Exploring the Use of Tense and Aspect

Morphology in Spanish Oral Narratives by Intermediate

and Advanced Learners

by

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ABSTRACT

Previous research (e.g., Bardovi-Harlig & Reynolds, 1995; Cadierno, 2000; Camps, 2002; Robison, 1990, 1995; Salaberry, 1999, 2003, 2011) has tested the validity of the Lexical Aspect Hypothesis (LAH), developed by Andersen and Shirai (1994), which proposes that in beginning stages of the L2 acquisition process, the inherent lexical (meaning-based or semantic) aspect of a verb determines the selection of tense and aspect verbal morphology (preterit vs. imperfect) rather than the grammatical aspect, which is related to the viewpoint of the speaker (e.g., whether s/he wants to highlight the beginning, middle or end of an action or event). These studies analyzed written and oral data from personal and story retell learner narratives in classroom contexts. While many studies have found support for the association of lexical aspect with L2 verbal morphology, the claim of the LAH that such association is highest during beginning stages of learning has been questioned. For instance, Salaberry (1999, 2003) found evidence for the preterit acting as a past tense default marker across all lexical aspectual classes, while the association of lexical aspect with verbal morphology increased with L2 proficiency; both of these findings contradict the LAH. Studies have also investigated the influence of task type on tense and aspect morphology. Salaberry's (1999, 2003) beginning L2 learners utilized the preterit as a past tense default marker in a story retell (SR) task whereas the imperfect was used as a default marker in a personal narrative (PN) (2003). To continue testing the validity of LAH, the present study analyzed SR and PN data from twenty two university-level intermediate and advanced L2 Spanish learners. This study also explored the relationship between task type (SR vs. PN) and verb

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morphology. Results show that both intermediate and advanced learners appear to be using the preterit as a past tense default marker across all lexical aspectual classes, corroborating Salaberry's (1999, 2003) findings with beginning learners, and contradicting the LAH. Results of the present study also reveal that narrative task type (SR vs. PN) appears to play a role in the distribution of tense and aspect morphology among intermediate and advanced classroom L2 Spanish learners.

To my parents, Lorie and Don

and my brother, Garrett

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Chapter 1

INTRODUCTION

Tense and Aspect

Tense and aspect are terms that refer to temporality. While *tense* "locates a

situation in relation to some other time (such as the time of utterance)" (Andersen, 1996,

p. 530), *aspect* refers to "different ways of viewing the internal temporal constituency of

a situation" (Comrie, 1976, p. 3). For example, the difference between *I am eating*

cookies and *I was eating cookies* is that of tense because of the contrast in relation to the

time of the utterance. On the other hand, the difference between *I ate cookies* and *I used*

to eat cookies is one of aspect because both *ate* and *used to eat* portray different ways the

act of eating is viewed by the speaker. In the former, the speaker adopts an external view,

seeing the situation in its entirety whereas in the latter, an internal view is adopted,

perceiving the situation as consisting of phases (Comrie, 1976). The tense/aspect

distinction in Spanish is encoded morphologically by the use of the preterit and

imperfect. This inflectional morphology indicates the situation's tense (past) and its

aspect (perfective or imperfective) (Salaberry, 2011). The aspectual distinction between

the preterit and imperfect in Spanish as a second or foreign language is often difficult to

acquire especially for native English speakers, as the two languages mark aspect

differently. Spanish overtly marks it with synthetic forms (*jugué/jugaba* 'played'/ 'was

playing' 'used to play' 'would play') while English marks the simple past (equivalent to

the preterit) synthetically, *played*, but marks imperfective situations, i.e. actions in

progress and habitual actions analytically, *was playing, used to play,* or *would play.*

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However, note that in varieties of Spanish spoken in Spain, the perfective aspect is often marked analytically with the use of the present progressive, e.g., *he caminado al mercado* 'I have walked/ I walked to the market.'

Chapter 2

REVIEW OF LITERATURE

Theoretical Framework

The Lexical Aspect Hypothesis. The factors that influence how language

learners encode tense and aspect have been studied in both first (L1) and second (L2)

languages (e.g., Antinucci & Miller 1976; Bronckart & Sinclair, 1973; Shirai, 1991 for

L1; Bardovi-Harlig, 1992; Bardovi-Harlig & Reynolds, 1995; Robison, 1990, 1995 for

L2). Two principal hypotheses put forth to account for the distribution of tense/aspect

morphology in second language acquisition are the Lexical Aspect Hypothesis (LAH)

and the Discourse Hypothesis (DH). The DH (Hopper, 1979), claims that learners use

verbal morphology to distinguish between foreground events and background events in a

narrative, the former tend to be marked with perfective morphology (the Spanish preterit)

and the latter with progressive and imperfective morphology (the Spanish progressive

and imperfect), although the background can span a wider range of morphological

markings than the foreground (Hopper, 1979). The DH is not examined in the present

study and therefore, from this point forward, focus will be on the LAH. The LAH,

developed by Andersen and Shirai (1994), proposes that first and second language

learners' verb morphology at early acquisition stages is guided by the lexical aspect (LA)

of a verb or predicate. LA refers to a verb's innate temporal semantics. For instance, the

verb *to be* is inherently stative whereas *to jump* is inherently punctual, (momentary, not

durative). Vendler's (1967) classification of verbal phrases (originally based on a

classification system traced back to Aristotle) underlies the LAH, and is displayed in

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Table 1. The Vendlerlian classification system has been used in research on the acquisition of tense/aspect morphology in a variety of languages (e.g., Andersen 1986, 1991; Lafford 1996; Salaberry, 1999, 2003, 2011 for Spanish; Bardovi-Harlig, 1992; Bardovi-Harlig & Reynolds, 1995 for English; Bardovi-Harlig & Bergström, 1996 for French). Vendler proposes that all verbs and predicates can be described as either *telic,* having an endpoint; *punctual,* occurring in an instant; or *dynamic,* non-static. Verbs are then divided into four lexical aspectual categories: *states* [-dynamic, -telic, -punctual] which persist over time without any input of physical or mental energy and have no inherent endpoint (e.g., *tener,* 'to have'); *activities* [+ dynamic, -telic, -punctual] which are durative, require input of energy and have an arbitrary end point (e.g., *correr,* 'to run'); *accomplishments* [+dynamic, +telic, -punctual] which are durative, require input of energy and have an inherent endpoint but do not occur in an instant (e.g., *correr a la biblioteca,* 'to run to the library') and finally, *achievements* [+dynamic, +telic, +punctual] which are not durative, require an input of energy, do have an endpoint and occur in an instant (e.g., *llegar,* 'to arrive). *States* and *activities* are atelic events with no inherent end point while *achievements* and *accomplishments* are considered telic events.

Table 1

Vendler's Classification of Verbal Phrases

Temporal Features	States	Activities	Accomplishments	Achievements
Dynamic	--	+	+	+
Telic	--	--	+	+

Punctual	--	--	--	+
Spanish	*querer*	*comer naranjas*	*comer una naranja*	*caerse*
	'to want'	'to eat oranges'	'to eat an orange'	'to fall down'

The LAH proposes an order sequence for the acquisition of tense/aspect morphology. This order sequence applied to Spanish states that learners will use the preterit before the imperfect. When the preterit appears, it will first be used to encode telic events, whereas when the imperfect appears, it will with first be used to mark atelic events; these constitute the prototypical choices. As L2 proficiency increases, learners move towards a native-like ability to encode aspect. They will begin to mark grammatical aspect, (based on how they view the situation being described) and incorporate non-prototypical forms in their discourse, that is, atelic events will appear in the preterit and telic events will appear in the imperfect (Andersen, 1991, 1994). Furthermore, the periphrastic progressive (e.g., *estaba calificando exámenes*; 'I was grading exams') will initially appear with atelic events, (activities) and will later with telic events. Finally, the progressive will not overextend to states.

The influence of LA on morphology was observed in creoles by Bickerton (1975, 1981) and Givón (1982) and in child language by Antinucci and Miller (1976), Bronckart and Sinclair (1973) and Smith (1980). In these studies, aspect was viewed as primary because it was marked at the expense of tense. These researchers attributed the primacy of aspect to a cognitive deficit, that is, it was suggested that children did not have the ability to mark tense, they were only able to mark aspect. This notion resulted in the formulation of the Defective Tense Hypothesis (DTH) for language acquisition among

children (Weist, Wysocka, Witkowska-Stadnik, Buczowska & Konieczna, 1984).

However, Andersen and Shirai (1994) point out that the primacy of aspect cannot solely

be the result of an inability to mark tense given that adult L2 learners who can mark tense

in their L1, produce distributions of L2 tense/aspect morphology similar to children's L1

morphology. That is, adults tend to mark aspect before tense in an L2 as children do

while learning their first language. Andersen and Shirai (1994) do not rule out the

possibility of an inability to mark tense, but they claim that inherent lexical aspect is

primary in the early stages of the acquisition of tense/aspect morphology. Based on his

work in second language acquisition, Andersen reformulated the DTH to develop the

LAH. The LAH was developed out of the results from a longitudinal study (Andersen,

1986) of two native English speaking children (8 and 12 years old) learning Spanish in

Puerto Rico. Through oral interviews, Andersen observed that these two learners passed

through the stages described in the LAH, with lexical aspect guiding their tense/aspect

morphology in the early stages of acquisition. Even though Spanish has a

perfective/imperfective system of grammatical aspect, according to Andersen (1991),

learners enter the acquisition process through the same "inherent aspect door that other

first and second language learners of other languages do" (p. 316). Thus, the acquisition

sequence described in the LAH is held to be a universal in language acquisition (Shirai &

Kurono, 1998).

This behavior by second language learners (their tendency to mark aspect before

tense) must be accounted for. The Distributional Bias Hypothesis (DBH) proposed by

Andersen (1990) has been offered as a source of the morphological distribution predicted

by the LAH and has been confirmed by a variety of studies including Andersen (1992, 1993), Robison (1993), Shirai (1991), and more recently, Tracy (2007). The DBH claims that native speakers (Ns) tend to use each morpheme with a specific class of verbs (perfective markings with telic events and imperfective markings with atelic events and states, i.e., the prototypical choices described by the LAH). When learners then are exposed to native speech, they initially interpret this skewed distribution of past tense verbal morphology as an absolute characteristic of the forms themselves. Andersen and Shirai (1994) offer an example to illustrate this notion. In native speech of Romance languages, stative verbs are encoded with perfective markers much less frequently that durative and telic verbs are, and a frequent observation of nonnative speech is the initial failure to mark states for past time reference, e.g., marking past time context states with the present tense singular third person form. Another example of native speaker (NS) categorical use of morphology in written and oral Spanish was found by Tracy (2007). Seventy percent of the time, when the verb *estar* 'to be' is used with adjectives (*estar enamorado* ' to be in love'), it tends to be encoded with the imperfect whereas when it is used with specific time references and/or prepositional phrases (*estar con un amigo* 'to be with a friend'), it is typically marked with the preterit. Thus, the distributional bias in native speech causes learners to "miscategorize the applicability of past tense marking (or perfective marking for Romance languages)" (Andersen & Shirai, 1994, p. 138) and thus accounts for the fact that first and second language learners show morphological deviation from adult Ns in regards to encoding tense and aspect.

Andersen and Shirai (1994) argue that it is not only the DBH that accounts for the tense/aspect morphology distribution of learners as described by the LAH, but three cognitive principles also play a role. First, the Relevance Principle (Bybee,1985; Slobin, 1985) states that "a grammatical morpheme is first used by learners according to how relevant it is to the meaning of the verb" and "aspect is more relevant to the meaning of the verb than tense, mood or agreement" (Andersen & Shirai, 1994, p. 145). Second, the Congruence Principle (Andersen, 1993) states that learners will select the aspectual morpheme whose meaning is most congruent with the aspectual meaning of the verb. Finally, the One to One principle (Andersen 1984, 1989) states that learners expect each new morpheme they notice in the input to have only one meaning: possessive, agent, patient, negative, plural, punctual, durative, etc. Each meaning is then reflected by a single invariant form, e.g., either the preterit or the imperfect in Spanish. Andersen and Shirai (2004) also argue that these principles (primarily the Relevance Principle and the Congruence Principle) are "specific to the *acquisition* [emphasis original] of verbal morphemes" (p. 147) and account for NS use of past tense verbal morphology. Furthermore, all three principles flow naturally from the need (of both learners and Ns) to distinguish main points of talk from supporting information, i.e., the foreground and the background respectively, which were mentioned earlier in reference to the Discourse Hypothesis. While the DH is not a focus of the present study, it is an additional area that should be considered when analyzing the distribution of tense/aspect morphology among language learners and Ns. While the lexical aspect of the verb may play an important role

in determining the morphological selections L2 learners make when encoding tense and aspect, the influence of the type of oral or written task that they perform also merits consideration when analyzing L2 tense/aspect morphology. This concept is discussed in the next section, and focus is specifically on narrative tasks.

Role of Narrative Task Type

According to Bardovi-Harlig (2000), the structural differences between impersonal and personal narratives may affect the verb forms chosen by learners when encoding tense and aspect (See methodology section for a discussion of the structural differences). Many L2 tense/aspect studies have elicited oral data through impersonal narratives in the form of silent movie retell tasks (Lafford, 1996; Ramsay, 1990; Salaberry, 1999). Other studies have elicited data via PNs in which participants discuss their personal life experiences (Andersen, 1986, 1991; Cadierno, 2000; López-Ortega, 2000). Additional studies have employed both types of narratives, investigating narrative task type as a potential factor influencing tense/aspect morphology (Camps, 2002; Comajoan, 1998; Liskin-Gasparro, 2000). Salaberry (2003) also employed both types of narratives but with written data. In advanced L2 Spanish learners, Liskin-Gasparro (2000) found obligatory preterit contexts comprising 63% of the SRs and obligatory imperfect contexts making up 60% of the PNs. Similar results, though not as convincing, were found by Cadierno (2000) who analyzed oral PNs from advanced learners and found the imperfect was used more than the preterit (53% vs. 47%). Camps' (2000), contradicted those of Liskin-Gasparro and Cadierno. In his study, beginning L2 Spanish learners produced PNs of which the preterit constituted 66% and the imperfect 24%. (See

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Bardovi-Harlig, 1994, 2000; Comajoan, 1998; Wiberg 1996 for further evidence and discussions regarding the influence of narrative type on tense/aspect morphology distribution among L2 learners). Bardovi-Harlig (1998b) also observed that "in narratives elicited by a film retell, learners have little opportunity or need to report habitual (background) activities or states" (p. 500). This observation was substantiated by Bardovi-Harlig (2000) who found that a PN yielded more predicates used to mark the background than an impersonal narrative, thus influencing verb forms chosen, as background events tend to be marked with imperfective forms and foreground events with perfective forms (Bardovi-Harlig, 1998b; Dry, 1981, 1983; Hopper 1979). Therefore, there is evidence that narrative task type seems to play a role in the tense/aspect morphology of L2 learners. In the following two sections, findings from previous studies are discussed regarding the influence of lexical aspect and narrative task type on the distribution of tense and aspect morphology by L2 learners.

