Se nacieron los pollitos as evidence of knowledge of the structural properties of unaccusative verbs in L2 Spanish acquisition[1]

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Abstract

Debate about the acquisition of unaccusative verbs has centered on whether the structural properties of unaccusative verbs are known or if all intransitive verbs are treated as unergatives initially in different languages (Montrul 2005; Oshita 2001; Sorace 2000; Zobl 1989; among others).

Within the Reasearch Project "Estructuras tempranas y tardías en Español como Lengua Materna" (J014) we have studied the acquisition of passive and unaccusative structures both in Spanish as an L1 and in English as an L2. The present study intends to show that L2 Spanish learners know the grammatical properties of unaccusative verbs and treat them as such. To this purpose in mind, an experiment of delayed repetition of a series of 11 pictures contained in a short story was carried out. The researcher told it to 5 adult students at Leiden University who have been learning Spanish for an average of 4 $^{1/2}$ years (4 to 10 years). The results show that in all cases the subjects followed a constant pattern of response: they produced the expected verbs correctly and the difficulties evinced are of two types: lack of knowledge of the lexical item (verb) they had to use to describe the picture and the causativisation of some unaccusative verbs which are not compatible with this construction. These data seem to indicate that overall these learners know the structural properties of unaccusative verbs and the use of the clitic *se* with particular verbs – *aparecer* and *nacer-* is the syntactic reflex that shows the learners' attempt to morphologically mark unaccusativity. Thus, to correct these errors, learners need more time to sharpen their knowledge of the specific idiosyncratic properties of certain verbs of different subclasses within the unaccusative class.

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0. Introduction

The acquisition of intransitive verbs both in L1 and L2 acquisition poses a learnability problem since on the surface both unaccusative and unergative verbs look alike: they have only one argument. This implies that L2 learners have to figure out the syntactic and semantic characteristics of these verbs exclusively on the evidence of the input as their distribution is never explicitly taught. So, a basic research question is: how does the learner find out from positive evidence alone that these two verb classes have different underlying representations?

Debate about the acquisition of unaccusative verbs has generally centered on determining whether the structural properties of unaccusative verbs are known or if all intransitive verbs are treated as unergatives initially.

Many studies have reported L2 learners to consistently show problems with unaccusative verbs at early stages of second language development (Montrul 2005; Oshita 2001; Sorace 2000; Zobl 1989). To account for the observed phenomena, Oshita (2001) proposed the "unaccusative trap hypothesis" (UTH) and claimed that initially L2 learners treat all intransitive verbs as unergatives with an underlying subject, similar to what Borer and Wexler (1987) proposed for L1 learners under their maturation analysis. So, this hypothesis predicts that at early stages L2 learners are not sensitive to the semantic differences between the two classes of intransitive verbs. Yet, researchers such as Toth (2000) laid out the hypothesis that "if L2 Spanish learners were sensitive to the thematic similarities between the subject NPs of unaccusative verbs and those of single-argument alternators, (…) they might overgeneralize *se* to the unaccusative class but not to the unergative class". Thus, if L2 learners are sensitive to the unaccusative-unergative distinction, it should be somehow manifested in the types of errors they make and the ones they never make throughout their IL development and not only in later stages.

The present study intends to show that L2 Spanish learners know the syntactic and semantic properties of unaccusative verbs and treat them as such. This type of knowledge is manifested in the overgeneralization error found in our experiment: the use of *se* to mark any non-agentive, derived subject. We will argue that this sort of error shows L2 learners' ability to perceive the unergative-unaccusative distinction and that *se* is a marker of unaccusativity and that it is not tied to a certain level in the L2, contradicting Oshita's UTH.

1. Two types of intransitive verbs

According to the Unaccusative Hypothesis (Perlmutter 1978; Levin & Rappaport 1995) intransitive verbs can be divided into two classes taking into account the semantic characteristics of their sole argument, that is whether their single NP causes the action denoted by the verb or whether the NP simply undergoes the action: *unergative* verbs (1) select one external argument bearing the thematic role of agent. *Unaccusative* verbs (2) select an internal argument base-generated in object position that bears the thematic role of theme and they generally denote existence, appearance and motion. For some linguists, the distinction is basically explained in terms of notions of *agentivity* and *telicity* (Dowty 1991). That is to say, an unergative verb is usually agentive and denotes an event without an endpoint (an activity) while an unaccusative verb is non-agentive and telic.

