813
1	0	1	0	1	1	0	0	9	0.563
1	1	0	1	1	1	1	0	14	0.875
0	1	0	0	1	1	1	0	11	0.688
1	1	0	1	1	0	1	1	11	0.688
1	1	0	0	1	0	0	0	7	0.438
1	0	1	1	1	0	0	1	11	0.688
17	13	6	17	20	11	12	8		
0.772727	0.5909	0.2727273	0.773	0.909	0.5	0.5455	0.36364		ave
6	4	2	6	7	5	5	2	Nom	4.938
5	4	3	5	7	2	4	4	Adv	4.688
6	5	1	6	6	4	3	2	Adj	4.188

Overall % correct, of clause type
0.705 <=N clause right 71% of the time
0.586 <=V clause right 59% of the time
0.598 <=J clause right 60% of the time

Distribution of Correct Clause Selection Based on Class Level

Class	Size (n)	Nominal	Adverbial	Adjectival
S200	2	0.428571	0.4375	0.428571
S250	3	0.571429	0.666667	0.428571
S275	1	0.571429	0.375	0.428571
S310	2	0.5	0.375	0.428571
S331/S332	2	0.857143	0.6875	0.428571
S411	1	0.857143	0.625	0.857143
S428+	4	0.892857	0.59375	0.59375
Native	1	1	1	1

Distribution of Correct Clause Selection Based on Overseas Experience

Overseas	Size (n)	Nominal	Adverbial	Adjectival
Studied O	5	0.942857	0.675	0.885714
Studied H	10	0.557143	0.5	0.414286

Distribution of Correct Clause Selection with Regard to Currently/Formally Enrolled

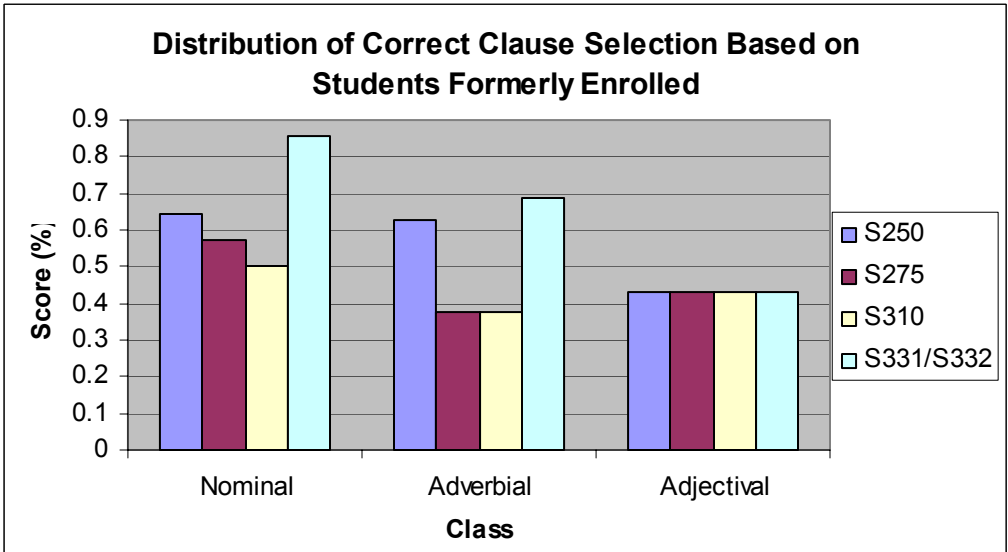
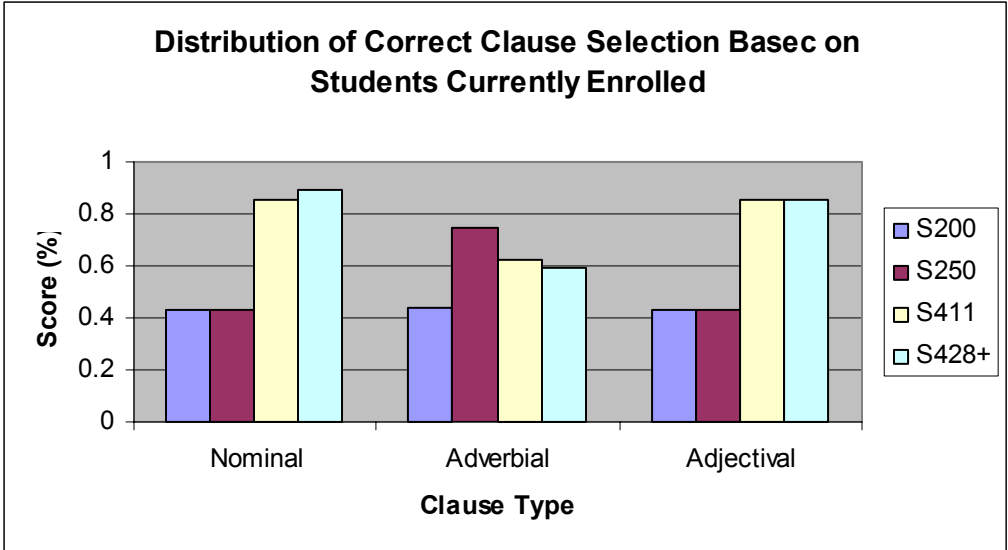
Current	Size (n)	Nominal	Adverbial	Adjectival
Current	8	0.714286	0.578125	0.696429
Past	7	0.653061	0.535714	0.428571

Distribution of Correct Clause Selection Based on Class Level of those currently Enrolled

Class	Size (n)	Nominal	Adverbial	Adjectival
S200	2	0.428571	0.4375	0.428571
S250	1	0.428571	0.75	0.428571
S275	0	N/A	N/A	N/A
S310	0	N/A	N/A	N/A
S331/S332	0	N/A	N/A	N/A
S411	1	0.857143	0.625	0.857143
S428+	4	0.892857	0.59375	0.857143

Distribution of Correct Clause Selection Based on Class Level of those formerly Enrolled

Class	Size (n)	Nominal	Adverbial	Adjectival
S200	0	N/A	N/A	N/A
S250	2	0.642857	0.625	0.428571
S275	1	0.571429	0.375	0.428571
S310	2	0.5	0.375	0.428571
S331/S332	2	0.857143	0.6875	0.428571
S411	0	N/A	N/A	N/A
S428+	0	N/A	N/A	N/A



Examples of handouts from final presentations