Review of Previous Research

   The acquisition of tense and aspect in second languages. Several studies following Andersen (1986, 1991) based on both naturalistic and classroom data, have provided either direct or indirect evidence attesting the influence of LA on tense/aspect morphology in second languages (e.g., Andersen and Shirai, 1994,1996; Cadierno, 2000; Camps, 2002, 2005; López-Ortega, 2000; Salaberry, 1999, 2003, 2011 for Spanish; Bardovi-Harlig, 1992, 1995b; Bardovi-Harlig & Reynolds, 1995; Robison, 1990,1995 for English; Bardovi-Harlig & Bergstrom, 1996 for English and French). However within these studies, there have been conflicting findings. For example, Bardovi-Harlig and

Reynolds (1995) studied the use of tense/aspect morphology among 182 adult tutored learners of English at six levels of proficiency by analyzing several written fill in the blank tasks. They found a higher use of the progressive (both present and past) with activity verbs among lower proficiency levels which supports the LAH. Then, as L2 proficiency increased, learners began using the simple past (equivalent to the preterit in Spanish) to mark activities, which represents a non-prototypical choice occurring in late stages of acquisition, also following the LAH. However, the results also showed an increasing association of LA and verbal morphology (simple past with telic events) across *all proficiency levels*, (83% at level 4, 89.2% at level 5 and 91.4% at level 6) which is not in line with the LAH because as previously discussed, the LAH claims that it is in the beginning stages of acquisition that learners' morphology is most sensitive to LA and thus its highest association with verbal morphology (i.e., a higher number of prototypical forms) should occur in these early stages, not in later stages as found by Bardovi-Harlig and Reynolds. Ramsay (1990), Robison (1990) and Salaberry (2011) also found learners' morphological selections to be sensitive to LA not only in beginning stages of learning but also in more advanced stages.

The finding that perhaps questions the validity of the LAH the most comes from the evidence for a past tense default marker. That is, learners use one form (e.g., the preterit) across all lexical aspectual classes instead of showing sensitivity to aspect as proposed by the LAH. This notion of a past tense default marker was first proposed by Wiberg (1996) who noticed such a trend in data from L2 Italian children. In response, Wiberg formulated the Default Past Tense Hypothesis (DPTH) which was later expanded

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to adult tutored L2 Spanish learners by Salaberry (1999) whose results will be discussed in the next section. The DPTH argues that "…during the very early stages of development, tense (as represented in the L1) will guide the marking of L2 past tense marking. Later on, as the learner gains more experience with the L2, past tense marking gradually starts to correlate with the values of lexical aspectual classes…" (Ayoun & Salaberry, 2005, p. 271). That is, beginning learners will attempt to mark tense rather than aspect and while doing so they will depend on a single morphological form (the preterit according to the results from Salaberry, 1999, 2003). The next section includes a discussion of studies that examined the tense and aspect morphology of foreign language learners of Spanish in a classroom setting.

The acquisition of tense and aspect in L2 Spanish. Studies on the development of the tense/aspect systems of classroom L2 Spanish learners have looked at beginning to advanced proficiency levels and have elicited oral and written data with personal and impersonal narratives. To test the predictions of the LAH, Salaberry (1999) elicited two oral silent movie retells from 16 adult native English speaking college level L2 learners of Spanish at four different levels of proficiency (second semester, third semester, advanced third semester, and students in an introduction to literature course) two times during the semester, (time 1 and time 2) two months apart. Results showed that the use of morphology by beginning learners (second semester) was independent of the effect of inherent lexical aspect as these learners used the preterit as a default marker for *past* tense (present forms were also used) across all lexical aspectual classes. It should be noted here that this use of the preterit across all aspectual verb categories occurred despite the fact

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that the beginning learners were introduced to and practiced the use of the imperfect two weeks prior to data collection during time 2. While LA did not appear to determine the verb morphology of the beginning learners, it did have an influence on the morphology of the most advanced students in his study (the students in the introductory to literature course) during time 1, for at this level is where the researcher observed the highest association of the preterit with telic verbs (94%) and the imperfect with activities (7%) and states (86%). However, the results from the same group at time 2 testing showed the association of the preterit with telic verbs had subsided (86%), as well as the use of the imperfect with activities (4%) and states (83%). While this decrease in prototypical markings occurred, a slight increase in non-prototypical forms was also observed: the preterit's use with activities rose from 5% at time 1 to 8 % at time 2 and its use with states rose from 2% at time 1 to 6% at time 2 and the use of the imperfect with telic events rose from 7% at time 1 to 13% and time 2. This attests learners' gradual move to encoding grammatical/viewpoint aspect, concurring with results from studies by Hasbún (1995) and Ramsay (1990) on the tense/aspect morphology of advanced L2 learners of Spanish. Salaberry' s (1999) study calls into question the order sequence of the LAH in that the strongest association between LA and morphology was not found in beginning stages of acquisition as predicted, but in the more advanced stages.

From 286 adult college-level native English speaking L2 learners of Spanish across four proficiency levels (second, third, fourth and fifth semester) Salaberry (2011) analyzed a written fill in the blank task based on a PN by a NS of Spanish. Results showed LA to be directly associated with morphology across all proficiency levels but

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not reaching its highest association during beginning stages as predicted by the LAH. Conversely, the association gradually increased with L2 proficiency, contradicting the order sequence of the hypothesis as did the results from Salaberry (1999). Other studies have tested the LAH by eliciting data via two distinct types of narrative tasks to assess the role that narrative task type plays in the distribution of L2 Spanish tense and aspect morphology. From 105 adult college-level native English speakers in their second, fourth, and sixth quarter of study, Salaberry (2003) collected written data from a fill in the blank task based on an oral PN and an oral SR from two other students. Results showed that in the SR, there was no significant relationship between LA and morphology in the beginning, intermediate, or advanced learners. Furthermore, paralleling the findings by Salaberry (1999), beginning learners used the preterit as a past tense default marker in the SR. On the other hand, they used the imperfect as a default past tense marker in the PN. The researcher suggests that both findings may be related to the text type for it is possible that subjects simply chose the most prevalent past tense marker utilized throughout the rest of the narrative (Salaberry, 2003). That is, because SRs tend to be comprised of more telic events and PNs more stative and atelic events, the former narrative type tends to produce more perfective morphology and the latter a broader range of morphology and typically more imperfective verbs (Bardovi-Harlig, 1994; Hopper, 1979; Salaberry, 2003). Therefore, once the learner began using either the preterit or the imperfect, it is possible that s/he may have simply maintained the same form throughout the rest of the task, which is less of a cognitive load than having to choose between the preterit and the imperfect. Such tendencies were found and articulated by the learners in a study by

Liskin-Gasparro (2000) (discussed at the end of this section). Turning now to the

advanced learners in Salaberry's (2003) study, a significant relationship was found

between LA and morphology, but only in data from the PN. Salaberry concluded from

these data on the advanced learners that LA will have an increasing effect as L2

proficiency increases, which contradicts the order sequence of the LAH.

Camps (2002) also tested the LAH and examined the role narrative task type plays

in L2 Spanish morphology distribution with oral data from beginning learners. Picture

retells (impersonal narratives) and PNs were collected from 15 second semester native

English speakers learning Spanish. The results showed support for the LAH in that the

use of the preterit was higher with achievements and accomplishments (54% and 71%

respectively) than with states (32%). However the use of the preterit to inflect activities

was close to that of achievements and accomplishments (69%). The results regarding the

use of the imperfect provided clearer support for the LAH in that it was used more with

states (35%), than with activities (10%) and it was used even less with achievements and

accomplishments (5% for each). The use of the imperfect by the beginning learners in

Camps's study contrasts with Salaberry (1999), Ramsay (1990), and Hasbún (1995)

whose results exhibited very little to almost no emergence of the imperfect in first year

Spanish learners. Finally, with respect to narrative task type, Camps found a significant

relationship between LA and verbal morphology in both types of narratives. The

imperfect was more prevalent in the PNs than in the picture retells (69.8% vs. 50%

respectively). In addition, there were more states in the PNs than accomplishments and

achievements, prompting learners to discuss habitual events and give background

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information, clearly connected to the use of the imperfect (Hopper, 1979). On the other hand, telic events were more prevalent than states in the picture retells because learners were marking sequential events, which tend to be connected to the use of the preterit, (Bardovi-Harlig, 1994; Hopper, 1979).

Liskin-Gasparro (2000) tested the LAH and the role of narrative task type on the verb morphology of eight advanced L2 Spanish learners. She collected oral data from a PN and a SR. The SR was based on a silent movie. She analyzed the two narratives via retrospective protocol interviews during which the learners articulated the reasons behind their morphological choices. Results showed verbal morphology to be influenced by various factors, two of which were LA and the type of narrative task. For example, learners reported that they normally use certain verb types with the imperfect, particularly stative verbs such as *haber, querer, and ser* (as predicted by the LAH) and these forms constituted 'default settings' or 'safety things' according to two learners (p. 836-837). Interestingly, in one instance, *hubo* was used but the learner gave an explanation for using the imperfect. Nevertheless, the explanations provided by the learners may serve as evidence for the imperfect acting as a default past tense marker corroborating the findings by Salaberry (2003) for a PN by beginning learners. However, Liskin-Gasparro offers the possibility that, due to the explanation by one learner that the imperfect with certain stative verbs 'just sounds right' (p. 836), learners are responding to frequency in the input (See section: The Acquisition of Tense and Aspect in L2 Spanish for a discussion of the Distributional Bias Hypothesis). Further evidence supporting LAH is found in explanations by other learners in Liskin-Gasparro's study: "That's why I used the

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preterite, [*se chocó* and *corrió*] I guess, because they were quick events with clear endings. Because she obviously stopped running when she hit the guy" (p.839). This learner clearly is guided by the telicity of the verb *chocarse,* which demonstrates an influence of LA, and also by his point of view of one action occurring after the other which reveals an impact of grammatical aspect. Other learners in the study referred to certain actions interrupting other actions as reasons for their morphological selections, also evidencing the ability to encode grammatical aspect. These examples support the LAH in that at more advanced levels of proficiency, learners will begin to encode grammatical aspect, and by doing so, they may either use prototypical forms as seen above with *chocarse,* or, they are predicted to incorporate non-prototypical forms, whichever allows them to express how they view the particular situation. In regards to narrative task type influencing morphology, a learner in Liskin-Gasparro's study reported having felt more natural retelling the silent movie in the present tense because she envisioned the movie rolling along as she told it. In this study by Liskin-Gasparro, it is difficult to trace patterns of acquisition or to say at what point LA displays its strongest association with morphology due to the fact that only one level was tested. However, the fact that LA and grammatical aspect are playing a role at an advanced level does seem to provide some support for the LAH.

Justification for the Present Study

Taking into account the previous studies, it seems the following general conclusions can be made regarding the acquisition patterns of L2 Spanish tense and aspect morphology: the preterit and even the imperfect may act as default past tense

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markers in beginning and advanced levels of proficiency, there seems to be a relationship

between narrative task type and tense/aspect morphology, and LA seems to demonstrate

its highest association with morphology at more advanced levels of proficiency. The last

point is of special interest as it contradicts the order sequence advanced by the LAH that

the strongest association of LA with morphology is predicted to occur at beginning stages

of acquisition. Therefore, due to the previous findings, the present study continues to test

the validity of the LAH (namely its proposed order sequence) by studying intermediate

and advanced learners of L2 Spanish. It also bases analysis on two different types of oral

narratives, a SR and a PN to investigate whether there is a significant relationship

between narrative task type and the tense/aspect morphology of intermediate and

advanced learners, as found in prior research for beginning learners (Camps, 2002) and

advanced learners (Liskin-Gasparro, 2000; Salaberry, 2003).

Research Questions

The current study poses the following research questions:

1) Is there a significant relationship between inherent lexical aspect and tense/aspect
   verbal morphology in oral narratives by intermediate and advanced L2 Spanish
   learners? Do the tense/aspect verb forms support the LAH?

2) Is there a significant relationship between the type of narrative task (story retell
   vs. personal narrative) and past tense/aspect verbal morphology of intermediate
   and advanced L2 Spanish learners?

Chapter 3

METHODOLOGY

Participants

The participants in this study were originally 30 adult university-level native

English speaking L2 Spanish students. They were selected from three intact Spanish

classes at a major research university in the United States. The classes represented three

levels of proficiency: beginning learners at the end of their second semester of study

(SPA 102, n=10), intermediate learners at the end of their fourth semester of study (SPA

202, n=10) and advanced learners at the end of their sixth semester of study (SPA 314,

n=10). The proficiency levels were determined by the university's standards, i.e., having

received Spanish credit from a High School institution, passing the prerequisite Spanish

course with a grade of C or better, or taking a language placement test (The WebCAPE

language placement exam, developed by the Brigham Young University Humanities

Technology and Research Support Center.) Even though this is an indirect way to test

proficiency level, (following the rationale in Salaberry, 2003) "it is reasonable to assume

that the spacing of two course levels between any two given groups of learners provides

enough discrimination among levels of proficiency" (p. 563). During the data collection

process, the beginning level was eliminated from the study because the majority of the

students could not fulfill the task requirements. That is, a large amount of English was

utilized in the narratives, and when Spanish was used, the verb forms were primarily in

the infinitive form, thus it would have been difficult to obtain information regarding the

tense/aspect morphological mapping by these beginning learners. Therefore, after two

more subjects agreed to participate, the two levels utilized in the present study were intermediate (SPA 202, n=11) and advanced (SPA 314, n=11). Prior to the selection of the final 22 participants, a language contact profile was administered to a larger sample of students to determine target language experience. A copy of the language contact profile is provided in Appendix A. In order to render each proficiency level group as uniform as possible, heritage speakers or students who had studied abroad for more than five weeks were eliminated. However, the final participants selected still showed somewhat varying exposure to Spanish.

All participants had studied Spanish in High School for one to three years, five of the advanced learners reported having exposure to Spanish through study and work abroad ranging from one to three months, one advanced learner grew up with Spanish speaking nannies for four years, one intermediate student worked abroad for one month, and one intermediate student reported interacting on a weekly basis with Ns of Spanish living in her neighborhood.