(1) Juan trabaja en una empresa.
(2) Llegó María.

Within the unaccusative class, verbs are further subdivided into: (a) verbs of existence or appearance, (b) verbs of inherently directed motion and (c) ergative verbs. Those in the first two subclasses are said to be pure unaccusatives and thus monadic whereas those in (c) can have a transitive variant (Di Tullio 2010; Mendikoextea 1999; Masullo 1999). The latter come to denote a change of state that occurs without the influence of an external agent or cause. This is known as the causative-inchoative alternation (3a)-(b) (Levin & Rappaport 1995).

(3) a. El niño rompió el vidrio.
b. El vidrio se rompió.

The external argument of the transitive version disappears and its internal argument is promoted to subject position. (3b) focuses on the change of state undergone by the patient participant *el vidrio* and suppresses the external argument. For this reason, anticausative verbs are typically taken as the hallmark of unaccusativity (Levin & Rappaport 1995; Schäfer 2008).

Yet, not all verbs denoting a change of state have a transitive counterpart as the asterisked example in (4b) shows. Ergative verbs can be divided into internally and externally caused. Verbs that show this behavior are said to describe an internally caused process that resides in the sole argument. This eventuality denotes an inherent physical property or an emotional reaction initiated by the patient. Thus, they are incompatible with an external cause that exerts control over the event denoted by the verb; i.e. *blossoming the cactus*.

(4) a. El cactus (*se) floreció.

b. *El jardinero floreció al cactus. [*The gardener made the cactus blossom*]

As can be seen in (4b) the change of state in the ergative variant is morphologically more complex than its transitive counterpart (4a) and syntactically marked with the clitic *se.* According to Levin & Rappaport (1995), this syntactic reflex expresses the change in arity, i.e., the suppression of the external cause that brings about the action. Yet, as the example in (4a) illustrates, not all ergative verbs that denote a change of state accept the presence of *se*. This property is linked to verbs which do not express a definite resultant state which are generally called verbs of gradual completion.

(5) a. * El niño se creció
b. La rosa se marchitó.

2. Methodology

2. 1. Experimental Design

The data were collected by means of a delayed repetition task, similar to the one carried out to test knowledge of unaccusative verbs in Spanish as an L1 in an experimental group consisting of 10 subjects whose age ranged from 3;0 to 3;6 and a control group of eleven adults whose mean age is 33 in the previous research project[2]. Following this design, subjects were shown 11 pictures that illustrate the different target unaccusative verbs (see Figure 1). They were told the story contained in all of them to narrow down the range of possible answers. The procedure is as follows: the researcher tells the whole story; and then the participant is asked to retell it to the researcher while looking at the pictures. The answers were prompted by the researcher with the question: *¿Qué pasa acá?,¿Qué está pasando?* or *¿Qué pasó?* (See Appendix 1). Subjects were interviewed one at a time during approximately 10 minutes and their responses were recorded in audio and written form.

(6) Source: El helado se derritió (once the story is over)
Source: ¿Qué pasa acá?
Target: El helado se está derritiendo (Subject 1)

It is worth pointing out that even though the task is characterised as “imitation”, participants are actually producing spontaneous language prompted by the picture and the

[2] “Estructuras tempranas y tardías en el español como lengua materna” (J014)

auditory stimuli given by the interviewer earlier. Because subjects needed to have looked at one whole set of pictures and listened to the interviewer's description before turning to their own production, the time elapsed between the stimulus and their response was long enough for them not to be able to "imitate" the stimulus unless equipped with the language to do so. In this way, by providing the source input, the target lexical item is primed and this reduces the range of appropriate but off-target responses triggered by the series of images.

Two types of unaccusative verbs were tested in this task: pure and derived unaccusative verbs (those which participate in the causative- inchoative alternation): *derretir(se), nacer, resbalar(se), caer(se), hundir(se), flotar, romper(se), vivir, llegar, faltar, volar(se)* [3]*, volver(se)* y *aparecer.* Verbs such as *tirar* and *haber* were also part of the story but they are not included in the description below because they belong to other verb classes.

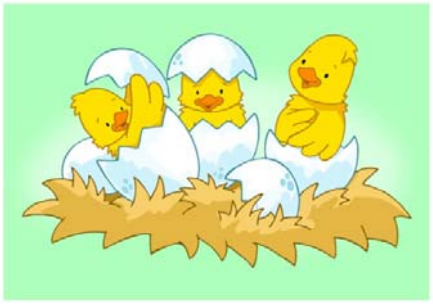
Table 1. Unaccusative verbs used in this study.

Verb	**Change of state or position**			**Existence or (Dis)appearance**
	Internally caused	**Externally caused**	**Change of position**	
derrertir(se) romper(se) hundir(se)		They express a causative event interpreted as stative. Only the *final resultant state* is expressed. The surface subject is semantically labelled *patient* or *affected theme*.		
llegar irs(se) caer(se) volar(se) resbalar(se)			They express the *movement* of an entity along a path. This entity undergoes a change of position and it receives the theta role of *theme*.	
vivir nacer aparecer				They express coming into *existence or appearance*. They are generally accompanied by a locative that can be left implicit. The subject is a *theme.*
Faltar				They express *lack of* an object or substance. The subject is a *theme*.
Flotar			They express *permanence* of a particular achieved	

[3] The verb *volar* in this context is not used transitively as in *Matías vuela aviones* but it resembles an unaccusative verb of inherently directed motion in the sense that an entity, in this case *los globos,* moves along a path.

			state. The subject is labelled *theme.*	

Figure 1. Target pictures: *nacer* and *derretir.*



2.2 Participants

The study includes five students at Leiden University in the Netherlands with different L1s (Dutch, Macedonian, Turkish and Papuan) participated in this experiment. They have been studying Spanish as a foreign language for an average of four years and a half and all of them claim to know three or four other languages: English, French, German and Latin (only one subject). Subjects' ages ranged between 18 and 24 (mean age: 21; 8). A profile of the participants is given in Table 2. It was based on the one used by the ICLE Project at Université Catholique de Louvain (see Appendix 2).

Table 2. Participant profiles

S	Age	L1	Lang. Spoken at home	Primary School	Secondary School	Exposure to Spanish	Other languages spoken
1	21	Dutch	Dutch	Dutch	Dutch	4	E- F- G- L[4]
2	24	Macedonian	Macedonian	Macedonian	Macedonian	10	E- G- F-
3	24	Turkish	Turkish	Dutch	Dutch	4	G-F-E- S
4	18	Papuan (Curacao)	Papuan (Curacao)	Dutch	Dutch	7	S- E - F (2 years)
5	22	Dutch	Dutch	Dutch	Dutch	4	E-G- F

[4] The initials stand for the languages spoken by the participants: **E**nglish, **F**rench, **G**erman, **L**atin and **S**panish. The order of appearance of other languages spoken reflects the order of proficiency they claimed to have in each of them.

2. 3. Data analysis

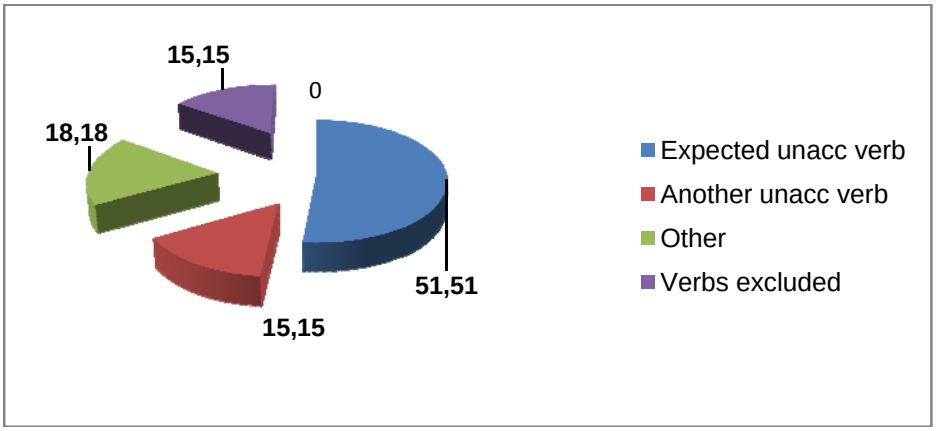
Participants' responses were classified into one of the following categories: **expected verb***,* when the subjects produced the unaccusative verb given during the treatment; **another unaccusative verb** when the subjects produced an unaccusative verb that was correct in the context but not the one provided by the interviewer; the category labelled **other** included instances of other verb types - *los otros dos también se lanzaron* (subject 4) -, adjectival passives –*se está derretido* (subject 2) and isolated words – *agua* (subject 5)- or reformulation of the meaning intended in the original version; *la luna está arriba* (subject 3)- and **incomplete forms** that comprise instances in which the clitic *se* was either omitted or used in contexts where it does not apply – *se nacieron tres pollitos* (subject 2).