Finally, it should be noted that while both groups of learners had received prior instruction on the preterit and imperfect, neither the amount nor description of prior instruction was controlled for. However, neither group received any focused instruction on the preterit or the imperfect during the same semester the data was collected. The researcher was not the current instructor for any of the participants during the time of data collection; however, she had been the instructor of four of the advanced learners and two of the intermediate learners in a prior semester. To encourage participation, 18 of the total participants were given a candy bar, while to obtain the remaining six needed

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participants, six 10 dollar gift cards were given out. Each participant signed a consent form agreeing to be video recorded in this study. This research was approved by the University Human Subjects Institutional Review Board and a copy of this application can be found in Appendix D.

Instruments

To elicit the oral SR, a five and a half minute excerpt from the Charlie Chaplin silent film *Modern Times* entitled "Alone and Hungry" was used (See Appendix C for a plot summary). This film has been utilized in several L2 tense/aspect studies spanning a range of languages (e.g., Bardovi-Harlig, 1995b for English; Bergström, 1995 for French; Hasbún, 1995; Liskin-Gasparro, 2000; Salaberry, 1999 for Spanish). The second task analyzed in the current study was an oral PN produced by the participants based on a real life incident they had experienced. PNs are less structured than impersonal (SR) narratives and facilitate observing how the learner encodes temporality in a context that is less chronological (Noyau 1984, 1990). Furthermore, according to Bardovi-Harlig (1994), collecting data from more than one type of narrative from each learner is important as learners may vary their tense/aspect morphology according to the topic they are discussing (Véronique, 1987).

Both tasks are essentially low controlled. That is, learners may vary their tense and aspect morphology and construct the discourse as they please as they are not restricted by the task of choosing from a set of verbal morphological options as is the case in a cloze or multiple choice test. The SR is slightly more controlled than the PN in that the learners essentially are asked to describe the same story. "The advantages of the

[story] retell tasks are that the sequence of events is known to the researcher independently of the narrative itself and that such narratives can be compared across learners" (Bardovi-Harlig, 1994, p. 54). With respect to eliciting data on tense/aspect morphology via a PN, Salaberry (1999) cautions against this: "Personal narratives allow the speaker to elude the use of difficult constructions by means of avoidance mechanisms because the interlocutor cannot control the topic or direction of the narrative" (p. 158). However, aside from analyzing exclusively the distribution of the preterit and imperfect, the present study is additionally interested in capturing what verb forms intermediate and advanced L2 Spanish learners make use of overall in two distinct types of oral narratives. Furthermore, Noyau (1990) argues that a PN gives the "richest picture of [interlanguage] temporality" (p. 147). Noyau was referring to PNs in free conversation, however, the notion is still considered relevant to the present study. Finally, more recently, Salaberry (2011) has discussed the possible advantages of employing uncontrolled tasks, one being that it allows analysis of possible differences among speakers with reference to the weight assigned to particular types of verbs, e.g., "…do they [learners]use telic verbs preferentially" (p.191)? Therefore, the use of a PN is warranted in the present study and deemed an effective elicitation instrument when analyzing the acquisition of L2 tense/aspect morphology.

Procedures/Tasks

Following Liskin-Gasparro (2000), the researcher told all of the participants in this study that she was investigating story telling in Spanish. The students completed the two tasks in a classroom on the university campus. Following Salaberry (1999), the

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researcher instructed each participant to view the silent film only once without taking any

notes to minimize any effects of monitoring and planning, (Ellis, 1987; Tarone, 1983,

1988). Moreover, the task instructions were provided in English also following Salaberry

(1999) to ensure the participants understood the task correctly. Below is an example of

the instructions provided to each participant for both tasks:

> You will first watch a five and a half minute long excerpt called "Alone and
> Hungry" from the Charlie Chaplin silent film *Modern Times*. You will then
> participate in a role play in which you will tell what happened in the film, in
> Spanish, to someone (the researcher) who has not seen it. This will be video
> recorded. Then, you will flip through several index cards, each one containing an
> emotion word, until one card triggers a memory of an incident that happened to
> you in your life. You will then tell the researcher what happened in that incident.
> This will also be video recorded. Please do not use any names when discussing
> the incidents.

The words on the index cards included *angry, frustrated, sad, happy, nervous, afraid* and

excited. This procedure with the index cards was utilized following Liskin-Gasparro

(2000) and Rintell (1989).[1] Following Salaberry (1999), a role play situation was chosen

to maintain a high degree of meaningfulness of task and communicative relevance

(Tarone, 1983, 1995). The researcher left the room while each participant individually

viewed the movie and returned to video record the SR immediately following the

viewing. Next, the participant completed the PN, which was also video recorded.

Following Liskin-Gasparro, (2000), there was no time limit for either task and the

researcher told the participants they could use English if they could not think of a

particular verb in Spanish, although it was emphasized that utilizing English should be a

last resort. English verbs were permitted to avoid participants spending too much time

searching for the Spanish verb. Finally, the participants were given vocabulary help from the researcher when the need arose. The entire data set was collected over a period of two and half weeks. The reader is referred to Appendix B for narrative samples from the participants.

Codification Process

A total of 773 predicates were analyzed. The first part of analysis necessitated verbal classification according to inflectional morphology: Present, Preterit, Imperfect, Infinitive and Progressive (present, imperfect and preterit). Infinitives were counted as tokens when they were utilized in lieu of a conjugated verb form, for instance, *El hombre fue a un restaurante y um comer mucho* 'The man went to a restaurant and um to eat a lot' (Part. 3, Int., A&H)[2], not when they formed part of an adverbial phrase such as *Después de comer* 'After eating.' Tokens lacking correct subject verb agreement were included in analysis provided the reference was identifiable in the context of the narrative. For example in *Ella dije [read as dijo] que e-em es porque um yo fui er yo fui um inteligente y atlético* 'She I said [read as she said] that it is because I was or I was um intelligent and athletic…' (Part. 7 Int., PN), *dije* was analyzed as a preterit form despite the error in subject verb agreement. Following Bardovi-Harlig (1998b), any verb forms that were mispronounced but still identifiable were included in analysis so long as the mispronounced or innovated form did not result in an extant verb in Spanish. For example, in *Uh ella tomó bread…Un mujer veó la ella tomó…la bread* 'Uh she took bread….a woman saw the her took…the bread' (Part.2, Int., A&H), *veó* was coded as preterit given the past time context. Moreover, in *El dependiente y la mujer go after la*

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policía con el hombre. Ellos dijen el hombre es inocente 'The store clerk and the woman

go after the police with the man. They [read as say] the man is innocent (Part. 2 Int.,

A&H), *dijen* is an innovation by the learner and was coded as present tense given the

context. Furthermore, present tense and preterit verb forms in Spanish with identical

spelling (first person plural *nosotros* forms of –ar verbs) were coded as present or preterit

based on the context in which they were embedded. For example, in [*Fuimos a] una laser

tag y fue muy divertido y me gustó mucho. Uh todos uh hablamos mucho y comemos

mucho pizza y bebimos muchos uh soft drinks* 'We went to a laser tag and it was very fun

and I liked it a lot. Um everyone talked a lot and we ate a lot of pizza and drank a lot of

soft drinks (Part. 12 Adv., PN), *hablamos* was coded as a preterit form given the past

time context. Instances of sequential, exact verb forms repetitions were not counted in

analysis in order to avoid inflation of tokens in the narratives (Bardovi-Harlig, 1995b,

1998b). Finally, there were very few tokens of passive voice, subjunctive, present perfect

and pluperfect, and these were not included in the analysis.

The second part of analysis entailed verbal classification according to inherent

lexical aspectual class. Following previous studies (e.g., Geeslin & Fafulas, 2012;

Salaberry, 1999) each verb token was analyzed in the infinitive form, as "it would be

improper to use verbal morphology as both a determinant for classification and the

dependent variable in the same study. This measure allows us to apply an objective

coding scheme that is truly independent of our dependent variable" (Geeslin & Fafulas,

2012, p. 181). The categories considered when analyzing the verbs according to their

lexical aspectual class in the current study were states, activities, accomplishments and

achievements following Vendler's categories. However, the present study followed the rationale presented in Klein (1994) and Salaberry (1999, 2003, 2011), and collapsed accomplishments and achievements under a single category of telic events. Such collapse is justified in that durativity is the only factor distinguishing these two categories according to Vendler's framework and previous studies have proven it not to be a relevant semantic factor (e.g., Bardovi-Harlig & Bergström, 1996; Collins, 2002). In the present study, in order to distinguish telicity from stativity, the researcher employed two operational tests widely used in empirical studies (Dowty, 1979; Hasbún, 1995; Salaberry, 1999, 2003, 2011; Shirai, 1991). First, the test of telicity distinguishes telic verbs versus atelic verbs and the test question asked is *If you stop in the middle of V-ing* (doing the verb) *have you done the act of V-ing?* If not, the verb is telic. If so, it is atelic. For example: *salir del cuarto* 'to leave the room,' if you stop in the middle of leaving the room, have you left the room? No. Therefore, *salir* is a telic verb. If the verb is determined to be atelic, then a second test is needed to decide whether it is a states or a non-state. This test is the test of stativity and it claims that if a verb cannot have a habitual interpretation, it is a stative verb. The following example taken from Salaberry (1999, p. 160) is used to illustrate this rule: (*Ser) horrible su muerte* 'Her death (to be) horrible.' Can one use the verb *ser* in a habitual sense in the context in which it is embedded? No, therefore *ser* is a state. Furthermore, only dynamic verbs, not states, can be the complement of verbs such as *obligar* 'to obligate' o *convener* 'to convince' (Hasbún, 1995). For example, **Obligaron a Juan a saberlo* '*They obligated Juan to know it.' Therefore, *saber* 'to know' is a state. Finally, only dynamic verbs, not states,

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can be used in the progressive form. For example, *Juan lo está sabiendo* *'Juan is knowing it' (Hasbún, 1995). The tests of telicity and stativity were performed sequentially in the current study. It also must be noted that in the current study, activities are referred to as atelic verbs or events.

An issue regarding the analysis of aspectual meanings is the lack of a clear consensus regarding what the "'upper limit' of linguistic information [is] that will contain the range of information conveyed by lexical aspect" (Salaberry, 2008, p. 11). That is, should only the verb itself be analyzed? Or should the verbal predicate along with its internal arguments (object of the verb), external arguments (subject of the verb) and adjuncts (adverbials) be taken into account? "The scope of lexical aspect is generally considered to be the predicate or verb phrase as in *be tall, sing a song, read a book*" (Bardovi-Harlig, 1995a, p. 156). "…aspect is associated not with a single verb, but with the entire predicate or even the entire proposition" (Andersen, 1991, p. 310-311). Accomplishments imply an endpoint and entail a change of state, whether for the object, *build a house*, or for the subject, *walk to school* (Smith, 1997, p. 27-28). Therefore, several activity verbs such as *build* and *walk* can become accomplishments depending on the verb and its arguments that are present in the phrase or sentence. The present study followed Smith (1997) when conducting the verbal classification and took into account the entire predicate including internal and external arguments. Specific examples from the present study include: *La policía llevó Charlie a la estación de policía* 'The police took Charlie to the police station' (Part. 10, Int., A&H) and *Van a jail* 'They go to jail' (Part. 8, Int., A&H). Whereas *llevar* 'to take' and *ir* 'to go' as isolated verbs would be

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classified as activities, these two phrases were coded as telic events based on the meaning of the entire predicate.

In the present study, modals were widely used and appeared in expressions such as *puede robar,* 'can steal' *quiere robar* 'wants to steal' *debe robar* 'should steal.' Following Salaberry (1999), in such constructions, only the modal verbs (*puede, quiere* and *debe*) and not the main lexical verb (*robar*), were analyzed according to lexical aspectual class since these constructions do not portray the actual realization of the telic event *robar*, but rather the state expressed by the modal verbs.

All instances of quoted (direct) speech, e.g., *Charlie está dice 'Yo robo el pan'* "Charlie is says 'I stole the bread'" (Part. 13, Adv., A&H) were excluded from analysis following Bardovi-Harlig (1998b). Finally, following Liskin-Gasparro (2000), external evaluations made during the PN and the SR were excluded from analysis. External evaluations are clauses made outside of the story world in order to comment or elaborate on the action in the story, or to convey a key emotion (Labov, 1972). Examples of such clauses in the present study included *Él* [Charlie] *fue muy cómico* 'He [Charlie] was very funny' (Part 12, Adv, A&H), *Mucho pasó en la película* 'A lot happened in the movie' (Part 20 Adv, A&H), and *…no paga para la para la para la almuerzo porque quiere ir a la policía para ver la mujer que en mi opinión like la quiere* '…he does not pay for the for the for the lunch because he wants to go to the police to see the woman that in my opinion like he likes her' (Part 10, Int, A&H).

Chapter 4

RESULTS AND DISCUSSION

Role of Lexical Aspect

The 773 tokens were analyzed in this study using the statistical program Statistical

Package for the Social Sciences (SPSS). Chi Square tests were conducted to determine

whether there is a significant relationship between (1) LA and morphology and (2)

narrative task type and morphology.

The first research question the current study attempted to answer is the following:

     Is there a significant relationship between inherent lexical aspect and past tense

     morphology in oral narratives by intermediate and advanced L2 learners of

     Spanish? Do these data support the Lexical Aspect Hypothesis?

In the following section, the results regarding the relationship between LA and verbal

morphology for the intermediate and advanced learners are analyzed and discussed.

In all tables, the following obtains:

1) Pret=Preterit, Imp=Imperfect, Pres=Present, Inf=Infinitive

2) All percentages are row percentages

3) Atelic=activities

4) All present, imperfect and preterit tokens for both groups include the tokens in the

    progressive form that were produced (e.g., present progressive, imperfect

    progressive and preterit progressive). However there were very few progressive

    tokens and thus the distribution of these progressive tokens will be discussed at

    the end of this section.

Table 2 provides data that indicate the distribution of verbal morphology by lexical aspectual class in both narratives by the intermediate learners in this study. The data in this table represent a combination of data from the two narrative types (personal and story retell). Although the Chi Square test on these data was significant with a value of 47.826 at 6 degrees of freedom with an alpha level of .05, a high percentage of expected cell frequencies were below 5 and thus the use of the Chi Square analysis is not valid (Hatch & Lazaraton, 1991, p. 406-410).