3. Results

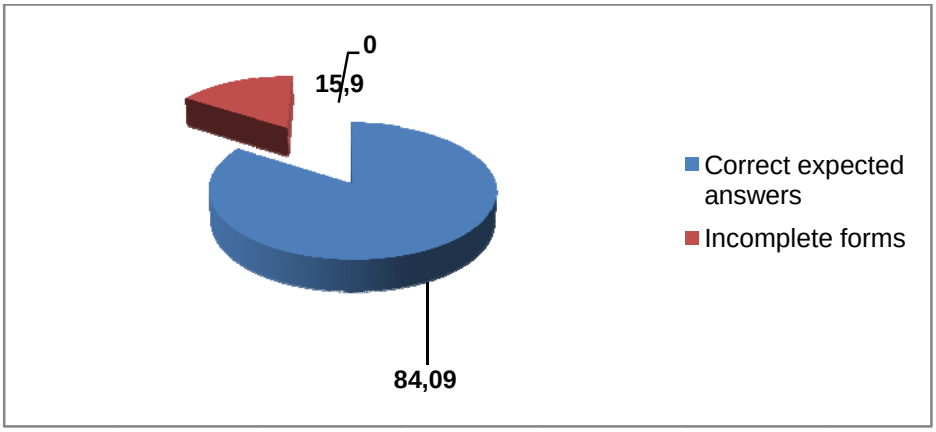
The first step in analyzing the data involves determining how accurately the expected unaccusative verbs or other unaccusative verbs, if provided, were used. Graph 1 presents the different responses for all subjects in percentage format: 51,51 % (34 instances) correspond to the expected unaccusative verb and in 15,15 % (10 instances) of the times they produced an unaccusative verb that appropriately suited the context. This means that subjects correctly produced an unaccusative verb 66,66 % of the times. Responses labelled as *other* reached 18,18 % -12 instances out of which 9 are context-appropriate responses and only 1 was an incomplete utterance due to lack of knowledge of the vocabulary items needed to describe the picture. The percentages of graph 2 were calculated out of the number of responses given by subjects that contain an unaccusative verb, that is, 44 instances. In relation to *incomplete forms*, they represent 15,9 % (7 instances) of all occurrences. These appear only with three different verbs: *derretir*, *nacer* and *aparecer.* There were three omissions of the clitic and all of them occurred with the verb *derretir.* The other four non-target forms are the use of *se* in a context where it is not required: 3 with the verb *nacer* and 1 with *aparecer*. Note that the percentages in graph 1 were calculated out of a total of 66 responses from the 76 expected ones, which would also include 11 responses that were not given by the subjects and two verbs (10 expected answers) that belong to a different verb type and were not considered as they do not constitute relevant data for the purpose of the topic under discussion[5].

[5] The verbs that were not considered were: *haber* and *tirar.* The former was part of an existential sentence and was correctly provided by all subjects. The latter is an unergative verb and was used by one of the five subjects in this

Graph 1. Total productions of unaccusative verbs



Graph 2. Incomplete forms provided with unaccusative verbs



It is worth mentioning that the 11 cases in which there was no response coincide with four verbs that appear to have posed difficulties in their retrieval: *hundir*, *resbalar*, *faltar* and *flotar.* For the first two cases, participants were not able to use another verb to express the same meaning while for *flotar* only one subject could not do so (see Table 3 below). The verb *volver* was never used but subjects correctly provided an equivalent sentence with another unaccusative verb of inherently directed motion as in *los chicos se iban a casa* –subject 2-. In the case of the verb *faltar*, only one subject used it. Others preferred paraphrases such as *El otro chico no tiene nada*.

study. The other three used a grammatically correct and semantically identical sentence with other verbs. Only one subject just uttered the word *agua*.

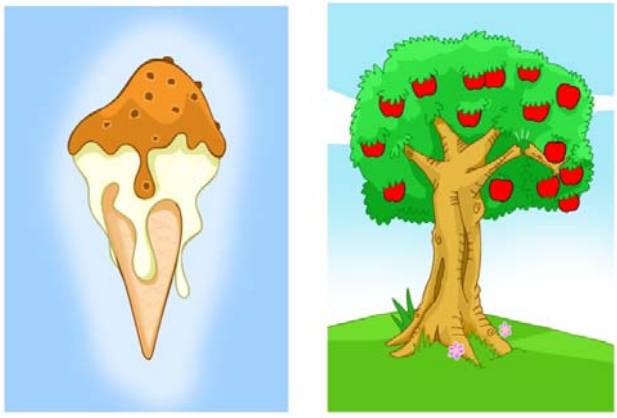
Table 3. Expected verbs produced by subjects.

S	Derretir	Nacer	Resbalar	Caer	Hundir	Flotar	Romper	Vivir	Llegar	Faltar	Volar	Volver	Aparecer
1	1	1	0	1	0	1	1	1	0	0	0	0	1
2	1	1	0	1	0	1	1	1	0	0	1	0	1
3	1	1	0	1	0	0	1	1	1	1	1	0	0
4	1	1	1	0	0	1	1	0	0	0	1	0	0
5	1	1	0	1	0	1	0	0	1	0	0	0	0

3.1. Directionality and results by lexical item in incomplete IL forms

Errors occurred in both directions: incorrect *se* insertion and omission in sentences where it is required. In (7), examples of learners' errors in intransitive contexts are given. In these cases, the use of *se* is banned due to the fact that these verbs are pure unaccusative and are, thus, incompatible with the clitic *se* marking a non-existent suppressed external (cause) argument. The utterance in (8) illustrates the omission of *se* in a context where it is required. Yet, this latter type of error was only found three times with only one verb: *derretir.* This directionality in the error type with this particular verb might be put down to the fact that the event does not depict a clear resultant state since the ice-cream was not completely melted (see Figure 2). Evidence to support this is the verb *romper* which exhibits the same type of behaviour and, yet no such error was found in any of the subjects. As can be seen in Figure 2, while the branch of the tree is fully separated from the tree and thus can be said to be broken o *está rota,* as subject 5 said, this is not so for the picture with an ice-cream cone: it is not melted and *está derretido*, as a final state, would not be an accurate description of the picture.

Figure 2. *Romper* vs. *Derretir*



(7) a. *Se nacieron* tres pollitos. (Subjects 2 and 4)

b. Es la noche y la luna *se apareció.* (Subject 2)

(8) El helado *está derritiendo*. (Subjects 3, 4 and 5)

3.2. Qualitative Exploration of the Data

Some relevant information as to the subjects' knowledge of unaccusative verbs is not fully reflected in a quantitative analysis of the data. It is worth considering participants' utterances with unaccusative verbs that were not the expected ones (see Table 3) but all the same context appropriate; especially in the case of two unaccusative verbs such as *llegar* and *volver* present in the source input. As the examples in purple in Appendix 3 show, repeated here in (9) and (10) for convenience's sake, all subjects could provide an equivalent verb of inherently directed motion that perfectly suited the situation. In the case of *llegar,* most of them used *venir* while for *volver,* participants correctly chose *ir*.

A striking aspect that is clearly seen is the uniformity in the quality of subjects' productions regardless their length of exposure to Spanish (see Appendix 3). As can be seen, there are no significant differences in the number of productions among subjects. Yet, what is worth mentioning is that subjects with fewer years of exposure to the language presented less errors. That is, while subject 2 who has been exposed to Spanish for 10 years overgeneralized the clitic *se* to *nacer* and *aparecer,* subject 1 who has been exposed to the target language for four years did not present this sort of error. In the case of the verb *derretir*, more variability can be found: there is no clear correlation between years of exposure to the target language and correctness in the production[6].