Table 2

Distribution of Verb Morphology According to Lexical Aspectual Class in Both Narratives in the Intermediate Group

	Pret (%)	Imp (%)	Pres (%)	Inf (%)	Total (%)
State	41 (33.1)	27 (21.8)	56 (45.2)	0(0)	124 (100)
Atelic	17 (37)	0(0)	27 (58.7)	2(4.3)	46 (100)
Telic	68 (45.3)	1 (0.7)	76 (50.7)	5 (3.3)	150 (100)
Total	126 (39.4)	28 (8.8)	159 (49.7)	7 (2.2)	320 (100)

Table 2 reveals that the present tense is the preferred morphological marker by the intermediate group across all lexical aspectual classes, as it is used 49.7% of the time, followed by the preterit at 39.4% and finally the imperfect at 8.8%. The LAH predicts that in the first stage of acquisition of tense/aspect distinctions, learners will not use preterit or imperfect forms (Andersen, 1991).Therefore, these intermediate learners encoding the majority of all verbs in the present tense adheres to such prediction. When

these intermediate learners do mark past tense, they seem to prefer the preterit, as it appears to be serving as a default marker for past across all lexical aspectual classes. It is preferred over the imperfect with telic events (45.3% vs. 0.7%), atelic events (37% vs. 0%) and states (33.1%) vs. 21.8%).This categorical preference for the preterit form across all lexical aspectual categories conflicts with the LAH, which claims that the preterit will mark telic events before spreading to activities and finally to states. Note the non-prototypical association of the preterit with states shown in Table 2 was also found by Camps (2002) among beginning learners (32%).

Turning now to the use of the imperfect, one observes that it is only used with states (with the exception of one telic event). This supports the claim of the LAH that when the imperfect does first appear, it will be used to inflect states before any other verb type. Furthermore, the imperfect is predicted to spread to atelic verbs and states before the preterit does (Andersen, 1991) which is not the case with these intermediate learners as Table 2 shows the preterit inflects 33.1% of states and the imperfect only 21.8%. It appears then, that either the preterit has spread beyond its prototypical domain before the imperfect among these intermediate learners, or, it is being utilized as a default marker for past which would corroborate findings for beginning learner oral SRs by Salaberry (1999) and written SRs by Salaberry (2003). Note that the advanced third semester learners in Salaberry (1999) are comparable to the intermediate learners in the current study who were in their fourth semester of study. Therefore, the present findings for the intermediate learners in the present study contradict Salaberry's findings for his learners at a similar level of proficiency, as he found the strongest association between lexical

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aspect and verb forms among that group. Finally, the fact that the imperfect was only used with states at the intermediate level in the present study is interesting when compared to Camps (2002), who found, among an even lower level of proficiency, not only a higher use of the imperfect with states (35%) but also evidence for its extension to atelic verbs (10%) and even telic verbs, (5%). The data from the present study also contrasts that of Salaberry (1999) regarding the spread of the imperfect. That is, in his data, the imperfect extended to atelic events in the group with a similar proficiency to the intermediate learners in the present study, while the group in this study's use of the imperfect does not exhibit such an extension.

It must be noted here that the relatively high number of states encoded with the preterit among these intermediate learners (41 raw counts, 33%) is accounted for by the fact that the verb form *fue* 'was,' constituted 16 of the 41counts (39%). In the present study, token analysis (coding each verb form every time it appeared) was conducted instead of type analysis (coding only different verb types). This method of analysis is justified by Bardovi-Harlig (1995b): "Although type analysis controls for multiple uses of a single form in a corpus, it does not respect the integrity of the text and thus cannot be used to analyze the structure of narratives" (p. 271). Therefore, this rather high use of preterit to inflect states describes these intermediate learners' developing tense/aspect system. Furthermore, *fue* is one of the most salient verbal forms in Spanish, as it is a suppletive form for the verbs *ser* 'to be' and *ir* 'to go' which may catch the attention of the learner and, therefore, facilitate learners' memorization and internalization of the verb form.

This facility for acquiring irregular past tense forms is explained by Pinker and Prince (1988) regarding children acquisition of L1 Greek. They claim that regular past tense forms are stored as roots removed from their suffixes, which are stored separately in the lexicon. Therefore, these regular past tense forms are learned by acquiring a rule such as [root+ suffix]. On the other hand, irregular past tense forms tend to be learned as separate lexical items and do not necessitate the application of any rule. The Spanish form *fue* is also frequent in the input and therefore may be easier to notice and acquire. Furthermore, Shirai (2004) claims that often times in conversation tasks, L2 learners need to produce "…forms beyond their capacity, [and] they sometimes access the form that is easily available to them (probably through rote memory)…" (p.102). Learners will then use these forms "…without really knowing or controlling the semantics of the morphological forms associated with them" (p. 102). Thus the combination of the salience of *fue* with the communicative pressures brought on by the design of the elicitation task also may have contributed to the high use of this verb form in the present study.

Table 3 presents the distribution of verbal morphology according to lexical aspectual class in both narratives for both the intermediate vs. advanced groups for comparative purposes during the discussion. Although a Chi Square test for the advanced learners was significant with a value of 94.619 at 6 degrees of freedom with an alpha level of (.05), a high percentage of expected cell frequencies were below 5 and thus the use of the Chi Square analysis is not valid (Hatch & Lazaraton, 1991, p. 406-410).

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Table 3

Distribution of Verb Morphology According to Lexical Aspectual Class in Both Narratives in the Intermediate vs. Advanced Groups

Intermediate

	Pret (%)	Imp (%)	Pres (%)	Inf (%)	Total (%)
State	41 (33.1)	27 (21.8)	56 (45.2)	0(0)	124 (100)
Atelic	17 (37)	0(0)	27 (58.7)	2(4.3)	46 (100)
Telic	68 (45.3)	1 (0.7)	76 (50.7)	5 (3.3)	150 (100)
Total	126 (39.4)	28 (8.8)	159 (49.7)	7 (2.2)	320 (100)

Advanced

	Pret (%)	Imp (%)	Pres (%)	Inf (%)	Total (%)
State	61 (34.7)	61 (34.7)	54 (30.7)	0(0)	176 (100)
Atelic	27 (41.5)	8(12.3)	30 (46.2)	0(0)	65 (100)
Telic	121(57.1)	1 (0.5%)	84 (39.6)	6 (2.8)	212 (100)
Total	209 (46.1)	70 (15.5)	168 (37.1)	6 (1.3)	453 (100)

Table 3 shows that among the advanced learners, the present tense is used 37.1% of the time, dropping from the 49.7% observed within the intermediate group. The preterit on the other hand, has increased from a total use of 39.4% among the intermediate learners to 46.1% among the advanced learners (and it has become the preferred morphological form overall). This exhibits an increasing ability to mark past tense and the diminishing reliance on the present tense, a trend also found in written narrative data collected by Salaberry (2003) for intermediate and advanced learners in

SRs and PNs. Table 3 shows that like the intermediate group, the advanced group may be utilizing the preterit as a default marker for past. The advanced learners prefer the preterit over the imperfect with telic events (57.1% vs. 0.5%) and atelic events (41.5% vs. 12.3%), which contrasts with the data from Salaberry (2003) who found advanced learners to discriminate their use of preterit and imperfect forms according to lexical aspectual class (written data for the PN only). It also contrasts with Salaberry (2011) whose advanced learners (fifth semester) discriminated their verbal morphology according to lexical class the most out of all proficiency levels. Table 3 also shows that states are actually coded equally with the preterit and the imperfect (both at 34.7%). Note that this 34.7% has only slightly increased from the 33.1% that was the preterit usage with states in the intermediate group, whereas the percentage of atelic verbs marked with the preterit increases from 37% to 41.5% and telic verbs with the preterit from 45.3% to 57.1%, which are larger increases. This shows that advanced learners are becoming more sensitive to aspect than their intermediate counterparts, at least with respect to states. That is, instead of defaulting to the preterit, which is the tendency exhibited with telic and atelic verbs, it seems these advanced learners' desire to encode stativity is beginning to influence their morphological selections as the imperfect is catching up to the preterit as the verb form used to encode states. The data in Table 3 also show that there is now evidence of the extension of the imperfect to atelic events, as it went from 0% in the intermediate group to 12.3% at this more advanced stage of learning, which is predicted to occur by the LAH. However, according to the hypothesis, the imperfect should extend to atelic events before the preterit does, but this not the case among these advanced

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learners, as more atelic verbs are encoded with the preterit than the imperfect (41.5% vs. 12.3% respectively). This is similar to what occurs within the intermediate group, that is, the imperfect appears with states, but at the same time, the preterit extends to atelic events and states. Therefore, the data for both groups in this vein conflict with the strict order sequence predicted by the LAH.

It should be noted here that, similar to what was observed in the intermediate group, a large number of the total preterit forms used to encode states among these advanced learners is also accounted for by the form *fue* (28/ 61 tokens, 45.9%). This corroborates Cadierno (2000), who found two advanced native Dutch speaking L2 learners of Spanish to use the verb *ser* extensively and repetitively in the preterit to encode states while constructing an oral PN. Note that in the present study, this usage of the form *fue* increases from 39% to 45.9% as learners go from intermediate to advanced levels, thus their attraction to the salience of the form *fue* does not appear to diminish.

Thus, an examination of Table 3 provides an overall view of the developmental use of verbal morphology of learners going from an intermediate level of proficiency to a more advanced level. In sum, learners begin to rely less on the present tense and more on the preterit, showing an increasing ability to mark past tense. Additionally, the preterit continues to serve as a default marker for past tense across all lexical aspectual classes. Furthermore, learners expand their use of the imperfect from only inflecting states to marking atelic verbs as well. Finally, as learners gain more experience with the L2, the prototypical association between the imperfect and states increases (21.8% for intermediate learners to 34.7% for advanced learners), which corroborates findings by

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Salaberry (1999, 2003). Salaberry (1999) observed an increase in the use of the imperfect with states from 81% in the learners in his study with similar proficiency to this study's intermediate group, to 86% in his advanced group. Both percentages are from time 1. Time 2 did not show any increase, rather the percentage remained at 83% for both groups. Salaberry (2003) found an increase of states inflected with the imperfect from 31.3% in the intermediate learners to 48% the advanced learners. This behavior of the imperfect in the present study that is consistent with the LAH is also supported by Camps (2002) who found the use of the imperfect by beginning learners to more clearly support the LAH (35% use with states, 10% use with atelic verbs and 5% use with telic verbs). In addition, as previously mentioned, in the current study the imperfect begins to challenge the preterit as the preferred marker for states possibly due to the increasing need to mark stativity. Thus, the current data evidences a possible increasing influence of lexical aspect as L2 proficiency increases, which corroborates findings from Bardovi-Harlig and Reynolds (1995), Ramsay (1990), Robison (1995) and Salaberry (1999, 2003, 2011).

In the present study, support for the LAH is found in the distribution of the imperfect, which 1) starts out encoding states and gradually spreads to atelic verbs, and 2) seems to increase its prototypical association with states with more L2 expertise. However, the LAH is not supported by the distribution of the preterit, as both groups seem to employ it as a past tense default marker across lexical aspectual classes. Essentially, within both the intermediate and advanced learners in the present study, the distribution of the preterit conflicts with the LAH, while that of the imperfect seems to support it. Note however, that according to Salaberry and Ayoun (2005), while the

preterit may serve as a past tense default marker, "…the imperfect may mark temporality in association with particular lexical items (lexical learning)" (p. 186). That is, the instances of the imperfect by the learners in the present study, which were mainly all with stative verbs (21.8% and 34.7% for the intermediate and advanced groups respectively), may be their way of marking temporality (past) and they occur in the imperfect instead of the preterit due to what the learners are more often exposed to in the input; states tend to be inflected more often with the imperfect based on the Congruence Principle (See section: The Lexical Aspect Hypothesis). That is, the inherent lexical semantics of a state, as persisting over time with an arbitrary end point are congruent with the meaning that an imperfective morpheme carries: an unbounded meaning (Depraetre, 1995) i.e., a description of the middle aspect of a situation without a defined end point (Ramsey, 1956; Real Academia Española [RAE], 1924). Therefore, this influence of the input may be overriding the tendency of the learners in the current study to resort exclusively to the preterit across all lexical aspectual classes in order to convey a past meaning and result in more instances of the imperfect.

It serves to mention here that had type analysis been conducted in the present study, surely the percentage of states marked with the preterit would have decreased, and thus the evidence for the preterit acting as a default marker may not be as convincing. However, it still would appear to be the default marker for past among atelic verbs, which would still be evidence that contradicts the LAH. Furthermore, type analysis in the present study would lead to very small final count of tokens, inhibiting any general conclusions to be drawn from the results. Regardless, as discussed earlier, the token

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analysis that was utilized maintains the integrity of the narrative task and provides a descriptive account of the developing past tense and aspectual systems of these intermediate and advanced classroom L2 Spanish learners.

The distribution of the progressive by both the intermediate and advanced learners in both narratives is presented below in Table 4 as frequency table.

Table 4

Frequency Distribution of Progressive Forms by Both Groups in Both Narratives According to Verb Morphology

	Pret (%)	Imp (%)	Pres (%)	Inf (%)	Total tokens (%)
Intermediate	0 (0)	0 (0)	7 (100)	0(0)	7 (2.1%)
Advanced	2 (12)	4 (25)	10 (63)	0 (0)	16 (3.5%)
Total	2 (9)	4(17)	17 (74)	0 (0)	23 (3%)

Note. Percentages are row percentages.
Note. The total % is out of the total number of progressive tokens in each group for both narratives.

Table 4 shows that there was very little use of progressive in both the intermediate and advanced groups (a total of 23 out of 773, 3%). Out of 320 total tokens in the intermediate group, 7 were progressive (2.1%) and out of 453 total tokens in the advanced group, 16 were progressive (3.5%). The 7 tokens in the intermediate group were all in the present tense and were all with atelic verbs (activities). In the advanced group, 10 tokens were in the present tense, 4 were in the imperfect and 2 were in the preterit. Out of the total 16, 12 were with atelic verbs (activities) and 4 were with telic verbs. These data provide support for the LAH. First, there was no use of the progressive

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on states. Second, the majority of progressive tokens inflect activity verbs (as predicted to occur first in L2 acquisition). Finally, progressives do not spread to telic verbs until more advanced stages. Similar to the distribution of the imperfect in the data discussed in the previous section, the prototypical association of the progressive with activity verbs also increases from 15.2% in the intermediate group to 18.5% in the advanced group. The findings regarding the progressive in the present study concur with those from studies on L2 Spanish (e.g., Andersen, 1989; Lafford, 1996; Salaberry, 1999) and L2 English (e.g., Bardovi-Harlig & Reynolds, 1995; Robison, 1990). However in Salaberry's (1999) study, there was some use of the progressive on states (13% for the third semester learners and 17% for the advanced third semester learners, both only during time 1 testing). Robison (1990) also found the use of progressive on states by his Spanish L1 subject learning English as a second language. The preference for the progressive with activity verbs in the current study and those previously mentioned may be accounted for by the meaning of the progressive, an "action in progress at the moment" (Andersen & Shirai, 1994, p. 148), that is compatible with the inherent semantics of the lexical aspectual class. Note that in the present study, the use of the past (imperfect and preterit) progressive is absent in the intermediate group, which is similar to what Bardovi-Harlig and Reynolds (1995) found in their study of English L2 learners. In their study, the past progressive exhibited its highest use during level 4 (which is during year two of instruction, comparable to the intermediate learners in the current study). This contradicts the present findings as the intermediate learners in the current study showed no use of the

past progressive. The acquisition of the past progressive may a structure acquired later among the learners in the current study.

With respect to research question 1, it cannot be determined whether the relationship between inherent lexical aspect and verbal morphology in oral narratives by intermediate and advanced L2 Spanish learners is significant or not due to the discrepancies in the Chi Square results. Nevertheless, the results show that both the intermediate and advanced learners appear to be utilizing the preterit as a past tense default marker across all lexical aspectual classes, which does not support the basic claim of the LAH that at early stages of acquisition learners are guided by LA. However, partial support for the LAH was found in the distribution of the imperfect (first it only encoded states and then it spread to atelic events) and the progressive, (it was primarily used on activity verbs, later spreading to telic verbs, and it was not overextended to states). The evidence in the present study for the preterit acting as a default past tense marker concur with the data from the beginning L2 Spanish learners in Salaberry (1999, 2003) but not for the intermediate and advanced learners in those studies, as they did not use the preterit as a default marker. In fact, according to Salaberry (2000), the DPTH (See section: The acquisition of tense and aspect in second languages) is only relevant for beginning stages of learning and it is unlikely to find strong support in intermediate or advanced levels of L2 proficiency especially among tutored learners. This of course contradicts the results of the present study. The possible reasons for such a contradiction will be discussed at the end of this section. At this time, a few factors that may account for the use of the preterit as a default past tense marker are discussed in hopes to explain the present findings.

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Furthermore, an explanation by Shirai (2004) for why evidence in some studies appears to contradict the LAH will be examined.

The influence of L1 is important in the DPTH especially in regards to English L1 learners of Spanish. "A default marker of past tense may be used if the Spanish preterite acts as a prototype of simple past tense in English. That is, the learner may rely on the Andersen's (1984, 1989) One to One Principle (See section: The Lexical Aspect Hypothesis) and use the preterite to convey past tense reference with verb phrases of all lexical aspectual classes" (Ayoun & Salaberry, 2005, p. 186). Furthermore, it may be that the cognitively difficult task of encoding complex temporality forms causes learners to initially encode only tense and only later do they begin to acquire the ability to mark both tense and aspectual contrasts morphologically (Ayoun & Salaberry, 2005). Finally, the regular Spanish preterit forms with final stress and the irregular forms with internal vowel changes are phonologically more salient than the imperfect, which only consists of three irregular forms and have penultimate stress (Ayoun & Salaberry, 2005). These claims about L1 and perceptual saliency of certain verb forms along with individual learning and speaking style differences are also recognized by Andersen (2002) as factors that can "lead learners to produce specific verb tokens for reasons other than those captured by the Aspect Hypothesis" (p. 87). Andersen goes on to state that "it is thus unreasonable to expect perfect adherence to the Aspect Hypothesis" (p. 87). Of course, the preterit serving as a past tense default marker at any stage of learning does not seem to demonstrate any adherence to the LAH.

In light of the findings in previous studies on the acquisition of L2 tense and aspect morphology that conflicts with the LAH (namely evidence of a past tense default marker and evidence for an increasing influence of LA on verbal morphology), Shirai (2004) recognizes the following:

The [Lexical Aspect] hypothesis is supported by most studies, but its developmental component, namely the prediction that beginning learners are more restricted by inherent aspectual value than more advanced learners may need to be revised, since cross – sectional and longitudinal studies that involve production data do not necessarily show such a restriction (p. 16).

The reason that these beginning stages have not shown such a restriction seems to be partially because, to reiterate, 1) there is evidence for a past tense default marker and 2) there is evidence for an increasing association of LA with morphology as L2 proficiency increases. Shirai (2004) offers explanations to account for both issues, and these will be discussed now.

Shirai (2004) attributes the findings showing that learners (especially in the beginning stages of acquisition) deviate from the patterns predicted by the LAH (e.g., using a default past tense marker) to the elicitation procedures used. He argues that production data in longitudinal or cross-sectional studies typically result in the data that contradicts the claims made by the LAH, whereas paper-and-pencil tests such as cloze or multiple choice tests tend to show patterns that are consonant with the hypothesis. That is, the more difficult the task (especially an oral, on-line production task) the more likely learners are to use verb forms that are easily available to them (usually memorized forms) in order to complete the demands of the task. In other words, to quote Shirai (2004) again, learners use these forms "without really knowing or controlling the semantics of

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the morphological forms associated with them" (p. 102). This is qualified by a comment made by one intermediate learner in the current study in regards to the use of the present tense. She stopped in the middle of her PN to say, "Ok, I am just switching to present tense from here on because I can't remember how to say this in the past right now" (Part 9, Int.). Shirai (2004) adds that "…early on these [memorized] forms are produced haphazardly before the actual form-meaning relationship is solidified" (p. 103). However, Salaberry and Ayoun (2005) challenge this claim arguing that there is insufficient evidence to show "…that beginning learners are less systematic in their use of past tense morphology than more advanced learners" (p. 269) and they point to the evidence for the preterit as a default marker for past tense across all lexical aspectual categories in L2 Spanish as an example of systematic learning. In fact, the authors compare this behavior in L2 Spanish to the use of the English past tense regular morpheme (-ed) on irregular past tense forms found in data from Karmiloff-Smith (1986). Moreover, the claim by Shirai that learners are resorting to memorized forms does not seem to account for the use of the preterit as a default past tense marker. That is, what would cause learners to only memorize the preterit (or the imperfect in the case of the PN data for beginning leaners in Salaberry, 2003) when both forms are presented in instruction?

Turning to the second body of evidence that contradicts the LAH which are indications for an increasing influence of LA on verbal morphology as L2 proficiency increases, Shirai recognizes this: "In cross-sectional studies involving production data, the prototypical association becomes *stronger* as the learner's proficiency increases" (p.103) However, this statement conflicts with the original claim of the LAH that predicts

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the association between LA and morphology to be strongest at beginning stages. How can this contradiction be accounted for? Shirai (2004) argues that once beginning learners move past their "haphazard" use of forms, they slowly develop form-meaning mapping based on L2 input which actually follows the LAH (Distributional Bias Hypothesis). Then, as L2 proficiency increases and the reliance on memorized forms decreases, the prototypical association between LA and morphology becomes *stronger* (especially in cross-sectional studies involving production data). This explanation by Shirai accounts for findings showing an increase in prototypical associations as L2 proficiency increases (Bardovi-Harlig and Reynolds, 1995; Ramsay, 1990; Robison, 1995; Salaberry, 1999, 2003, 2011; the present study but only in regards to the use of the imperfect with states). Shirai (2004) suggests that these prototypical associations finally do begin to decrease as more non-prototypical uses are incorporated into the learners' grammar at the highest levels of proficiency, for here is where the learners becomes "more native-like as their proficiency increases and become more flexible in the use of inflection" (p. 103). As evidence for this, Shirai refers specifically to the results from the most advanced learners from Salaberry (1999) (See section: The acquisition of tense and aspect in L2 spanish). Therefore, it seems that a modification to the order sequence of the LAH has been offered, at least indirectly.

Turning now to the results of the present study, as pointed out earlier, they depart from previous findings in that the evidence for the preterit as a default marker for past is found within intermediate and advanced learners, not beginners. A possible explanation for this contradiction is that the intermediate and advanced learners in the present study

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are developing their tense and aspectual systems at a much slower rate than learners in previous studies showing sensitivity to LA when using verb morphology either at beginning levels of proficiency (Andersen, 1991 for naturalistic learners), across all levels of proficiency (Bardovi-Harlig & Reynolds, 1995; Ramsay, 1990 for classroom learners; Robison, 1990 for a naturalistic learner) or only at later stages (Salaberry, 1999, 2003, 2011 for classroom learners). It is plausible to inquire here about the impact of instruction on the data in the present study appearing skewed to show the preterit acting as a default past tense marker among these intermediate and advanced learners. However, as previously mentioned, neither group received any focused instruction on the preterit or the imperfect during the same semester the data was collected. The reader is reminded that Salaberry's (1999) beginning learners appeared to use the preterit as a past tense default marker despite having received instruction on the imperfect prior to data collection at time 2 (no mention is made in his study of the topics covered prior to time 1 data collection). Therefore, it may be that the classroom learners in the present study have not entered the stage of acquisition where they discriminate their use of past tense verb forms according to LA and perhaps that stage is yet to come. Afterall, according to Robison (1990), "…while the exact pattern [of development] will vary depending on L1, L2, and individual differences between learners, verbal morphology correlates with lexical aspect at least during some stage in the development of the interlanguage" (p.330). The reader is reminded however, that in the present study, sensitivity to lexical aspect in regard to the use of the imperfect is observed in the more advanced level and as stated before, this may be evidence that these advanced learners are approaching a stage

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in which they are more sensitive to LA. It should be noted here that even though the evidence for a past tense default marker has previously been found among beginning learners, Liskin-Gasparro (2000) found both quantitative and qualitative evidence for such a phenomenon among two of her advanced L2 Spanish learners (Gregg and Kate). Both learners used the preterit when it was required (79% for the SR and 100% in the PN) much more often than the imperfect when it was required (21% for the movie retell and 59% for the PN). Furthermore, many of the learners' responses provided during the retrospective protocol interviews in the study expressed their belief that, according to the researcher, "certain verbs are always to be encoded in the imperfect and others in the preterite" (p. 837). For example, according to Gregg, "It's always one of those things in my head I always catalogue: *dije* ['I said'] or *dijo* ['it/he/she/you said'] if it's in the past. I use it a lot. So it's like *era* ['it/he/she was' 'you were'] in the imperfect, those things are like safety things that it's easier for me to pull out of my head to use" (p. 837). The advanced learners in Liskin-Gasparro's study had studied the preterit and the imperfect in High School and in a university setting, and some had studied abroad and were also High School and college Spanish instructors. No mention in her study was made about focused preterit/imperfect instruction received immediately prior to the time of data collection.

Nevertheless, the evidence in the present study for an apparent preference among intermediate and advanced learners to mark tense over aspect accords with the claim by Pienemann (1987) that there is "a developmental principle which predicts that 'rules which require a high degree of processing capacity [tense and aspectual distinctions] are acquired late'" (p.154-155). Thus it is proposed that the learners in the present study,

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even though one of these groups (the advanced) are at that "later" stage of acquisition relatively speaking, have yet to enter the stages where lexical aspect begins to account for their verbal morphology and where they will no longer rely on the preterit to mark past tense across all lexical aspectual categories. On the other hand, the possibility is recognized that the results of this study can be attributed to the elicitation method and perhaps Shirai's (2004) claim is true that the prediction of the LAH "is still valid in the sense that it predicts semantic development of tense-aspect morphology, which may or may not be directly reflected in spontaneous production" (p. 107). Nevertheless, the learners in the present study appear to still be en route to fully acquiring the ability to morphologically encode tense and aspectual meanings in Spanish.

Role of Narrative Task Type

While the data set of the intermediate and advanced learners provides very little evidence for the influence of LA on their overall use of morphological forms to encode tense and aspect, the influence of narrative task type may on the other hand be able to account for their morphological distributions. The second research question the current study attempted to answer is the following:

Is there a significant relationship between the type of narrative task (story retell vs. personal narrative) and the past tense/aspect verbal morphology used by intermediate and advanced L2 Spanish learners?

Table 5 presents the distribution of verbal morphology according to narrative task type in the intermediate vs. advanced groups. The discussion that follows these two tables draws comparison between both groups and thus the data are presented together to

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facilitate reference to data from both groups during the discussion. Although a Chi Square test for both of these groups was significant with a value of 79.359 for the intermediate learners and 69.183 for the advanced learners, both at 3 degrees of freedom with an alpha level of (.05), a high percentage of expected cell frequencies were below 5 and thus the use of the Chi Square analysis is not valid (Hatch & Lazaraton, 1991, p. 406-410).

Table 5

Distribution of Verb Morphology by Narrative Type in the Intermediate vs. Advanced Groups

Intermediate

	Pret (%)	Imp (%)	Pres (%)	Inf (%)	Total (%)
Retell	66 (31.3)	3 (1.4)	138 (65.4)	4 (1.9)	211 (100)
PN	60 (55)	25 (22.9)	21 (19.3)	3 (2.8)	109 (100)
Total	126 (39.4)	28 (8.8)	159 (49.7)	7 (2.2)	320 (100)

Advanced

	Pret (%)	Imp(%)	Pres(%)	Inf(%)	Total(%)
Retell	101 (38.1)	22 (8.3)	136 (51.3)	6 (2.3)	265 (100)
PN	108 (57.4)	48 (25.5)	32 (17)	0 (0)	188 (100)
Total	209 (46.1)	70 (15.5)	186 (37.1)	6 (1.3)	453 (100)

Note. PN=Personal Narrative

Table 5 does not show many notable differences between the intermediate and advanced level students' verbal morphology with respect to the narrative task. The SR produced more overall tokens than the PN (211 vs. 109 for the intermediate group and

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265 vs. 188 for the advanced group). When constructing a SR both groups prefer the

present tense overall (65.4% for the intermediate group and 51.3% for the advanced

group). However when both groups do mark past tense in the SR, they favor the preterit

over the imperfect (31.3% vs. 1.4% respectively for the intermediate group and 38.1% vs.

8.3% respectively for the advanced group). In the PN on the other hand, both groups

favor the preterit as the overall morphological marker and hence the preferred past tense

marker over the imperfect (55% vs. 22.9% respectively for intermediate and 57.4% vs.

25.5% respectively for advanced). Finally, when the imperfect is used, it is favored in the

PN rather than the SR 22.9% vs. 1.4% respectively for the intermediate group and 25.5%

vs. 8.3% respectively for the advanced group.