(9) *llegar*

a. Dos amigos de Valen *vienen* a su casa (Subject 1)

b. Los amigos de Valen *vinieron* a visitarla (Subject 2)

c. Tiene dos amigos que *vienen* de visita (Subject 4)

(10) *volver*

[6] As we will later discuss, while Oshita (2001) claims that all L2 learners assume all intransitive verbs are unergatives at early stages of development, we will argue that if this were the case, the two types of the errors found (omission or overgeneralization) should be present at early stages and this is not what the results in our study show: see Table 4.

a. Ya es tarde y los amigos de Valen se *van* a su casa (Subject 1)

b. Es muy tarde, los chicos se *iban* a casa (Subject 2)

c. Ya es tarde, los amiguitos *van* a la casa (Subject 3)

d. Ya se tardeció. Los amigos se *van* a su casa (Subject 4)

e. A fin de la tarde, los dos amigos de Vale *van* a sus casas (Subject 5)

4. Discussion

As we have previously explained there is a syntactic difference between the two classes of intransitive verbs. The acquisition of unaccusative verbs poses a *learnability problem* since on the surface all intransitive verbs look alike: they have one argument. The learner's task is to figure out the underlying representation of these two classes and determine the semantic and syntactic behaviour of that sole NP argument. Then, problems with unaccusative verbs come up because in some languages the overt morphological and syntactic evidence for the split is not obvious from the input, and it some others it even optional or ambiguous. While some researchers claim that this distinction is innate and that learners initially make the unaccusative/unergative distinction, others argue that this is not so and that it has to be learnt.

Oshita's (2001) "unaccusative trap hypothesis" states that L2 learners initially treat all intransitive verbs as unergatives with an underlying subject, similar to what Borer and Wexler (1987) proposed for L1 learners. So, this hypothesis predicts that at early stages L2 learners are not sensitive to the semantic differences between the two classes of intransitive verbs. Only when learners have reached a higher level of proficiency in the L2 will they distinguish between unaccusative and unergative verbs and realize they have different underlying syntactic representations. According to him, this process is not instantaneous but proceeds in three different stages: stage I (intermediate level) where all intransitive verbs are treated as unergatives, stage II where overgeneralizations are found and a final stage of native-like performance. On the contrary, our data show that learners at initial stages present the same pattern of behaviour as those who can be said to be beyond this initial stage. Recall that both, subjects who have been learning Spanish for a greater number of years (Subjects 2 and 4) and those that have been doing so for 4 years (Subject 1- 3), presented the same types of mistakes in their productions. That is to say, all of them omitted the clitic *se* with the verb *derretir* that obligatorily requires it and used it with *nacer* and *aparecer* that are not compatible with it. These results cannot be accounted for if we assume that Oshita's hypothesis is correct.

Thus, we argue that the results in this study present evidence that L2 learners are sensitive to the distinction between unaccusative and unergative verbs initially and that this sensitivity is manifested in the types of errors they make. The overgeneralization of the clitic *se*

to unaccusative verbs that do not require it shows that learners evince knowledge of the semantic differences between the two classes of intransitive verbs throughout their interlanguage (IL) development. Hence, their use of the clitic *se* to mark any non-agentive derived subject reflects a deeper understanding of the grammatical properties of unaccusative verbs and their relationship with the sole NP argument that they bear. Even though, this error might be considered as a mere response to surface intransitivity; i.e. they might be considering *se* as an all-purpose NP substitute, several researchers have proved that this is not a random or unconstrained phenomenon. Toth (2000) found that this type of overgeneralization never occurs with unergative verbs thus rejecting the possibility that learners might be superficially processing syntactic form and use *se* in any intransitive context whether the verb is unaccusative or unergative. Toth attributed this error to UG-derived knowledge which would allow learners to mark non-agentive subjects and ban *se* insertion with unergative verbs. Much in the fashion, Montrul in her research on the L2 acquisition of English, Spanish, and Turkish found that, learners always made more causativity errors with unaccusatives than unergative (1997, 1999a, 1999b). This shows sensitivity to verbal semantics as an independent factor in interlanguage development. Neither L1 transfer nor L2 input[7] can satisfactorily account for this particular directionality in the learners' IL grammar.

The unaccusative-unergative distinction, then, is universal but the morphological reflexes and the semantic specifications different languages make use of are not. Then, these need to be acquired on the basis of positive evidence over an extended period of time. That is to say, learners need more positive evidence to figure out the specific semantic subclass of each verb (change of state or location, appearance or inherently-directed motion) and which one is compatible or incompatible with the clitic *se*. In other words, both the overgeneralization and omission errors will be overcome when learners have received sufficient positive evidence to gain the necessary semantic knowledge that would set the different subclasses apart.

Conclusion

The sort of overgeneralization witnessed here comes from learners' ability to distinguish the semantic properties of this verb class- unaccusative verbs- from those of unergative verbs. Then, this leads us to speculate that the misuse of *se* with pure unaccusatives such as *nacer* and *aparecer* demonstrates learners' application of the innate knowledge they possess of the semantic and syntactic specifications entailed by each type of intransitive verb. What learners

[7] Toth (2000) also studies the role instruction or the provision of explicit rules (among other factors) in L2 acquisition of morphosyntax and explains that these factors alone cannot prevent learners from making this type of mistake. This is not discussed here because it exceeds the scope of the paper.

know is that unaccusative verbs' single argument is the underlying object bearing the thematic role of theme and that unergative verbs' sole argument is an external argument with the thematic role of agent. Thus, the use of *se* acts as a marker of unaccusativity inaccurately applied to a subclass, within this group, where it is incorrect.

Our claim, then, is that these data indicate that learners know the syntactic distinction between the two types of intransitive verbs and the structural properties of unaccusative verbs. The use of the clitic *se* is the syntactic reflex that shows the learners' attempt to morphologically mark unaccusativity. Thus, to correct these errors, learners need more time to sharpen their knowledge of the specific semantic notions that are grammatically relevant for unaccusative classification.

To conclude, the data in this study as well as the marked directionality in the learners' errors are evidence against the validity of Oshita's Unaccusative Trap Hypothesis (2001). If the unaccusative/unergative distinction was not available until later stages of development in learners' IL grammars have been achieved, this particular type of overgeneralization would never occur in learners' IL grammars.

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APPENDIX 1: PROTOCOL[8]

PRE-TEST

Te vamos a mostrar unas figuras y vamos a contar un cuento. Después lo vas a contar vos.

A. Vale está durmiendo.
B. Franco se comió una manzana.
C. Agustín pateó la pelota.

Ahora vos le contás a X.

A. ¿Qué está pasando acá?
B. ¿Qué pasó acá?
C. ¿Qué pasó en ésta?

Ahora vamos a ver otras figuras nuevas

T E S T

1. ¡Mirá qué lástima! El helado se está derritiendo.
2. ¡Ay qué lindo! Nacieron tres pollitos.
3. ¡Uuuuy! El chanchito amarillo se resbaló y se está cayendo al agua.
4. Los otros chanchitos se tiraron para que no esté solo. ¡Y mirá! Los chanchitos no se hundieron. Están flotando.
5. ¡El árbol tiene tantas manzanas que ¡mirá! Se rompió una rama.
6. Vale vive en una granja.

[8] The procedure for subjects acquiring Spanish as an L2 is the same as the one followed for the control group when the test was administered to children acquiring Spanish as an L1. The story was not divided into two parts but told by the researcher and retold by the participants all at once.

7. Están llegando dos amiguitos de Vale, Franco y Agustín.
8. Tienen hambre pero solo hay dos caramelos: uno para Agustín y otro para Vale. Falta un caramelo para Franco. ¡Pobrecito!
9. Estaban jugando, y ¡mira! Se volaron los globos.
10. Ya es tarde. Los nenes se vuelven a su casa.
11. Es de noche. Apareció la luna.