That the SR produced more overall tokens than the PN may be attributed to the

inherent structure of the two narratives. While constructing a SR, learners are guided by a

series of recent events they have just seen unfold. However, while producing a PN the

topic is much less focused and learners do not have an explicit beginning and ending to

use as a reference. That is, they have more liberty to and may be inclined to exclude more

information in a PN than in a SR. However, note that in the present study, tokens that

were part of evaluation and commentary clauses were quite prevalent in the personal

narrative, which is common in these types of narratives (Bardovi-Harlig, 1998b; Liskin-

Gasparro, 2000). As mentioned earlier, these data from evaluation and commentary

clauses were not included in this analysis, following Liskin-Gasparro (2000). Had they

been included, the number of total tokens in the PN would have increased as well as the

number of present tense occurrences.

The data in Table 5 show that both the intermediate and advanced learners utilized more present tense in the SR than in the PN. This could be attributed to three factors all related to the nature of the narrative task. First, it may be the case that native English speakers tend to use the present tense to recount a story in their native and target languages as reported by an advanced Spanish learner in Liskin-Gasparro (2000) and several learners in the present study. Although the current study did not employ a systematic retrospective protocol as Liskin-Gasparro (2000) did, the researcher did ask a few participants to give reasons behind their morphological choices after the narrative tasks. For instance, when asked to give the reasons for utilizing the present tense, an intermediate learner responded "I don't know, I guess it's because that is the way I would always do it in English" (Part 2, Int.). An advanced learner supplied a similar explanation, "I feel like that's the normal thing to do in English so I guess it continues into when I am telling a story in Spanish" (Part 15, Adv.). Second, the learners in this study may be influenced by the input they receive from Spanish Ns (e.g., their instructor or any other Ns with whom they come into contact). For example, according to previous research, (e.g., Fleischman, 1989; Silva-Corvalán, 1983;Wiberg,1996), Ns of Spanish do not narrate movie plots in the past, but in the present. Finally, the way learners view the events in a SR might be different than the way they view them in a PN. This is supported by a response from an advanced learner in Liksin-Gasparro's (2000) study who explained that she saw the movie rolling through her mind and that caused her to retell the events of the story as if she were in the middle of them. Moreover, in the present study, when asked why he used the present tense in the SR but not in the PN, a learner responded,

"Well, I used the present for the movie because like, I just watched it and so in my mind it just happened and it's just better in the present. But like with the story about my life [PN], those things happened a while ago and so in my head they are more, more in the past" (Part 17, Adv). Furthermore, the fact that the present tense was used less in the PN than in the SR may be attributed to the fact that, according to López-Ortega (2000), "…personal narrative involves recalling an experienced past event and thus may not allow tense shift as freely as other types of recalls [e.g., SRs] do" (p. 501). However, in the present study, there were some instances of present tense in the PN, and this usage is qualified by one intermediate learner whose response was cited earlier. In the middle of her personal narrative she stopped to say "Ok, I am just switching to present tense from here on because I can't remember how to say this in the past right now" (Part 9, Int.). This insight into the cognitive process of this intermediate learner supports Camps (2000) in that "…the time and processing constraints on oral production may cause learners to settle for the use of present tense forms (the forms they are the most familiar with) in order to, at least, express the meaning of the verb they intend to use" (p.203). Furthermore, it should be noted that due to the fact that the excluded evaluation and commentary clauses in this study were primarily expressed in the present tense such as *Voy a la capital para meet the governor* 'I am going to the capitol to meet the governor'(Part 10, Int., PN) and *Pues empieza con un mujer…* 'Well it starts with a woman… (Part 11, Int., A&H), their inclusion would have increased the percentage of present tense utilized in the PN. Finally, an interesting finding in the PN for both groups is that the highest number of tokens in the present tense (although overall use is low)

occurs with states. This is accounted for by Andersen and Shirai (1994) who interpret the simple present tense as signifying a "continued existence" (p. 148) which is consistent with the durative quality of state verbs (Bardovi-Harlig & Reynolds, 1995).

The overall preference by both groups in the present study for the present tense in the SR was also found in the oral SRs of beginning learners in Salaberry (1999) whose subjects utilized it 60% of the time at time 1 testing. However this usage subsided to 42% after time 2 testing. However in Salaberry's study, a preference for the present tense in the SR was not found among the learners with the same proficiency levels as the intermediate group in the current study (19% at time 1 and 24% at time 2 vs. 65.4% in the present study). Also, the most advanced learners in Salaberry's study in the SR did not prefer the present tense either (28% at time 1 and 20% at time 2 vs. 51.3% for the advanced learners in the present study). Furthermore, in Salaberry (2003), the preterit was preferred (and in fact was the default past tense marker) in a PN among beginning learners, but these PNs were elicited via a written fill in the blank task, which typically allow for more monitoring and planning than an oral, on-line, task does (Krashen, 1976).

Regarding the use of the preterit and imperfect, Table 5 shows that in both narratives, both groups prefer the preterit. The intermediate learners prefer it over the imperfect (55% vs. 22.9% respectively in the PN and 31.3% vs. 1.4% respectively for the SR).The advanced learners prefer it over the imperfect (57.4% vs. 25.5% respectively in the PN and 38.1% vs. 8.3% respectively in the SR). The preference for the preterit as the past marker in the SR is supported by Liskin-Gasparro (2000) who found it to be the preferred form to mark past tense in the SR among her advanced learners, as it accounted

for 63% of the required past time contexts as discussed earlier. Furthermore, the rather low use of the imperfect in the SR in the current study (1.4% for the intermediate group and 8.3% for advanced group) is supported by Camps (2002) and by Bardovi-Harlig's (1998b) observation mentioned earlier, that "in narratives elicited by a film retell, learners have little opportunity or need to report habitual (background) activities or states" (p. 500). It is also necessary to mention here that the preterit serving as the preferred marker for past in the SR may be attributed to the fact that telic verbs were the most common verb type in the whole narrative among both groups (59% for the intermediate group and 60% for the advanced group). These data come from an analysis of each task type broken down according to LA. Tables displaying these data were not included; however a few related findings will be discussed at the end of this section. That telic verbs were the most common verb type in a SR was also found to be the case by Camps (2002) for beginning learners and Salaberry (2003) for beginning, intermediate and advanced learners. This also corroborates the notion that the skeletal plot-line of most fictional stories narrated (retold) by L2 language learners yield more telic verbs (Lubbers-Quesada, 1999). Additionally, in these types of narratives, the learners' goal typically is to foreground the story, i.e., move the story forward, (Dry 1981, 1983) and the foreground in narratives is typically characterized by telic, punctual, completed actions (Reinhart, 1984), associated with the use of the preterit (Bardovi-Harlig, 1994; Hopper, 1979). Therefore, the discursive nature of a SR would incline the speaker to utilize the preterit more so than the imperfect when encoding past tense.

With respect to the PN, the data show that both groups prefer the preterit over the imperfect (55% vs.22.9% for the intermediate group and 57.4% vs.25.5% for the advanced group). These data do not support the results in Liskin-Gasparro (2000) which showed that the imperfect was the preferred past tense marker in a PN in advanced learners, constituting 60% of the required past time contexts, as formerly mentioned. The results from the current study regarding the PN do not accord with Salaberry (2003) either, who found the imperfect to be serving as a default marker for past in written PNs by beginning learners. This, however, can possibly be attributed to the text type (See section: The acquisition of tense and aspect in L2 Spanish).

The results from the present study however do find support in the results from Camps (2000) who analyzed oral data from beginning L2 Spanish learners' PNs and, as formerly mentioned, found a preference for the preterit over the imperfect (66% vs. 24%) even after receiving instruction on the imperfect. He suggests this could be due to the proficiency level of the leaners. That is, their "limited linguistic ability may have caused them to focus on telling what happened, while limiting the amount of background information" (Camps, 2002, p.184). In two PNs among beginning L2 Spanish learners, Camps (2002) also found the preterit to be preferred over the imperfect (71.4% vs. 54.5% respectively for task one [recounting of recent Winter break activities with family] and 56.2% vs. 28.2% respectively for task two [telling what student did over the last weekend and what s/he used to do on weekends during high school]). However the nature of the two PNs analyzed by Camps differs somewhat from the PN in the current study. As opposed to recounting past events in given time frames (tasks 1 and 2 described above),

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the PN in the present study asked participants to talk about a time in which they experienced one of the following emotions: happy, sad, frustrated, afraid, etc., thus potentially eliciting more emotion, elaboration, evaluation and background from the speaker, which, in turn, would likely result in more imperfect use based on research on grounding (e.g., Bardovi-Harlig, 1994; Hopper, 1979; López-Ortega 2000). That is, the PNs used by Camps seem likely to provoke more sequential, telic events in the first one and both telic and habitual events in the second one, thus possibly leading to more prevalence of the preterit, which is exactly what occurred. That the learners in the present study still preferred the preterit over the imperfect in the PN even when its elicitation prompt would likely lead to more use of the imperfect is notable. It could be that the use of the preterit as a default marker for past among both the intermediate and advanced learners is overriding certain effects of the nature of the PN.

While both groups in the present study seem to prefer the preterit over the imperfect in the PN, they do at least incorporate the imperfect, something that hardly occurs at all in the SR. This preference for imperfect in the PN rather than in the SR could be due to the influence of the inherent structure of a PN and LA. Regarding the structure of a PN, previous studies (Bardovi-Harlig, 2000; Salaberry, 2003) have shown that its discursive nature, which brings about more extended descriptions and background information than an impersonal SR narrative does, tends to produce more states. The current study concurs with this finding as states are, in fact, the most common verb type found in the PNs from the intermediate (68.8%) and advanced group (61.1%). This higher prevalence of states tends to influence the verbal morphology used to narrate,

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since background events (commonly states) tend to be marked with imperfective forms as mentioned above.

With respect to the influence of LA, the prototypical association of states with the imperfect is found in the present study in that both groups, in the PN, used the imperfect to mark states more than any other verb type: out of the 25 imperfect verb forms in the intermediate group, 24 were with states and out of the 48 imperfect verb forms in the advanced group, 44 were with states. Thus, this tendency to use the imperfect only on states coupled with more states used in the PN than in the SR renders it logical that there would be a higher use of the imperfect in the PN than in the SR. In sum, perhaps a combination of the inherent structure of the PN and lexical aspect is responsible for the preference for the imperfect in the PN rather than in the SR.

As noted earlier, each task type was broken down by lexical aspectual class for both the intermediate and the advanced groups. Tables for these results were not displayed due to the fact that only two small differences were found between proficiency groups regarding their use of verbal morphology according to lexical aspectual class. However these differences are worth mentioning here and both were found in the results from the SR. These differences seem to point to the fact that the advanced learners appear to be more sensitive to LA than the intermediate learners. First, when the SR was broken down according to lexical aspectual class, the advanced group favored the preterit, not the present (49.4% vs. 46.8% respectively) but this occurred only with telic events. Therefore, their need to encode telicity via the use of the preterit seems to override their communicative need to retell the movie in the present tense as had been the pattern. This

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was not observed in the intermediate group who, as discussed previously, preferred the present tense across all lexical aspectual classes. Second, when marking past tense in the SR, the advanced group preferred the imperfect, not the preterit (27.9% vs. 18% respectively), but this only occurred with states. This may also reflect their sensitivity to LA, that is, their desire to encode stativity, which is overriding the norm of using the preterit as the marker for past in the SR. This was not observed in the intermediate group either, as they preferred the preterit over the imperfect to mark past tense across all lexical verb classes. Although this evidence supporting an influence of LA is not particularly strong, it does provide for interesting findings regarding the impact of the interaction of narrative task type with LA on the past tense verbal morphology of L2 Spanish learners.

Therefore, with respect to research question 2, it cannot be determined whether the relationship between narrative task type and verbal morphology of intermediate and advanced L2 Spanish learners is significant or not due to the discrepancies in the Chi Square results. Nevertheless, the results show that both the intermediate and advanced groups prefer the present tense in the SR and the preterit in the PN for overall morphological markers. When marking past tense, both groups prefer the preterit in both narratives, however there is more use of the imperfect in the PN than in the SR. It is also noted that the advanced learners seem to be more sensitive to LA than their intermediate counterparts in the SR task because with telic verbs, the preterit (instead of the present) was the overall preferred form, but with states, the imperfect (instead of the preterit) was the preferred past tense marker.

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Chapter 5

CONCLUSIONS

Conclusions

In conclusion, the present study revealed that overall, LA did not play a role in the

acquisition of tense/ aspect morphology by intermediate and advanced classroom L2

Spanish learners, as both groups demonstrated evidence for use of the preterit as a past

tense default marker. Partial support for the LAH was observed however regarding the

distribution of the imperfect. The present investigation also provides evidence that the

type of narrative task is another contributing factor that influences the distribution of L2

Spanish tense and aspect morphology. The results from the current study differ from

evidence in previous research that contradicts the LAH in that even learners at more

advanced levels did not show sensitivity to lexical aspect when morphologically marking

the tense and aspect, whereas in other studies they did. Therefore, the present

investigation brings further evidence to the area of study on the acquisition of L2 Spanish

tense and aspect morphology for the use of the preterit as a default marker, however the

present study is unique in that it provides evidence for such a notion beyond beginning

stages of acquisition. It is possible that the learners in the present study have yet to enter a

stage in which lexical aspect guides their acquisition of tense/aspect morphology and they

do not rely on a single default marker. The results from the present study also increase

the validity of claims that the order sequence of the LAH be revised. However, even in

light of these claims stemming from evidence contradicting the LAH in previous

research, Shirai (2004) holds that "the AH [Aspect Hypothesis] can still be treated as a

universal tendency which most learners follow" (p. 107), because due to the complexity

of L2 acquisition, only when the exceptions outweigh the rule should the prediction be

modified (Gass and Selinker (2001). It seems then that more evidence that conflicts with

the LAH is needed before any modifications to the LAH are warranted.

Limitations and Future Research

The limitations of the current study are related to the population studied, the

narrative task type employed and the analysis conducted. First, in regards to the

population studied, cross-sectional studies do not capture whether proficiency level

influences learners' tense/aspect morphology distribution (Bardovi-Harlig, 1994). That is,

learners whose interlanguage does not display the hypothesized stages of tense/aspect

morphological distributions may not yet have entered the stages, or they may have

already passed through them. The former possibility is proposed to account for the results

of the present study. Therefore, more longitudinal studies are warranted on the

acquisition of tense/aspect morphology among L2 learners. "Although cross-sectional

studies are very useful in revealing general patterns, only longitudinal studies can

potentially answer the question of individual variation: Is it the case that some learners

never show aspectual or discourse-sensitive use of target temporal morphology"

(Bardovi-Harlig, 1994, p. 49)? Moreover, the fact that the learners in the present study

were classroom learners with a limited exposure to the target language, the results cannot

be utilized to illustrate how learners at similar levels of proficiency carrying out the same

tasks might encode tense and aspect in a different learning environment. While

researchers like Andersen (1989, 1991) and López-Ortega (2000) examined the use of

tense/aspect morphology among L2 Spanish learners in naturalistic settings who received

little to no tutoring, future research might include the research design of the present study

in a study abroad setting to examine the influence of a classroom context vs. a study

abroad context on the use of tense/aspect morphology by L2 Spanish leaners.

Additionally, the nature of the two groups examined in this study was not as

homogeneous as ideally would be expected, as their proficiency level was indirectly

measured by their placement in each course. Therefore, it is plausible that a likely large

variation in the individual proficiencies of the learners in this study affected the results.

This limitation regarding proficiency also renders it difficult to make claims about

intermediate and advanced learners of Spanish that can be extrapolated to other

intermediate and advanced learners whose proficiency level was directly tested. Finally,

as the type of instruction and previous experience of the learners in this study was not

controlled for, these factors may have influenced their tense and aspect morphology used.

Hence, proficiency level and amount and type of instruction need to be taken into account

in future studies investigating the development of tense and aspect morphology among

L2 learners.

Second, with respect to the type of narrative task as a limitation to the present

study, the variable of comprehension and memory are introduced when eliciting data

through an oral SR task according to Bardovi-Harlig (1994). These factors can render this

task type more difficult for learners and thus may influence their use of tense/aspect

verbal morphology due to the fact that each learner does not remember or retell

information in the same way. This is a drawback to using this type of free production

task, whereas employing a cloze test would avoid these two variables from intervening. Additionally, in free production narratives, the number of verb phrases is not balanced across all lexical aspectual classes and, especially in SR tasks, the number of different verbs is limited. That is, based on the context, certain verbs tend to reappear such as, in the case of the retell employed in this study, *robar* ' to steal' *ver* 'to see' *comer* 'to eat' etc., rendering it more difficult to capture a uniform description of the learner's tense/aspect morphology interlanguage. Therefore, future research might have learners write down a SR and a PN. Furthermore, future studies could examine the relationship between the mode of the narrative (oral versus written) and the adherence to the LAH. According to Shirai (2004), oral production on-line tasks are considered more demanding and force the learner to use memorized forms to complete the communicative task, whereas a written task that allows for more monitoring will more likely depict the influence of LA on the use of tense/aspect morphology. While a study by Salaberry and Ortega (1998) showed that L2 Spanish learners made more mistakes in their use of the preterit and the imperfect in guided grammar tasks than in free narrative tasks, that study examined the accuracy rates of L2 Spanish learners' use of the preterit and imperfect. That is, future studies might replicate the methodology used in the present study but utilizing written and oral SRs and PNs. Written narratives may also allow for more data especially from beginning learners (Bardovi-Harlig, 1994), possibly providing a solution to the problem encountered in the current study of having to exclude the beginning learners due to the difficulties they encountered while performing the narrative tasks. Written tasks facilitating the inclusion of more beginning proficiency levels may then

allow for a more comprehensive examination of the developmental of the tense and aspectual systems among L2 Spanish learners as they are described by the LAH.

Finally, this study is limited in regards to the analysis conducted, which was token analysis. As stated previously, token analysis maintains the integrity of the text type and allows for examination of the structure of narratives. However, the reader is reminded of the fact that the verb form *fue* accounted for a large number of stative verbs encoded with the preterit among both the intermediate and advanced learners. This finding could be attributed to the learners resorting to an easily acquired form, and not necessarily to the influence of lexical aspect. Therefore, type analysis would avoid such issues and may facilitate testing how in line these intermediate and advanced learners' tense and aspect morphological systems are with the LAH. Conducting both type and token analysis on the present data set is thus a recommendation for future research.

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NOTES

^{1.} With this particular elicitation method, it is imperative to emphasize to the participant to think of a particular incident and describe what happened. If these instructions are not made clear, the participant is likely to talk about when in general s/he feels 'happy,' 'sad,' etc., as this occurred with several participants in this study. When this happened, the researcher reiterated the instructions for clarification, and then the speaker started over.

^{2.} Part= Participant; A & H= Alone and Hungry

APPENDIX A

LANGUAGE CONTACT PROFILE

The responses that you give in this questionnaire will be anonymous because I will assign numbers to the questionnaires instead of names. This identification number will be used in place of your name when referring to your responses in publications. Thank you for your cooperation. The information that you provide will help us to better understand the backgrounds of students who are studying Spanish in various contexts. Your honest and detailed responses will be greatly appreciated

Part 1: Background Information

1. Age: _____ Sex:_____

2. Country of birth:_____

3. What is your native language? Mark one: ___ English ___ Spanish   __ Other (please list) _____

4. What languages do you speak at home? Mark all that apply. __ English __ Spanish ___ Other (please list) _____

5. In what language(s) did you receive the majority of your *precollege* education? _____

6. If more than one, please give the approximate number of years for each language. Language_____ No. of years_____
        Language_____No. of years_____

7. Have you ever been to a Spanish-speaking region *for the purpose of studying Spanish*?

Mark one: ___Yes ____No

7a. If yes, When? _____

7b. Where?_____

7c. For how long? Mark one: __ Less than 1 month   __ 1 month   __ 2 months   ___ 3 months   ___ 4 months   ___ more than 4 months

8. Other than the experience mentioned in Question 7, have you ever lived in a situation where you were exposed to a language other than your native language? Mark one: ___Yes ___ No

8a. If yes, mark all that apply: __   Living in a multilingual community

__ Visiting a community for purposes of study abroad or work

___Exposure through family members.

8b. Please give details here:

Experience 1:

Country/region:_____

Language:_____

Purpose:_____

From when to when:_____

Experience 2:

Country/region:_____

Language:_____

Purpose:_____

From when to when:_____

Experience 3:

Country/region:_____

Language:_____

Purpose:_____

From when to when:_____

8c. If more than three, list others on back of this page.

9.In the boxes below, rate your language ability in each of the languages that you know. Use the following ratings: 0) Poor 1) Good 2) Very good 3) Native/native-like

Also please indicate how many years, if any, have you *studied* these languages in *formal school* setting.

Language	Listening	Speaking	Reading	Writing	Number of years of study
English					
Spanish					
Other					

10. Have you studied Spanish in school in the past at each of the levels listed below? If yes, for how long? Mark all answers that apply.

a. Elementary school:__ No ___Yes :___less than 1 year ___ 1–2 years __ more than 2 years

b. Junior high /middle school: ___No ___Yes :___ less than 1 year ___ 1–2 years ___ more than 2 years

c. Senior high school: ___No ___Yes :___ less than 1 year ___ 1–2 years ___ more than 2 years

d. University/college: ___No ___Yes: ___ less than 1 year ___ 1–2 years ___ more than 2 years

e. Other: ___No ___Yes: ___ less than 1 year ___ 1–2 years ___ more than 2 years

11. What year are you in school? Mark one:

___Freshman   ___ Sophomore ___Junior ___Senior   ____ Graduate student
                ____Other

12. What is your major? _____

Part 2: All of the Questions That Follow Refer to Your Use

of Spanish, Not Your Native Language, Unless the Question

Says Otherwise

13. On average, how often do you *communicate* with native or fluent speakers of Spanish *in Spanish* during this semester? Mark one

__ never __ a few times a year ___ monthly ___ weekly ___ daily

14. Use this scale provided to rate the following statements

0) never 1) a few times a year 2) monthly 3) weekly 4) daily

During this semester, I try to speak Spanish to:

___a. my instructor outside of class

___b. friends who are native or fluent speakers of Spanish

___c. classmates

___d. strangers whom I thought could speak Spanish

___e. a host family, if living in a Spanish-speaking area

___f. service personnel e.g., bank clerk, cashier

15. For each of the items below, choose the response that corresponds to the amount of time you estimate you spend on average this semester doing each activity *in Spanish.*

a. Watching Spanish language television

___ never ___ a few times a year ___ monthly ___ weekly ___ daily

b. Reading Spanish language newspapers

___ never ___ a few times a year ___ monthly ___ weekly ___ daily

c. Reading novels in Spanish

___ never ___ a few times a year ___ monthly ___ weekly ___ daily

d. Listening to songs in Spanish

___never ___ a few times a year ___ monthly ___ weekly ___ daily

e. Reading Spanish language magazines

___ never ___ a few times a year ___ monthly ___ weekly ___ daily

f. Watching movies or videos in Spanish

___never ___ a few times a year ___ monthly ___ weekly ___ daily

16. List any other activities that you commonly do using Spanish during this semester.

17. Please list all the Spanish courses you are taking this semester. This includes Spanish language courses as well as content area courses taught in the Spanish language.

Course Name	Course Number	Brief Description

APPENDIX B

SAMPLE NARRATIVES

Intermediate student: Alone and Hungry

Um… hay un mujer en frente de la panadería y uh ella toma una un pan cuando la uh cuando la uh gerente de la panadería no está aquí. Y ah la policía uh la policía.. ve e-la mujer y um y .. quie-y y la policía quiere toma uh la mujer a la estación de policía ..pero Chap-uh Charlie Chaplin dice que uh la mujer no tomé toma la toma la pan porque Chaplin toma la plan, la pan. Y um y la policía tomé uh Chaplin a a la estación de policía. Pero uh uh una mujer uh vi la vi que la mu-que la otra mujer toma la el pan y la policía toma uh la mujer uh que toma el pan um a la estación de policía. Pero Chaplin, luego Chaplin tome s-uh sopa sin pagar y la policía también toma uh Chaplin a la estación de policía. Um luego hay un accidente de carro y Chaplin y la mujer que toma el pan uh escapa.

Intermediate student: Personal Narrative

Um… una vez um… tenía vergüenza porque um…en mi escuela secundaria um en mi clase de geometría um…llevaba .. sandalias uh de flip-flops um y uh… eran muy altos. Y uh…tenía un papel y…caminaba? caminaba heh a… mi maestro…con con con la papel el papel .. pero…cuando estaba en frente la clase …me… I-I fell…like ..on my face …y um… la clase um…la clase piensan que estaba muy divierto or diver--funny whatever I don't know how to say it was diverting<

Researcher: Divertido

S1INT: divertido sí y um it…tenía vergüenza heh.

Advanced student: Alone and Hungry

S21ADV: En la película pues una chica estaba caminando por la calle y creo que ella tenía hambre pues ella robó pan de un… coche de panaría y um el hombre del panería um le v_io_ pues com- uh la policía um …venió la po-una hombre de policía uh pero cuando ella estaba corriendo …um (2.0) tropezó uh a Charlie Chaplin y él… dijo 'Oh no yo lo robó yo lo robó' uh pues …uh la policía…uh le tomó a … jail pero uh las personas de la calle uh dijeron ' Oh no no fue la chica' pues um la polic- la policía regresó y tomó la chica. Pues Charlie Chaplin uh comió en una cafetería y no pagó eh pues y entonces …um el fumó cigarrillos y no pagó heh pues la policía regresó y…um…la policía le… le pusó Charlie Chaplin en uh una coche de criminales y uh la chica que robó el pan… estaba en el coche y …um ella empezó a llorar heh heh heh y um ella trató de escapar. Uh

pero entonces…uh fu- estaba un accidente de coches y um … la chica y Charlie Chaplin… uh estaba en la calle y Charlie Chaplin dijo 'Oh escapa ahora' …pero la chica dijo 'Oh solamente contigo' pues los dos … corrieron uh desde la policía y ellos escaparon. Entonces um los dos… s:e sentieron al lado del calle con… un flor y el fin.

Advanced student: Personal Narrative

S14ADV: Cuando era niña um … yo tenía tarea para la casa la clasa de matemáticas y no me gusta matemáticas y no estoy bien de matemáticas. Y yo mi tarea …uh tenía muchas problemas en un página y mis padres no estaban en la casa um estaba en mi casa solo y… estaba muy frustrado …porque no …entendía las problemas de matemáticas y llamé mi vecino um en la casa cerca de mío, mi casa um y…la madre de mi amiga … me vecino uh vino a mi casa y…me ayudó con las problemas de matemáticas y yo…um puse? is it yo puse hacer las problemas …um …slowly?

Researcher: Lentamente

S14ADV: Lentamente y para… ella cuando…ella me ayudó, ella me explicó que es fácil porque pero…creía que es <u>fue</u> difícil porque estaba frustrado. Y cuando me ayudó…cada palabra fue fácil y yo puse hacer todas las problemas …y… estaba feliz después. Es todo.

APPENDIX C

MOVIE PLOT

Alone and Hungry

A young woman in ragged clothing passes a bakery while a bakery employee is unloading bread from a delivery truck. The young woman steals a loaf of bread and runs away. The worker chases after her until they both bump into Charlie Chaplin. Chaplin claims that he had stolen the bread and the police arrest him. Afterwards, another woman who had witnessed the events informs the police that the young woman was the real thief and not Chaplin. The police then release Chaplin and arrest the young woman. Charlie then goes to eat at a cafeteria and does not pay for his food. The police arrest him and take him away in a police car. Shortly afterwards, the car picks up the young woman who had stolen the bread. Charlie and the young woman exchange smiles in the police car but then the car has an accident and everyone falls out into the street. Charlie and the young woman escape while the police officer lies unconscious on the ground.

APPENDIX D

HUMAN SUBJECTS IRB APPLICATION

| **Arizona State University**
Office of Research Integrity
and Assurance

660 S. Mill Avenue Suite 315
Arizona State University
Tempe AZ 85287-6111

(Mail Code 6111)

Email:
research.integrity@asu.edu

Phone: 480-965-6788

Fax: (480) 965-7772 | ASU | *For Office Use Only:*

Date Received:

HS Number: |

==SOCIAL BEHAVIORAL APPLICATION HUMAN SUBJECTS==

PROTOCOL INFORMATION

Protocol Title: Date**: 8/6/2012**

Exploring the Use of Tense and Aspect Morphology in

Spanish Oral Narratives by Learners of Spanish as a Second Language

PRINCIPAL INVESTIGATOR (PI)

Name and Degree(s):

Dr. Barbara Lafford, PhD.