1. ¿Qué está pasando acá?
2. ¿Qué pasó acá? (Aceptar: *Los huevitos se rompieron*)
3. ¿Qué está pasando acá?
4. ¿Qué está pasando acá?
5. ¿Qué pasó acá?
7. ¿Qué está pasando?
8. ¿Qué pasa? (*Hay un caramelo para Vale, otro para Agustín, y …*)
9. ¿Qué pasó?
10. ¿Qué pasa?
11. ¿Y acá qué pasó? (Señalar la luna)

APPENDIX 2: LEARNER PROFILE

LEARNER PROFILE[9]

Surname: **First names**:

Age: Male **0** Female **0**

Nationality:

Native language:

Father's mother tongue:

Mother's mother tongue:

Language(s) spoken at home: (if more than one, please give the average % use of each)

Education:

Primary school - medium of instruction:

Secondary school - medium of instruction:

Current studies:

Current year of study:

Institution:

Medium of instruction:

English only	**0**
Other language(s) (specify)	**0**
Both	**0**

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Years of Spanish at school:

Years of Spanish at university:

Stay in a Spanish-speaking country:

Where?

When? How long?

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[9] Basado en el modelo del proyecto *ICLE* de la Université Catholique de Louvain

Other foreign languages in decreasing order of proficiency:

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I hereby give permission for my essay to be used for research purposes.

Date: ..... Signature: .....

APPENDIX 3: PRODUCTIONS PROVIDED BY ALL SUBJECTS

Oración	Verbos	Sujeto 1	Sujeto 2	Sujeto 3	Sujeto 4	Sujeto 5
1	derretir	El helado se está derritiendo	El helado se está derretido (*no sé el verbo*)	El helado está derritiendo	El helado está derritiendo	El helado está derritiendo porque es muy caliente
2	nacer	Nacieron tres pollitos	Se nacieron tres pollitos	Los pollitos se nacieron	Se nacieron tres pollitos	Hay tres huevos y en este momento dos nuevos pollitos están naciendo.
3	resbalar	---------	-----	------	El chanchito amarillo se resbaló al agua	-------
	caer	El cerdito amarillos se está cayendo en el agua	Uno de los cerditos se cayó en el agua	El cerdito amarillo está cayendo	------	Estos tres cerdos están cerca del río pero uno cae en la agua
4	tirar	Los otros cerditos se van adentro también	Los otros dos lo acompañan	Los otros cerditos se tiran también para no estar solo	Los otros dos también se lanzaron al agua para que el amarillo no se esté tan solo	Agua
	hundir	----	------	----	------	--------
	flotar	están flotando	Y los tres flotan	*No sé la palabra*	Se quedaron flotando	Los tres cerdos están flotando
5	romper	Hay tantas manzanas en el árbol que se rompe la rama	El árbol tiene tantas manzanas que una rama se rompió	Se rompió una rama	El árbol tiene tantas manzanas que se rompió una rama	Está árbol con muchas manzanas **y una rama está rota.**
6	vivir	Valen vive en una granja	Valen vive en una granja	Valen vive en una casa grande	**Valen tiene una casa muy grande**	**Aquí es la casa de Valen**
7	llegar	**Dos amigos de Valen vienen a su casa**	**Los amigos de Valen vinieron a visitarla**	Están llegando dos amiguitos de Valen	**Tiene dos amigos que vienen de visita**	Llegan dos amigos de Vale
8	haber	Sólo hay dos caramelos	Hay 2 caramelos, un caramelo para Valen y otro por Agustín,	Los niños tienen hambre pero solo hay 2 caramelos	Los amigos tienen hambre pero solo hay dos dulces y	Tienen hambre pero solo hay dos caramelos
	faltar	**El otro chico no tiene nada**	**el otro chico no tiene caramelo, pobrecito**	Uno por …. no, falta uno para Vale	para el pobrecito Fede no hay ni	Fede no puede comer

9-		volar	**Los globos se van en el aire**	Los globos se volaron	Los globos están volando	**Se le escaparon**, se le volaron los globos	Vale va a jugar con los globos y **van en el cielo**
10		volver	Ya es tarde y **los amigos de Valen se van a su casa**	Es muy tarde**, los chicos se iban a casa**	Ya es tarde, los amiguitos van a la casa	Ya se tardeció. **Los amigos se van a su casa**	A fin de la tarde **los dos amigos de Vale van a sus casas**
11		aparecer	En la noche aparece la luna	Es la noche y la luna se apareció	**La luna está arriba**	**Ya está de noche y puedes ver la luna.**	**Es de noche, hay buena luna**