Department/Center:

School of International Letters and Cultures at Arizona State University

Mailing Address:

School of International Letters and Cultures

PO Box 870202

Tempe, AZ 85287-0202

Mail Code 0202

Room 414D

Email: Phone: Fax:

blafford@asu.edu   **(602) 496-0623**

University Affiliation:

x☐ Professor

☐ Associate Professor

☐ Assistant Professor

☐ Instructor

☐ Other: Please specify. ("Other" categories may require prior approval. Students serve as the PI)

CO-INVESTIGATORS (CO-I)

- A Co-I is anyone who has responsibility for the project's design, implementation, data collection, data analysis, or who has contact with study participants.
- If the project involves medical procedures or patient care that the PI is not certified or licensed to conduct, a responsible physician or other certified or licensed professional must be included as a Co-I. The application must include a copy of supporting documentation for this individual (CV, license, board certification etc).

Name	Study Role	Affiliation	Department	Email/Tel/Fax	Student (yes/no)
Carly Henderson	Data collector		School of International Letters and Cultures	480-234-1530 carly.henderson@asu.edu	yes

PROJECT FUNDING

1a) How is the research project funded? (A copy of the grant application **must** be provided prior to IRB approval)

x☐ Research is **not funded** (Go to question 2)
☐ Funding decision is pending
☐ Research is **funded**

b) What is the source of funding or potential funding? (Check all that apply)

☐ Federal   ☐ Private Foundation   ☐ Department Funds

☐ Subcontract   ☐ Fellowship   ☐ Other

c) Please list the name(s) of the sponsor(s):

d) What is the grant number and title?

e) What is the ASU account number/project number?

f) Identify the institution(s) administering the grant(s):

PROJECT SUMMARY

2. Provide a **brief** description of the **background, purpose, and design** of your research. Avoid using technical terms and jargon. Describe all interactions with potential study participants (e.g., how identified, how recruited) including all of the **means you will use to collect data** (e.g. instruments, measures, tests, questionnaires, surveys, interview schedules, focus group questions, observations). Provide a short description of the tests, instruments, or measures. (If you need more than a few paragraphs, please attach additional sheets.) **Attach copies of all instruments and questionnaires. FOR ALL OF THE QUESTIONS, WRITE YOUR ANSWERS ON THE APPLICATION RATHER THAN SAYING "SEE ATTACHED".**

This study will investigate story telling (in Spanish) by learners of Spanish as a second language. There will be 40 subjects, all who will be over the age of 18 and will be students at Arizona State University. The co-investigator will recruit the subjects from various Spanish classes at the university by visiting the classes asking for volunteers or by asking the teachers of the classes to ask for them. Each subject will be told that story telling in Spanish is being studied, and that it is confidential because their identities from the video tapes will be locked away safely, and pseudonyms will be used to identify them. Once the prospective participants give their consent to participate in the study and be video-taped, each one's age, sex, educational level, and provenance (where they have lived most of their lives) will be indicated on a demographic questionnaire (attached) that each will fill out. The co-investigator will show each of the subjects a six minute long excerpt called "Alone and Hungry" from the Charlie Chaplin silent film *Modern Times*. The co-investigator will then ask the subjects to be part of a role-play, in which they are going act as if someone arrived late and could not view the film, and so they have to recount in Spanish what happened in the film to that person, which will be the co-investigator. Then, the subjects will be video-taped while they carry out this film retell. Then, the co-investigator will ask each subject to recount a personal incident that happened to them, and that will also be videotaped. To aid each subject in thinking of a personal incident, the co-investigator will provide each subject with a stack of 7 index cards, each containing an emotion word on them to help trigger a memory to talk about. The list of words are: *afraid, excited, happy, nervous, frustrated, angry, sad.* All the video-taped sessions will be transcribed and analyzed by the co-investigator. Following this, with 25% of the participants (chosen at random), the co-investigator will watch the video recordings of the subjects' narratives with the participant and the researcher will pause the recording whenever the participant switches verb tenses (from past tense to present, future, etc.) or displays uses of other, unexpected verb forms, and she will ask the participant questions about their reasoning behind these switches or employment of particular verb forms. This question and answer session will be audio recorded. The analysis will include the different verbs used in both narratives (the film retell and the personal narrative). The recordings will be stored on the computer of the principal investigator and transcriptions and demographic questionnaires will be stored in a locked cabinet at the office of the principal investigator (LL414D), saved for up to five years for possible use in future projects, at the discretion of the principal investigator.

STUDY DURATION

3a) What is the expected duration of the study through data analysis? (Include a timeline, if applicable). **Approximately one year.**

b) When is the expected date that you wish to begin research? (MM/DD/YY) **09/15/2012** (must be after submission date) Note: Protocols are approved for a maximum of 1 year. If a project is intended to last beyond the approval period, continuing review and reapproval are necessary. Research cannot begin until you have received an approval letter.

IRB APPROVAL

4a) Has this project been reviewed by another IRB? ☐ Yes ☐x No (If yes, please complete the information below and attach a copy of the IRB approval materials).

b) What is the name of the institution?

c) What is the current IRB approval date/status of IRB application?

STUDY SITES

5. Where will the study be conducted? (Check all that apply)

x☐ On campus (Please indicate building(s) and room number (s) when known) **Languages and Literatures Building, ASU campus, Tempe, Arizona.**

☐ Off campus (Please provide location and letter of permission, where applicable)

SAMPLE SIZE/DURATION

6a) What is the expected number of individuals to be screened for enrollment? 45

b) What is the **<u>MAXIMUM</u>** number of subjects that you plan to enroll in the study? 40

c) What is the approximate number of: Males   20   Females   20

d) Indicate the age range of the participants that you plan to enroll in your study.   18 to 99

e) What is the expected duration of participation for each subject? (at each contact session and total) **30 minutes, only one contact session.**

SUBJECTS

7a) Will the study involve any of the following participants? (Please check all that apply if your study specifically targets these populations) No

☐ Children (under 18)   ☐ Pregnant women

☐ Prisoners or detainees   ☐ Persons at high risk of becoming detained
or imprisoned

☐ Decisionally impaired   ☐ Patients- what is the status of their
health?

☐ Fetuses   ☐ Native Americans

☐ Non-English speakers (Include copy of all materials in language of participants and certification of the translation and back-translation: http://researchintegrity.asu.edu/humans/forms)

b) If **any** of the above categories have been checked, please state how you will protect the rights and privacy of these individuals. **No names will be utilized or identified; there will only be numbers on the demographic questionnaires.**

c) Please provide the rationale for the choice of the subjects including any inclusion criteria.

d) Will any ethnic/racial or gender groups be excluded from this study? If so, provide the rationale for the exclusion criteria. **No**

RECRUITMENT

8a) Describe the process(es) you will use to **recruit participants** and inform them about their role in the study. (Attach copies of any recruitment materials.)

The co-investigator will recruit the subjects from various Spanish classes at Arizona State University by visiting the classrooms asking for volunteers or by asking the teachers to ask for them. The subjects will be told they will be participating in a study investigating story telling in Spanish. Once the co-investigator has contacted the subjects, she will read aloud the Recruitment Script (attached) to them. Any subjects who choose to opt out at that moment may do so.

b) Will any of the following be used? (Check all that apply and attach copies)

☐ Internet/Email

☐ Newspapers/radio/television advertising

☐ Posters/brochures/letters

x☐ Other **visiting classrooms and orally recruiting or asking teachers of the classes to do so.**

c) Does any member of the research team have a relationship (i.e., teacher, coach, physician, therapist, service provider, etc) with individuals who will be recruited for this study or with institutions that will be used to recruit for this study? If yes, describe this relationship in detail and explain how the research process will avoid any potential

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problems (e .g, coercion or appearance of possible coercion in recruiting) or conflicts of interest arising from this investigator's dual roles. **No**

DECEPTION

9a) Does the proposed research require that you deceive participants in any way?
☐ Yes   x☐ No

b) If your response is "yes," describe the type of **deception** you will use, indicate why it is necessary for this study, and provide a copy of the debriefing script.

COMPENSATION

10a) Will any type of compensation be used? (e.g. money, gift, raffle, extra credit, etc)

x☐ Yes (Candy bars will be given to each participant.)   ☐ No (go to question 11)

b) Explain why the compensation is reasonable in relation to the experiences of and burden on participants.

The compensation is reasonable to the experience of the study because 30 minutes is not an extended amount of time. At the same time however, the subjects are students who are not required to participate in the study for their class, and that is acknowledged.

c) Is compensation for participation in a study or completion of the study? (Note: participants must be free to quit at any time without penalty including loss of benefits).

☐ Participation   x☐ Completion

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d) If any of the participants are economically disadvantaged, describe the manner of compensation and explain why it is fair and not coercive.

INFORMED CONSENT

11. Describe the procedures you will use to **obtain and document informed consent and assent**. **Attach copies of the forms that you will use.** In the case of secondary data, please attach original informed consent or describe below why it has not been included. Fully justify a request for a waiver of written consent or parental consent for minors.

(The ASU IRB website has additional information and sample consent and assent forms.)

After the subjects are read the recruitment script and decide to participate in the study, they will be given a consent form by the co-investigator (attached) that they will sign, indicating that they agree to being videotaped.

RISKS

12a) What are the potential risks of the research? (Check all that apply) **None**

☐ Physical harm

☐ Psychological harm

☐ Release of confidential information

☐x Other Possible loss of confidentiality due to the fact that the participants' identities will be on video tape.

b) Describe any potential risks to human subjects and the steps that will be taken to reduce the risks. Include any risks to the subject's well-being, privacy, emotions, employability, criminal, and legal status. **None**

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BENEFITS

13a) What are the potential benefits to the <u>individual subject</u>, if any, as a result of being in the study? **None**

b) What are the potential benefits, if any, to others from the study? **Possible benefit to show how Spanish second language students tend to narrate in Spanish at different levels of proficiency.**

DATA USE

14. How will the data be used? (Check all that apply)

☐ Dissertation	x☐ Publication/journal article
x☐ Thesis	☐ Undergraduate honors project
☐ Results released to participants/parents school	☐ Results released to employer or
☐ Results released to agency or organization	x☐ Conferences/presentations
☐ Other *(please describe):*	

PROTECTION OF CONFIDENTIALITY

15a) Describe the steps you will take to ensure the confidentiality of the participants and data.   The recordings and transcriptions will be stored in a locked cabinet at the office of the principal investigator, saved for up to five years for possible use in future projects or presentations at conferences, at the discretion of the principal investigator. In addition, the subjects will not have to disclose their names; instead, each participant will have a pseudonym assigned to him or her. The study will be confidential because video tapes of the participants' identities will exist, but as stated before, they will be locked away.

b) Indicate how you will safeguard data that includes identifying or potentially identifying information (e.g. coding).

Each subject will use a pseudonym or a participant number and his or her video will be coded before transcribing.

c) Indicate when identifiers will be separated or removed from the data. **No identifiers will exist as all informants will have pseudonyms assigned to them.**

d) Will the study have a master list linking participants' identifying information with study ID codes, and thereby, their data? If so, provide a justification for having a master list. (Note: In many cases, the existence of a master list is the only part of a study that raises it above minimal risk, that is, places participants at risk.) **No**

e)If you have a master list and/or data with identifiers, where on campus will the list and/or data be kept? (**Data sets with identifiers and master lists, whether electronic or in hard copy, should be securely stored on an ASU campus except in unusual circumstances (e.g., research conducted out of the state or country).**)

N/A

f) If you have a master list, when will it be destroyed?

N/A

g) How long do you plan to retain the data? **Potentially up to 5 years as it may be used in future projects or presented at conferences.**

h) How will you dispose of the data? **The data will be destroyed after by shredding paper documents and erasing electronic files.**

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i) Where on campus will you store the signed consent, assent, and parental permission forms (If applicable)? (**Consent, assent, and parent permission forms should be securely stored on an ASU campus**)**They will be stored in a locked cabinet on ASU campus (LL414D) in the office of the PI.**

INVESTIGATOR INTERESTS

16a) Has the Principal Investigator filed a current annual conflict of interest questionnaire with the ASU Office of Research Integrity and Assurance? It is the COEUS module at: http://researchintegrity.asu.edu/coi ☐X Yes ☐ No

b) Do any of the researchers or their family members, have a financial interest in a business which owns a technology to be studied and/or is sponsoring the research? ☐ Yes   x☐ No (If yes, please describe and disclose in the consent form.)

c) Are there any plans for commercial development related to the findings of this study?

☐ Yes   (If yes, please describe.)   x☐ No

d) Will the investigator or a member of the investigator's family financially benefit if the findings are commercialized?

☐Yes   (If yes, please describe.)   x☐ No

e) Will participants financially benefit if the findings are commercialized?

☐ Yes   (If yes, please describe.)   x☐ No

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17a) Will biological materials be collected from subjects or given to subjects? ☐
Yes   x☐ No (If no, please skip to question 18)

b) Provide a description of the material (blood, tissue, vectors, antibodies, etc.)
that will be used:

c) If the study involves human blood, do you have the required ASU Biosafety
disclosure on file? ☐ Yes ☐ No(If yes, what is the Biosafety Disclosure
number.)

d) Will any of the material being used in the study come from a third party? ☐
Yes   ☐ No (If yes, attach copy of the Material Transfer Agreement if required.)

e) Does this study involve transfer of genetic material of animal tissue into
humans? ☐ Yes   ☐ No

(If yes, please cite the ASU Institutional Biosafety Disclosure number).

TRAINING

18) **The research team must verify completion of human subjects training within
the last 3 years.** (http://researchintegrity.asu.edu/training/humans)

CITI training – Provide the date that the PI and Co-I's completed the training: **PI-on file
at IRB;**

  Co PI-September, 2011 (attached)

If you completed **NIH** training prior to 9/15/10 this will be accepted. Provide a copy of the certificate.

<div align="center">

PRINCIPAL INVESTIGATOR

</div>

In making this application, I certify that I have read and understand the <u>ASU Procedures for the Review of Human Subjects Research</u> and that I intend to comply with the letter and spirit of the University Policy. Changes in to the study will be submitted to the IRB for written approval prior to these changes being put into practice. **I also agree and understand that informed consent/assent records of the participants will be kept for at least three (3) years after the completion of the research**. **Attach a copy of the PI's CV unless one is already on file with the Office of Research Integrity and Assurance. <u>The PI's is already on file with IRB</u>**

Name (first, middle initial, last):   **Barbara A. Lafford**

Signature: Date:

FOR OFFICE USE:	This application has been reviewed by the Arizona State University IRB:
	☐ Full Board Review
	☐ Expedite Categories:
	☐ Exempt Categories:
	☐ Approved ☐ Deferred ☐ Disapproved
	☐Project requires review more often than annual Every months
	Signature of IRB Chair/Member: Date: